Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

Teaching and Learning Policy

Reepham Church of England Primary School

Approved by:	Mrs. Amy Jackson	**Date:**	July 2026
Last reviewed on:	September 2026		
Next review due by:	September 2028		

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

1. Vision, Ethos, and Pedagogical Foundations

1.1 Christian Ethos and Vision

Rooted in our Christian ethos, Reepham Church of England Primary School believes that every child is a unique gift from God. Our teaching and learning practices are intentionally designed to bring our school vision to life, ensuring that every individual is known, loved and experiences a deep sense of belonging. By combining evidence-based teaching with robust pastoral care, we ensure that students experience the highest quality of education in every lesson - every day. This empowers them to achieve their full, God-given potential and walk confidently into the next step of their educational journey.

1.2 Research-Led Practice

To ensure every child has the opportunity to achieve their maximum potential, our pedagogy is research-led and informed by modern educational science. Our practice is guided by the following frameworks:

- **Doug Lemov's *Teach Like a Champion*:** Used to establish high-impact classroom routines and behaviour management strategies that maximise instructional time.
- **Barak Rosenshine's *Principles of Instruction*:** Used to structure lesson delivery, guide practice and support cognitive processing.
- **The Education Endowment Foundation (EEF) Evidence Base:** Utilised to guide general teaching standards, inclusive practices and the strategic deployment of support staff.
- **Tom Sherrington's *Walkthrus*:** Used to provide actionable, step-by-step instructional techniques for classroom teachers.

2. Curriculum Design, Intent, and Inclusion

2.1 Curriculum Intent and High Expectations

Our curriculum delivers an ambitious, knowledge-rich education that empowers all pupils. We maintain uncompromised, high expectations for all children across all subject areas. We integrate regular retrieval practice to strengthen long-term memory schema, ensuring children know more, remember more and can do more over time.

2.2 Sequencing and Progression

Learning is carefully sequenced so that new knowledge builds systematically on prior learning. Long-term plans map out progression clearly across all year groups. Retrieval practice is deliberately scheduled at the start of every lesson to activate prior knowledge before any new material is introduced.

2.3 Inclusion by Design

We hold high expectations for all learners without exception. Through our "Inclusion by Design" framework, Quality First Teaching ensures that the curriculum remains fully accessible to every child. Inclusion is achieved by embedding intentional pedagogical scaffolds rather than reducing curriculum ambition or narrowing the scope of what is taught.

3. Teaching Principles and Pedagogy

3.1 Episodic Lesson Delivery

Lessons are structured using an episodic teaching model. This model breaks learning down into small, manageable chunks to prevent cognitive overload and allow students to process information effectively before moving forward.

3.2 Teacher Input and Talk Time

Teacher talk during instructional inputs is kept concise, sharp and highly focused to maximise student engagement and active participation. Recommendations for teacher talk during inputs are defined approximately as follows. Teachers should ensure that between input, pupils are given the opportunity to talk and practice.

- **Key Stage 1 (KS1):** 5 to 7 minutes of teacher talk.
- **Lower Key Stage 2 (LKS2):** 8 to 10 minutes of teacher talk.
- **Upper Key Stage 2 (UKS2):** 10 to 12 minutes of teacher talk.

3.3 Teacher Modelling and the Gradual Release Model

Teacher inputs usually follow the "I Do, We Do, You Do" gradual release approach.

- **I Do:** The teacher explicitly models skills, processes and concepts. A visualiser will be actively used whenever concrete manipulatives are being demonstrated.
- **We Do:** The teacher guides joint, collaborative practice with the entire class to check understanding.
- **You Do:** The teacher moved pupils on to independent application and practice.

3.4 Questioning and Checks for Understanding

Teachers must use purposeful questioning strategies to serve as 'real-time' Assessment for Learning and to deepen student comprehension. These strategies ensure all students remain accountable and engaged.

3.5 Oracy and Classroom Dialogue

Teachers must provide regular, high-quality oracy opportunities within lessons. Structured partner talk and clear expectations for spoken responses ensure that students develop confidence, verbal reasoning and communication skills.

3.6 Handwriting and Modelling

Teachers should consistently model appropriate, high-quality cursive handwriting across all subject areas. To maintain school-wide consistency, the prescribed Letter-Join font is utilised across the majority of digital displays, smartboard smart slides and physical school documentation.

