



LEECHPOOL PRIMARY

Teaching and Learning Policy

1. Aims

At Leechpool Primary, our core purpose is to **breathe life into learning so that every child can be the best they can be**. This policy explains how high-quality, evidence-informed teaching underpins that purpose.

Our aims are to:

- create an environment of **high expectations and strong relationships** where pupils learn best
- promote a **common language for Quality First Teaching (QFT)** so that effective practice is consistent across the school
- ensure all members of the school community recognise their role in securing high-quality teaching and learning
- ensure staff have the skills and knowledge to identify gaps in pupils' learning and address these through responsive teaching
- secure **ambitious outcomes for all pupils**, including those with SEND and disadvantaged pupils, through adaptive, inclusive classroom practice

2. Roles and Responsibilities

All members of the school community will:

- regard children as individuals and respect their rights, values and beliefs
- foster and promote **positive relationships** and a sense of belonging to the school community
- encourage, praise and positively reinforce prosocial relationships, behaviours and work
- work as a team to support and encourage one another

Teachers at our school will:

- follow the expectations for teaching and professional conduct set out in the Teachers' Standards
- plan and deliver lessons aligned with the **Leechpool QFT model**, using the QFT strands and WalkThru guidance
- provide a challenging and stimulating curriculum designed to enable all children to reach the highest standard of achievement (see Curriculum Policy, website and plans)
- ensure that learning is **progressive and continuous**, building securely on prior knowledge
- use assessment and responsive teaching to identify, address and close gaps in pupils' learning
- have a positive attitude to change and the development of their own expertise
- meet the expectations set out in associated policies (Assessment; Behaviour for Learning; Homework; Marking and Feedback; Curriculum; SEND and Inclusion)

Support staff at our school will:

- support teaching and learning with flexibility and resourcefulness
- use agreed assessment for learning strategies, including QFT approaches such as questioning, feedback and adaptations
- share observations of pupils with teachers to inform responsive teaching and adaptations
- identify and use resources to support access to learning for all pupils
- meet the expectations set out in the Assessment, Behaviour for Learning, Homework, Marking and Feedback, Curriculum and SEND and Inclusion policies

Parents and carers are encouraged to:



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- ensure that their child attends school regularly, punctually, well-rested and in good health
- ensure that their child arrives at school wearing the correct uniform and bringing necessary equipment
- support the work of the school and become actively involved in the implementation of any support programmes
- participate in discussions concerning their child's progress and attainment

Pupils at our school will:

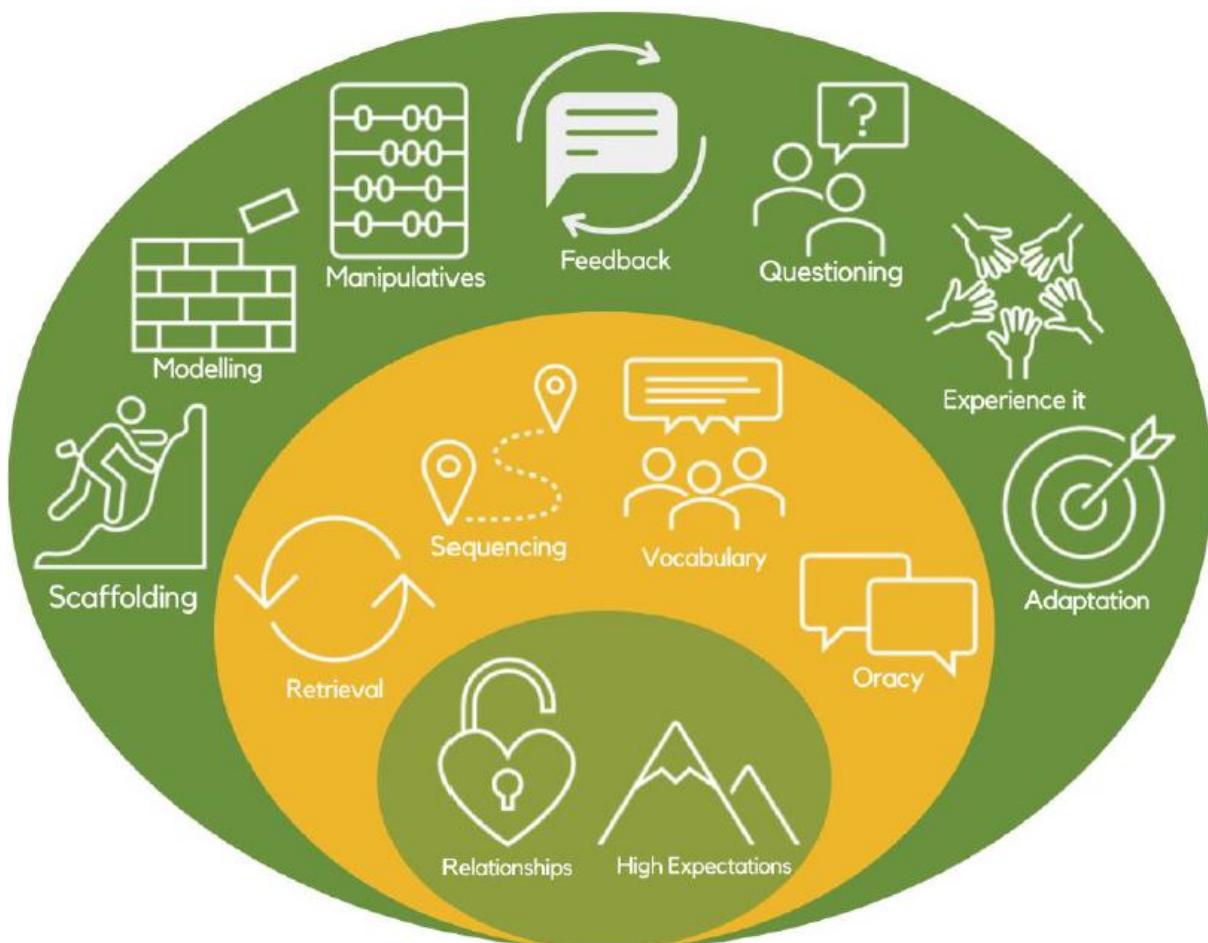
- attend school regularly and punctually
- be organised and bring the equipment they need
- conduct themselves in an orderly manner in line with the Behaviour for Learning Policy
- take increasing responsibility for their own learning and behaviour, with appropriate support

