

ST. ANDREW'S CE INFANTS' SCHOOL

TEACHING AND LEARNING POLICY



Reviewed: March 2026

Our Pedagogical Approach

at St. Andrew's CE Infants'



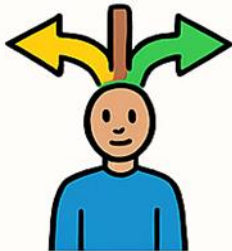
Oracy



Modelling



**Retrieval
Practice**



**Adaptive
Practice**



**Assessment
for Learning
(AFL)**



Metacognition

St. Andrew's CE Infants' School

PEDAGOGIES

(Pedagogy- is the way we teach - the methods we use to ensure our pupils understand and are ready to progress)

	Pedagogy	Definition	Principles	Classroom strategies
HIGH EXPECTATIONS				
	Oracy	Oracy is the purposeful, explicit teaching of speaking and listening skills to develop pupils' ability to communicate effectively, reason verbally, articulate understanding, and engage confidently in dialogue.	*Talk is a tool for learning, not just a mode of communication . *Structured talk scaffolds deeper thinking. *Vocabulary and sentence structures require explicit instruction.	*Sentence stems and talk frames. *Dialogic teaching (paired talk, group discussion, whole-class dialogue). *Roles within discussions *Explicit vocabulary instruction. *‘Rehearse before writing’ routines.
	Retrieval practice	Retrieval practice strengthens memory by bringing knowledge to mind, improving long-term retention and enabling children to build secure knowledge foundations.	*Low-stakes retrieval enhances confidence and fluency. *Spaced and interleaved retrieval improves transfer and durability. *Small steps and cumulative review prevent forgetting.	*Daily/weekly review questions. *“Last lesson, last week, last term” quizzes. *Mini whiteboard recall checks. *Retrieval grids. *Quick-fire oral recall in transitions or plenaries.
	Modelling	Modelling involves explicitly demonstrating processes, thinking, and outcomes so that pupils can understand how to approach a task successfully.	*Making thinking visible supports cognitive development. *High-quality models clarify expectations. *Breaking complex processes into small steps	*Live modelling (“I do” phase). *Think-aloud strategies. *Worked examples, annotated exemplars. *Deconstructing WAGOLs (What A Good One Looks Like). *Collaborative modelling (teacher

			reduces cognitive load.	+ pupils building success criteria).
 Assessment for Learning (AFL)	Assessment for Learning (AFL)	AfL is the continuous process of using evidence of learning to inform teaching decisions and support pupil progress. It ensures teaching responds to pupils' understanding in the moment.	Feedback must be timely, actionable, and specific. Pupils are active participants in assessing their own learning. AfL guides instruction, adaptation, and next steps.	*Mini whiteboard responses for whole-class checks. *Live marking and immediate verbal feedback. *Success criteria and co-created checklists. *Targeted hinge questions. Traffic light self-assessment or exit tickets.
 Adaptive Practice	Adaptive Practice	Adaptive practice is the responsive and flexible adjustment of teaching based on pupils' needs, ensuring access to learning for all while maintaining high expectations	Adaptation is proactive (planned) and reactive (in the moment). Same objective, different pathways. Scaffolding is temporary – designed to be removed.	*Flexible grouping and targeted teacher time. *Scaffolds such as sentence starters, graphic organisers, manipulatives. *Adjusted pace or task complexity. *Pre-teaching or over-learning key concepts. *Checking misconceptions early and adjusting.
 Metacognition	Metacognition	Metacognition refers to pupils' ability to plan, monitor, and evaluate their own learning. It builds independence and helps children understand how they learn.	Explicit teaching of metacognitive strategies improves outcomes. Reflection improves self-regulation and resilience. Modelling the thinking process is essential.	*Planning prompts: "What do I already know?" "How will I tackle this?" *Monitoring prompts during tasks: "Is this working?" *Evaluation prompts: "What helped me learn?" "What will I do next time?" *Self and peer reflection at the end of lessons.

St Andrew's CE Infants'

Teaching and Learning Policy



Policy Reviewed: March 2026

Next Review: March 2027

Approved by: Governing Body

Lead Person: Head Teacher

1. Introduction

This Teaching and Learning Policy outlines the principles, expectations, and approaches that underpin high-quality provision at our infant school. It sets a consistent framework to ensure every child receives an engaging, inclusive, and ambitious education that enables them to thrive academically, socially, and emotionally.