In Key Stage One, Year One pupils initially follow *Letter-join Print Plus*, progressing to *Letter-join Air Plus* as cursive letters are introduced. In Year Two, pupils advance to *Letter-join Plus* once accurate formation is embedded and they are ready to connect letters. Key Stage Two classes use *Letter-join Plus 40*. (See Handwriting Policy).

Tripod Grip: Staff encourage all pupils (both left- and right-handed) to use a tripod grip for secure holding and precise movement. Incorrect grips should be promptly and gently corrected during lessons.

Seating Arrangements: Left-handed pupils must be seated on the left-hand side of right-handed peers to ensure adequate workspace and comfort.

4. Structure of a Typical Lesson

4.1 Lesson Non-Negotiables

To maintain exceptional teaching standards, every lesson cycle incorporates the following non-negotiables:

- **High Expectations:** A culture where excellent effort and academic ambition are standard.
- **Calm and Purposeful Start:** Clear entry routines that establish immediate focus.
- **Retrieval Practice:** Intentional activation of prior knowledge at the start of the lesson – this is quick paced and takes around five minutes, aiming to use a variety of strategies to recall essential information from memory.
- **Clear Routines:** Well-rehearsed classroom procedures.
- **Everything Ready:** All resources and digital materials prepared in advance.
- **Effective Questioning:** Utilising targeted strategies to probe and verify understanding.
- **Scaffolding to Meet Needs:** Providing necessary supports so all students can access the learning objective and barriers to learning removed.
- **Feedback and Assessment:** Ongoing formative assessment to address misconceptions in real time.
- **Focus on the Learning Objective (LO):** Ensuring activities align directly with the core objective.
- **Positive Behaviour Management:** Using praise, encouragement and clear boundaries to foster a thriving learning environment, in line with the school's behaviour policy.

What a 'typical lesson' will look like.

Retrieval Practice/Flashback

- This should be quick paced (approx.. 5 minutes) and aim to use a variety of strategies to recall essential information from memory.
- Children receive instant feedback and, where written, children may mark their own answers to strengthen retention of knowledge. Use a variety of strategies to maintain engagement but think about what knowledge needs to be rehearsed.
- Can include spaced learning (2-3 weeks) or interleaving (switching between concepts).
- The aim of this is to make knowledge 'stick' and transfer into the long-term memory.
- If done verbally (EY/Y1), adults must ensure they are 'present' and actively listening to and supporting all children.
- In writing lessons, retrieval should revisit previously taught transcription and composition knowledge, including phonics/spelling patterns, vocabulary, grammar, punctuation and sentence construction.
- Dictation is used regularly as a deliberate retrieval and application strategy. It draws upon previously taught phonics, spelling, grammar and punctuation and reinforce accurate handwriting and sentence construction.

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

Teacher Input

- "Today we are learning" – what have you already learned that will help you today?)*Teachers should tell the children).*
- Use **key vocabulary in context** – teachers should model this and scaffold so that the children are able to use it also.
- Use high level questioning, different question types to check prior knowledge, assess understanding and break down problems. These can be open, closed or hinge questions. Questions will scaffold, extend or challenge pupils as required. "I know this because…"

Scaffold	Extend and challenge
What is.....?	Can you explain this idea further?
Can you tell me one thing about.....?	Can you explain your reasoning?
We have just been learning about.....and we have identified..... can you explain this to me in your own words?	If you think x, can you predict what will happen if.....?
Where would we see.....?	What patterns can you identify?

- **Quality modelling** – this is not a time for sharing pupil's ideas. Teachers explain what they would do and talk it through 'as a learner'. Show children and ensure they watch – teacher talk through their thought process as though they were a child. This shows pupils how experts think.
- Use **worked examples** where appropriate – this is another form of modelling. Provide the solution as well as the steps taken to arrive at it. Worked-out examples allow students to focus on the specific steps that can solve a problem and therefore reduce the cognitive load on the working memory. It is a step-by-step demonstration of how to perform a task or solve a problem – the teacher talks this through.
- Adults used to support key children – scaffold input etc. as necessary.
- Take opportunities to reinforce foundational skills - high expectations, handwriting, punctuation – show pupils how you expect them to record and present their work.
- Take opportunities when they arise to celebrate spirituality, diversity, link British values and protected characteristics.

