



Ladywood

Primary School

Teaching and Learning Policy

April 2026

Rationale

At Ladywood Primary School we recognise that the key to raising standards requires a focus on the quality of teaching and learning within the classroom on a daily basis. Effective learning depends upon effective teaching.

Aim

The aim of this policy is, therefore, to equip teachers, and support staff, to become the most effective practitioners they can be using the principles established from evidence-based practice research, cognitive science, experience and continued professional development.

Whole school approach

By adopting a whole school approach to teaching and learning across Ladywood Primary School we will:

- Ensure consistency of teaching and learning in each classroom,
- Create effective learning environments to support and facilitate learning,
- Give children the skills they need to be lifelong learners,
- Learn from each other by promoting a culture where opportunities for sharing good practice are in place,
- Have high expectations of oracy,
- Deliver granular, progressive curriculums which enable children to connect new learning to existing knowledge in order to commit learning to long term memory,
- Follow a consistent, whole school behaviour system,
- Develop our school core values of confidence, resilience, enthusiasm, curiosity, respect and articulation. - see Appendix A, Ladywood's Intent and Core Values.

Teaching and Learning consistency

Rosenshine's Principles of Instruction form the basis of Ladywood's teaching and learning approach. Rosenshine developed 10 principles based on research of how the brain acquires new information and on classroom practices which enabled pupils to make the highest academic gains.

The fundamental key to Rosenshine's teaching and learning strategy is based upon an '**I do, we do, you do, approach.**' At each point, teachers check understanding of all pupils by asking questions and providing feedback.

At Ladywood we implement this strategy by striving to include the following in all our lessons:

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| 1. A review of previous learning to strengthen the commitment to long-term memory and aid recall. |
| 2. Delivery of new material in small steps to avoid overload and enable pupils to make connections to previous learning. Teachers ensure each step is mastered before moving on. |
| 3. Asking a variety of open questions to determine pupil understanding and help them connect new learning to prior learning. |
| 4. Modelling clearly and thinking out loud to clarify steps and see new learning in action. I do. |
| 5. Providing our pupils with time for guided practice and rehearsal - we do. |
| 6. Purposeful and continual checks of pupils understanding to ensure swift correction of misconceptions. Repeat steps 4-6 as often as required until learning is consolidated and pupils are able to attempt independent task. ASSESSMENT FOR LEARNING |
| 7. Correct challenge - optimal pitch enables a pupil to experience an 80% success rate. |
| 8. Scaffolds as a temporary support to assist learning in difficult tasks. Scaffolds are slowly withdrawn as pupils begin to tackle tasks with increasing confidence and success. |
| 9. Providing opportunities for independent practice - overlearning enables new skills and knowledge to be committed to long-term memory and be recalled with automaticity. You do. |
| 10. Review learning regularly. |

Access to Learning - Inclusion

We recognise that some pupils require SMART targets as part of their School Focussed Plan - we endeavour to support all pupils inclusively so that they can access learning with their peers.

See Appendix B

Tom Sherringham's representation of Rosenshine's Principles of Instruction.

The Learning Environment

At Ladywood we believe the learning environment should both promote learning and showcase pupil achievements.

Within the school all adults use the **TEAM STOP** signal to gain the attention of all pupils. **Talk To Your Partner** and **Cold Calling** strategies are used in every lesson to ensure pupil engagement in learning. Please see our Behaviour Policy for further details.

Learning walls provide models for teachers to use during the teaching process whilst also enabling pupils to be independent learners. They are visible for all seated children.

Displays celebrate pupil achievements, provide a sense of pride and belonging whilst also acting as an aid memoir for learning. **Curriculum linked books** are displayed and available for pupils to read widely to extend their learning.

All classes are expected to have designated and comfortable **reading areas**. Books must be displayed attractively to promote children's engagement with and independent choice of reading materials.

High Expectations

Teachers and support staff are required to have and model high expectations in all areas of the curriculum. By instilling positive learning behaviours and a love of learning within our pupils we equip them with the skills to be successful learners with high aspirations.

In order to expect work of a high quality from pupils, adults must always model high quality work. Teachers and support staff must demonstrate what a good piece of work looks like so that pupils know the expectation and, offer immediate feedback through our marking process.

Marking and feedback

At Ladywood we employ '**live marking**,' using 'pink to think' pens and verbal feedback. Live marking provides pupils with feedback within the lesson allowing teachers to:

- Adjust groups and support to ensure all children 'keep up' with the intended learning,
- Give immediate praise,
- Address misconceptions immediately,

- Take appropriate action to secure foundational knowledge ie letter formation and spellings,
- Share good examples with peers mid lesson,
- Provide opportunities for editing using 'purple polishing' pens,
- Respond to presentation,
- Allow children to be successful.

Pupil's books are marked with a traffic light system (Green/Met, Orange/additional support needed and Red/Not met), to indicate if the pupil has met the learning objective. Further codes indicate if class teacher (CT) or support staff (TA / HLTA) support has been given.

Assessment for Learning

Assessment for Learning is an integral part of the teaching sequence within each lesson. Pupil understanding is monitored throughout the lesson using talk partners, a number of resources such as white boards and manipulatives and live marking. Assessment for Learning enables class teachers to complete accurate ongoing trackers for pupils in each curriculum subject.

Pupil progress in Reading, Writing, Maths and GPS is reported to the Trust in December, April and June each year. This data is analysed by SLT, discussions are held with teachers regarding provision/intervention for pupils falling behind and summary information is shared with the Governing Body.

Continued Professional Development

Continued Professional Development is planned in line with data analysis, school improvement priorities and adult performance management targets. Wherever possible CPD is disseminated to staff in staff meetings.

Monitoring and Review

This policy will be reviewed bi-annually.

The SLT may determine that this policy requires an early review if the Government introduces new regulations or following external monitoring.

Date written: April 2026

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Appendix A - Ladywood Intent and Core Values

Throughout our journey at Ladywood we receive an **ambitious, inclusive** education which promotes a life-long **love of learning** preparing us for our next stage of education and life in an ever changing world. We develop **confidence, resilience** and **enthusiasm**. We **acquire knowledge, skills** and vocabulary whilst **experiencing wider opportunities** and becoming **curious** and **articulate** learners. We are **happy** and **respectful**, **appreciate diversity** and **celebrate our successes**.

Our school motto ' If we can dream it ... we can do it'

| Our core values | |
|-----------------|---|
| Confidence | Have belief in your own ability. |
| Resilience | Don't give up- when the going gets tough, the tough get going. |
| Enthusiasm | Put your whole heart into a task |
| Respect | Give it to earn it! Respect each other, yourself, property, the environment, teachers. |
| Curiosity | Be inquisitive and ask 'what, when, why' questions. |
| Articulate | Speak fluently and clearly using 'wow' words whenever you can |

Appendix B

Tom Sherringham's representation of Rosenshine's Principles of Instruction

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



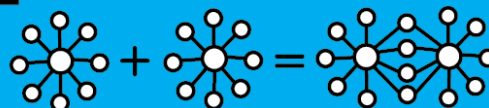
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



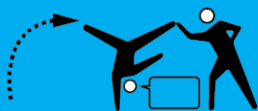
The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.