2. Our Vision

Our vision here at St Andrew's CE Infants' is ' Learning together in friendship and faith'. We believe at St. Andrew's that each child should be given daily opportunities to engage in developing skills they can use throughout life. We are committed to each child being able to "have a go", to enjoy learning, questioning, discussing, interacting, and in turn becoming an independent, enthusiastic learner for life. All pupils are entitled to best quality teaching developing and then applying learning skills that can be used again and again, bringing progress and success.

3. St. Andrew's CE Infants' School Philosophy and Values

At St. Andrew's C.E. Infants' we promote opportunities to learn skills for life on a daily basis.

We learn together in friendship, respecting and valuing one another in all that we do.

We come to St. Andrew's each day living by and in Faith.

John 10 v 10 'I came that you may have and enjoy life in abundance'

St. Andrew's is a Voluntary Controlled Church of England Infants' School and its' values are deeply rooted in Christian teaching; thus friendship, compassion, resilience, forgiveness, thankfulness and peace, can be seen daily around the school, are our weekly worship themes and are linked with our behaviour policy. We became a part of the DCAT family of schools on 1st October 2023.

- We aim for each child to flourish as a unique individual, growing as a learner, feeling safe and confident to try new learning activities, developing the capacity to think deeply and to develop an awareness of themselves and those around them.
- We aim to provide a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential.
- We would like each visitor to find a welcoming environment, in which courtesy, kindness and respect are fostered.
- We believe in providing positive role models for children to relate to and emulate.
- We believe we have a fair and disciplined environment, in line with the school's Behaviour Management Policy. Our new Policy notes the three priorities for our pupils to understand and remember, ready, respectful, safe.
- We aim to maintain purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.
- Every day we aim for children to be involved in meaningful, stimulating, purposeful tasks related to the National Curriculum programmes of study and the Foundation Stage curriculum.
- We aim in each day to promote opportunities to value and celebrate pupils' success and achievements.
- We aim to have regular opportunities to review personal and professional development by providing appropriate INSET training and support for colleagues in order to ensure a high level of professional expertise.

4. Equal opportunities

Every member of St. Andrew's Infants' Community is valued and supported as a wonderfully unique individual. We are committed to the principle of equal opportunities for all pupils and adults irrespective of gender, ethnic origin, religion, disability or home background. All pupils have access to a broad and balanced curriculum which will develop skills, concepts and knowledge necessary for future learning.

5. Our Aims:

- For all our pupils to be excited by learning, becoming a confident, enquiring, life-long learners

- To make progress from their starting points, achieve and attain their personal best, realizing success along the way;
- To be surrounded by and learn to demonstrate Christian values, respecting the world in which we live and those that work and play with us;
- For all pupils to develop independence, curiosity, confidence, and a positive attitude to learning.
- To enter daily an environment of respect, trust and high expectation. We expect all our children to be engaged, to be included and to be challenged in each learning experience;
- For all learning is purposeful, engaging, and appropriately challenging
- To ensure assessment informs teaching and supports ongoing improvement.
- To prioritize communication, language, and early literacy and numeracy skills are prioritized.
- To ensure teaching is adaptive and responsive to children's needs.
- For all pupils to know the importance of building friendships and being peacemakers, finding their way along a journey towards faith;
- For our pupils to leave St Andrew's a reader, a writer and mathematician, achieving their potential and having experienced success.
- To be prepared for their next step into Year 3 and beyond

6. Principles of Effective Teaching and Learning

Our work is built upon evidence-informed pedagogies including Assessment for Learning (AfL), modelling, adaptive teaching, oracy, retrieval practice, and metacognition. These principles guide planning, lesson delivery, interactions, and assessment.

7. Curriculum and Planning

Teachers plan from a well-sequenced, coherent curriculum that:

- Builds upon prior learning.
- Introduces new knowledge gradually and cumulatively.
- Ensures breadth, balance, and depth across all subjects.
- Embeds opportunities for language development and early reading.
- Plans for retrieval, reflection, and cumulative knowledge over time.
- Includes adaptations to ensure full access for all pupils.

8. Key Pedagogical Approaches

8.1 Assessment for Learning (AfL)

- Learning intentions and success criteria are shared in child-friendly language.
- Teachers use questioning, observation, and discussion to check understanding.
- Misconceptions are addressed promptly.
- Feedback moves learning forward.
- Children are supported to reflect on their work.