Independent Work

- Use of adults – teacher and TAs will aim to spend time working with all groups of children, teachers and TAs 'rove the room' looking at emergent pupil needs.
- Adults may be 'marking in the moment' and being responsive, addressing misconceptions and extending or reshaping the learning as necessary.
- Learning is scaffolded and adapted so all children can access the learning objective.
- Classroom is a purposeful environment with a focus on work; children have access to all they need and become independent in their use of resources and equipment.
- Activities focus on what children are learning/need to learn – they are not activity focused but rather on the learning and rehearsing of knowledge.
- Learning over task completion - everything complete and correct could mean too easy.
- There is no ceiling on learning – children have effective and often immediate next steps.
- Teachers are responsive, teaching/ marking in the moment - this means that learning is reshaped or more challenge is added if necessary for each individual child. There should be a continual overview of the learning taking place. This can then become as personalised as necessary, teachers should use the terminology 'step-up'.

- Sometimes a 'step-up' may be considered in the moment, depending on the child's next steps. This is about moving pupils on in their current learning and should be used to stretch those finding the current learning easier.
- If a number of children are finding it easy, or struggling, the learning can be reshaped with class/group 'step-up'.

Behaviour for learning

- Children are not passive in the classroom e.g., white boards are monitored when used, cold calling/lolly sticks.
- Clear class rules and routines, pupils know what volume of work is acceptable, what to do if they are 'stuck', when they can get out of their seats.
- Resources and learning aids are available for the children.
- Adults have presence in the classroom – when an adult talks, pupils listen.
- Have clear and high expectations and stick to these consistently.

Specific Expectations for English lessons

- In English lessons, teachers model writing as a writer, thinking aloud about vocabulary, sentence construction, grammar, punctuation, organisation and authorial choices rather than simply producing a finished example.
- High-quality texts should be used as models where appropriate. Pupils are taught to 'read as writers', noticing and discussing how authors use vocabulary, grammar, sentence structure and organisation to achieve an effect
- Oracy is an integral part of writing teaching. Before writing, pupils should have opportunities to hear, say and rehearse language and sentences through talk partners, storytelling, retelling, discussion and structured oral rehearsal.
- Teachers should model ambitious vocabulary in context and provide opportunities for pupils to say, rehearse and apply new vocabulary before expecting it within independent writing.
- Pupils should draw upon the classroom writing environment/working wall independently, including relevant vocabulary, modelled examples, sentence structures and previously taught knowledge.

Reviewing and Editing in English lessons

- Review / Edit – Writing lessons should provide opportunities for pupils to reread, reflect upon and improve their writing.
- Teachers model how writers review and edit, gradually developing pupils' independence in identifying where their writing can be improved.
- Editing should be purposeful and linked to the learning and pupils' stage of development.

5. Adaptations and SEND Support

5.1 Flexible Groupings

Rigid, permanent ability grouping is avoided at Reepham. Instead, teachers use fluid and flexible groupings within lessons based on formative assessment data, allowing staff to target support or extend learning where necessary.

5.2 Classroom Adaptations and Scaffolds

To make learning concrete and predictable, teachers embed scaffolds such as 'First, Then, Now' or 'Now, Next' boards (to verbalise and break down processes), stem sentences and explicit visual aids into daily lessons. Concentrators (fidget toys) are permitted as targeted learning tools when specified by individual student profiles to assist focus, provided they do not cause a disruption to learning (this is after discussion with the class teacher and the SEND team). Concentrators are used with the following rules: use it to help you focus or calm down and not as a toy; it does not distract you or others from their learning; put it away when asked; it stays at school in a safe place when not in use; treat it with respect.

5.3 Special Educational Needs and Disabilities (SEND) Strategy

We are committed to ensuring all students, including those with SEND, thrive in an inclusive learning environment. Our SEND provision integrates research from the Education Endowment Foundation (EEF) 5-a-Day framework and Tom Sherrington's WALKTHRUs.