3. Quality First Teaching at Leechpool

Teaching at Leechpool is underpinned by our **Quality First Teaching model**, represented visually as layered rings. Each layer builds on the one beneath it:

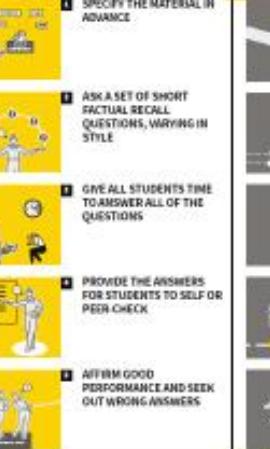
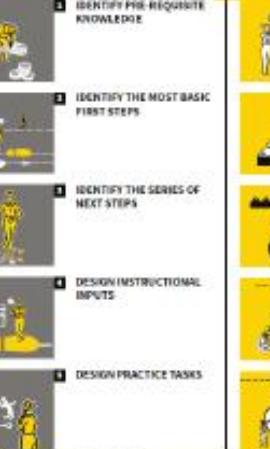
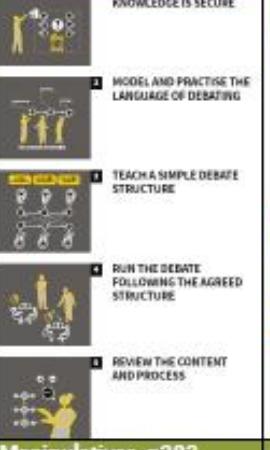
- At the **core** sit **Relationships** and **High Expectations**.
- The **middle layer** contains the fundamental principles of effective teaching that should be evident in every lesson.
- The **outer layer** sets out additional, high-leverage practices that refine and strengthen classroom practice.

All layers are interdependent: **strong relationships and high expectations enable every other QFT element to have impact.**





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Relationships, p91	High Expectations, p98	Retrieval, p341	Sequencing, p143	Vocabulary, p209
<p>Building positive, trusting relationships that create emotional safety, promote belonging and enable pupils to learn confidently.</p> 	<p>Setting clear, ambitious expectations for behaviour, effort and learning so every pupil is challenged and supported to achieve their best.</p> 	<p>Providing regular opportunities to recall and revisit prior learning to strengthen memory and deepen long-term understanding.</p> 	<p>Planning learning in logical, manageable steps that connect securely to previous knowledge and reduce cognitive overload.</p> 	<p>Explicitly teaching, revisiting and using key vocabulary to strengthen pupils' understanding, communication and subject knowledge.</p> 
<p>Oracy, p442 Developing pupils' spoken language through structured talk, discussion and dialogue to support clear thinking and effective communication.</p> 	 <p>TEACHING WALKTHRUs FIVE-STEP GUIDES TO INSTRUCTIONAL COACHING</p> <p>Further information and guidance can be found within each 'Teaching Walkthrus' book. Please see the relevant page number next to each area of QFT. These can all be found in the PPA room.</p>	<p>Scaffolding, p237 Offering temporary, targeted support—such as prompts, frames or models—that helps pupils access learning before moving towards independence.</p> 	<p>Modelling, p230 Demonstrating clear examples and verbalising expert thinking to show pupils how to approach and complete new learning.</p> 	
<p>Manipulatives, p383 Using concrete and visual resources to make abstract concepts accessible and support deeper conceptual understanding.</p> 	<p>Feedback, p317 Giving timely, specific guidance that helps pupils improve their work, understand next steps and make progress.</p> 	<p>Questioning, p268 Using purposeful, well-crafted questions to probe understanding, challenge thinking and guide pupils towards deeper learning.</p> 	<p>Experience It, p383 Providing practical, hands-on learning opportunities that help pupils explore concepts, apply skills and build meaningful connections.</p> 	<p>Adaptation Making small, thoughtful adjustments based on individual needs to ensure every pupil can access and succeed in learning.</p> <p>Create a Warm, Welcoming Climate Greet pupils positively and use calm, warm interactions that show every child they are valued.</p> <p>Know Each Child Well Notice the subtle cues that show how each child is feeling and behaving. Use what you know about their interests, triggers and learning needs to support them in a thoughtful, approachable, and timely way.</p> <p>Build Trust Through Consistency Use predictable routines, clear boundaries and fair responses. When learners know what to expect, they feel secure, which enables you to adapt support more effectively.</p> <p>Respond with Empathy and Flexibility Acknowledge and consider what each pupil is saying in the moment based on their needs. Use small, achievable rewards that help pupils engage with their learning.</p> <p>Reinforce Positive Engagement Acknowledge effort and progress to pupils' experience success. Use encouragement that motivates them to sustain participation and makes future associations easier and more effective.</p>



Links with other policies and documents

The implementation of this policy is supported by the following frameworks and documents:

Appraisal Policy

Assessment Policy

Behaviour for Learning Policy

Coaching Policy

Curriculum Policy

Gifted, Talented & More Able Policy

Homework Policy

Marking and Feedback Policy

Professional Standards for Teachers – DfE

Teaching and Learning Guidance

SEND and Inclusion Policy