8.2 Modelling

- Gradual release model: I do, we do, you do.
- Teachers model high-quality examples and verbalise thinking.
- Errors are explored and used as learning opportunities.

8.3 Adaptive Teaching

- Adaptations occur in real time.
- High expectations remain for all pupils.
- Scaffolds support access without lowering challenge.

8.4 Oracy

- Oracy is explicitly taught across the curriculum.
- Staff model high-quality language.
- Structured opportunities for talk are embedded.

8.5 Retrieval Practice

- Retrieval is planned daily, weekly, and termly.
- Activities are low-stakes and accessible.
- Prior learning is revisited in varied contexts.

8.6 Metacognition

- Teachers model metacognitive talk.
- Children reflect on learning using age-appropriate methods.
- Pupils are supported to plan, do, and review tasks.

9. Learning Environment incorporating a range of teaching strategies

- Calm, safe, nurturing, and inclusive.
- Language-rich with accessible explicit vocabulary prompts.
- Organised, with clearly labelled resources.
- Celebratory of children's efforts and achievements.
- Representative of the diverse community.
- Supportive of independent learning.
- Opportunities to work in a variety of ways, such as individually, in pairs, small groups, whole class situations.
- Adaptive teaching to ensure the curriculum can be accessed by all pupils is used throughout the school.
- Strategies include: (With thanks to Swale Academies Trust training on inclusive and adaptive teaching 2023)
- Established class routines
- Optimum seating arrangements
- Additional processing time
- Limited instructions
- Using smaller steps, more scaffolding

- Keep language as simple and clear as possible
- Explicit demonstration and modelling of methods
- Use of now/next boards/class timetables
- Collaborative learning, especially with the use of talk partners

10. Roles and Responsibilities

Teachers:

- Ensure there is a consistency in each lesson, planning and working with Year Group Teams to plan and deliver high-quality, evidence-informed lessons.
- Use assessment to inform teaching decisions.
- Apply the principles outlined in this policy.
- Maintain high expectations for all pupils.
- Give high quality feedback to pupils within the lesson and at the end

Support Staff:

- Provide targeted support that complements teaching.
- Promote independence and engagement.
- Work collaboratively with teachers.

Senior Leadership Team:

- Monitor and evaluate teaching and learning.
- Provide coaching, feedback, and professional development.
- Ensure alignment to whole-school priorities.

Governors:

- Monitor implementation through reports and visits.
- Hold leaders to account for standards.

11. Monitoring and Evaluation

- Learning walks
- Book looks
- Pupil voice
- Planning reviews
- Lesson visits
- Data analysis
- Professional dialogue

12. Assessment

- Helps us understand what pupils already know and can do.
- Ensures teaching begins at the right level, preventing gaps or unnecessary repetition.

- Supports accurate baselining and early identification of misconceptions.

- forms planning and instruction

- Allows teachers to adapt lesson design and sequences based on real-time learning needs.
- Ensures teaching is responsive rather than predetermined.
- Supports effective differentiation and targeted scaffolding.

-improves pupil progress

- Shows pupils what they have learned and where they need to go next.
- Helps teachers identify who needs additional support, consolidation, or challenge.
Enables early intervention to close gaps before they widen.

-enhances pupil engagement and ownership

- Encourages pupils to reflect on their own learning.
- Builds independence through self-assessment and peer assessment.
- Helps children understand success criteria and what quality learning looks like.

-strengthens memory and retention

- Retrieval-based assessment (low-stakes quizzes, recall checks) reinforces long-term memory.
- Regular review supports stronger knowledge foundations and deeper learning.
- Spaced assessment helps pupils retain learning over time.

-provides valuable feedback

- Gives pupils timely, specific guidance they can act upon.
- Provides teachers with insight into what is working and what needs to change.
- Supports parents and carers to understand progress and how to help at home.

-supports high expectations and consistency

- Common assessment approaches ensure consistency across classes and year groups.
- Helps teachers maintain high expectations for all pupils.
- Strengthens whole-school monitoring of curriculum impact.

-informs whole-school improvement

- Provides leaders with data to evaluate curriculum effectiveness.
- Highlights strengths and areas requiring development across subjects or cohorts.
- Supports accurate reporting to governors and external agencies.

10. Review

This policy will be reviewed annually, or sooner if required, to ensure it reflects best practice and current school needs.

Lesson structure at St. Andrew's CE Infants'