Strategy / Framework	Description	Pedagogical Purpose
EEF 5-a-Day Framework	Focuses on explicit instruction, scaffolding, feedback, cognitive/metacognitive strategies and flexible grouping.	Ensures teaching is evidence-based and provides the necessary scaffolds for SEND students to access the core curriculum.
Hunting Not Fishing	A WALKTHRUs strategy where teachers deliberately move around the room to target specific SEND students.	Ensures SEND students are monitored proactively and receive immediate, targeted support.
Checking for Understanding	Formative techniques such as rigorous questioning and exit tickets.	Identifies misconceptions early to ensure SEND students keep pace with the lesson sequence.
Task Boards	Visual tools that break down lesson assignments into clear, sequential and manageable steps.	Reduces cognitive load and promotes independent task completion for SEND learners.
Strategic Seating Plans	Arranging classroom seating to optimise proximity to the teacher or supportive peers.	Minimises distractions and ensures SEND students have immediate access to assistance. Seating plans are reviewed **every half term**.
WALKTHRUs Questioning	Using cold calling, probing questions and "no opt-out" strategies.	Builds confidence, ensures SEND students are included in discussions, and develops verbal reasoning.

Special Educational Needs and Disability (SEND) Provision

For some pupils who are working more than two years behind age expectation, a more personalised curriculum, with a focus on foundational knowledge and skills, may be required. This approach ensures learning remains accessible, purposeful and tailored to individual developmental needs while supporting meaningful progress across key curriculum areas.

6. The Learning Environment

6.1 Tone and Management

A calm, structured and purposeful learning environment should be established from the moment pupils enter the room. This sets a high standard for academic focus and fosters a space where children can thrive. Excellent classroom management relies on clearly embedded routines,

established from the beginning of each academic year in September, easily accessible resources and an organised physical layout.

6.2 Visual Displays and Working Walls

Classrooms should maintain consistent, uncluttered smartboard slide displays to reduce cognitive load. Active, physical 'Working Walls' should be maintained in the classroom to display current academic vocabulary, teacher models and instructional scaffolds that support independent learning.

7. Assessment, Marking, and Feedback

7.1 Foundational Assessment

Teachers must systematically assess foundational skills and essential pre-requisite knowledge at two critical points: at the beginning of the academic year and at the start of new blocks/units of teaching. This ensures learning gaps are identified and addressed quickly. In some lessons, this may also be at the beginning of a new small step where a lack of foundational knowledge will mean children will need pre-teaching intervention.

7.2 Feedback and Live Marking

To maximise the impact of feedback, teachers actively move around the room during independent work to provide live marking and immediate verbal feedback. Alternatively, teachers may lead a targeted guided group to support or challenge specific pupils.

- **No Lining Up:** Pupils should not be lining up at the teacher's desk or near where the teacher is working to have work marked, this wastes time.
- **Self-Marking:** Pupils across the school may be asked to mark their own retrieval practice answers (to strengthen retention of knowledge) and participate in "Tick or Fix" activities to identify and correct errors independently. However, the teacher needs to know when children are finding work too easy, or too difficult.

7.3 Exercise Books and Presentation Expectations

Presentation in student exercise books must reflect the absolute highest standards for that child. Pupils are expected to take pride in their work layout, cross out errors with a single neat line using a ruler and mirror the cursive/correctly formed handwriting modelled by staff.

Maintaining high standards of presentation across all exercise books reflects a pride in learning, fosters organisational skills and reinforces a disciplined approach to academic work.

In all exercise books, children in Years One to Four - as well as older pupils with SEND or transcriptional barriers - will have a teacher-provided sticker containing the date, Learning Objective (LO) and optional success criteria, while children in UKS2 (Years 5 and 6) will independently write the full date and title, neatly underlined with a ruler and followed by a line gap. For children in UKS2 with transcriptional barriers, the date and LO may be handwritten by an adult or a sticker being used.

Mathematics Books:

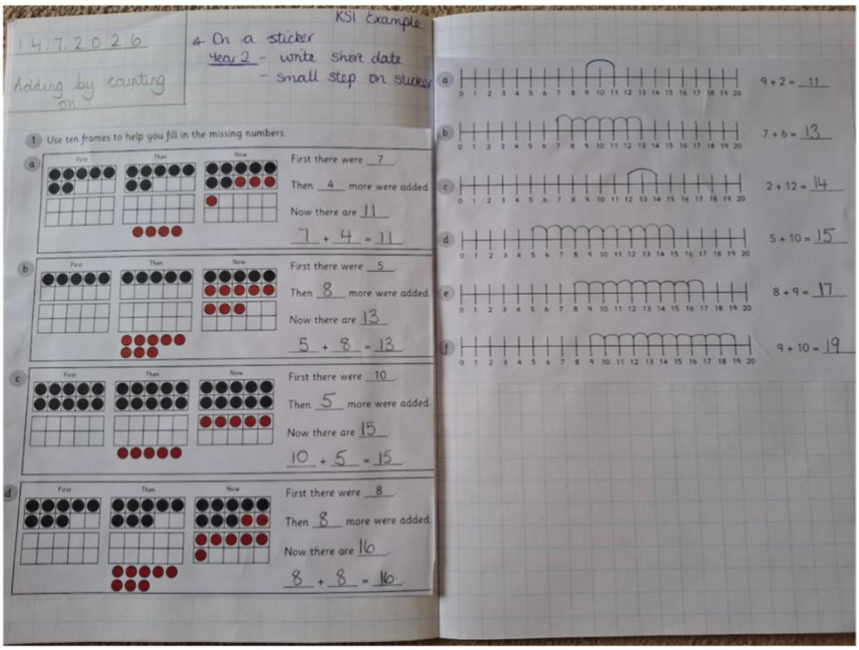
- Pupils must write **one digit per square.**
- **Date Format:** In Year 1, children will have the short date and small step on a sticker at the top of their page. In Year 2, children write the short date for Maths and have the small step

printed on a sticker. In Key Stage 2, children write the short date alongside the specific lesson step name.

- **Flashback 4 (FB4):** In Key Stage 2, FB4 retrieval answers are written directly into books. This practice begins from Term 6 in Year 2 where, up until this point, retrieval practice will be done verbally/on mini white boards.
- In Maths books, questions must be chunked or clipped and stuck down the left-hand side of the page, leaving clear space on the right for working out and examples.
- In KS1 and LKS2, there is an expectation that concrete manipulatives and/or pictorial representations are used in most lessons to support the underlying mathematics.
- The right-hand side of the page can be used for pictorial methods, though whiteboards may also be used if additional space is needed. There is no expectation for children to complete every question on a worksheet; teachers should use their professional judgment to select which questions are set to meet the learning objective and ensure success for all children.

Examples of expectations in Maths Books

Key Stage One



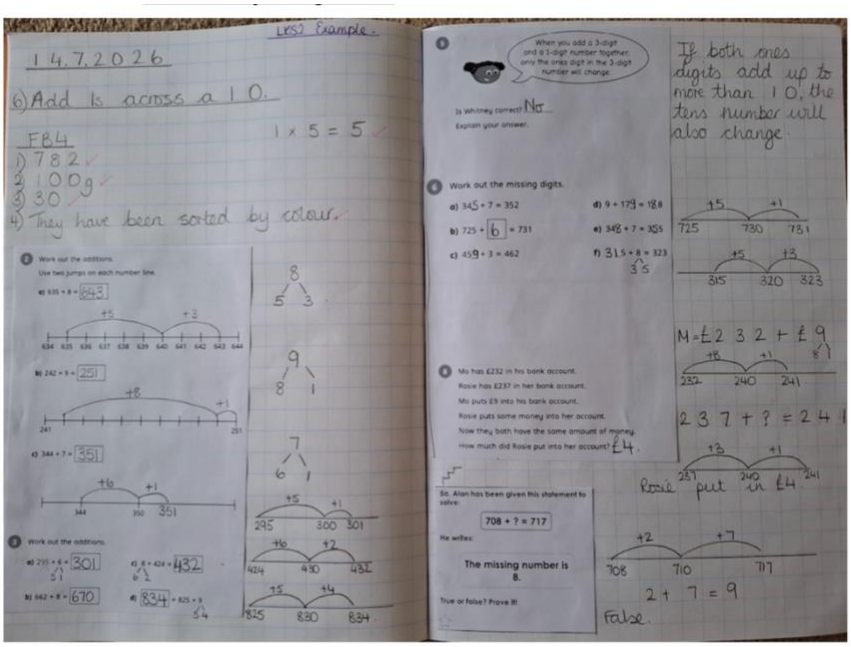
>Short date underlined with ruler – one digit per square.
>Small step printed on sticker and on left hand side of the page
>Neat worksheets cut to size
>Specific questions are selected rather than the while worksheet
>Opportunities for concrete manipulatives to be used alongside
>Correct number formation

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

Lower Key Stage Two



>*Short date underlined with a ruler in the top left corner.*

>*Small step neatly written and underlined*

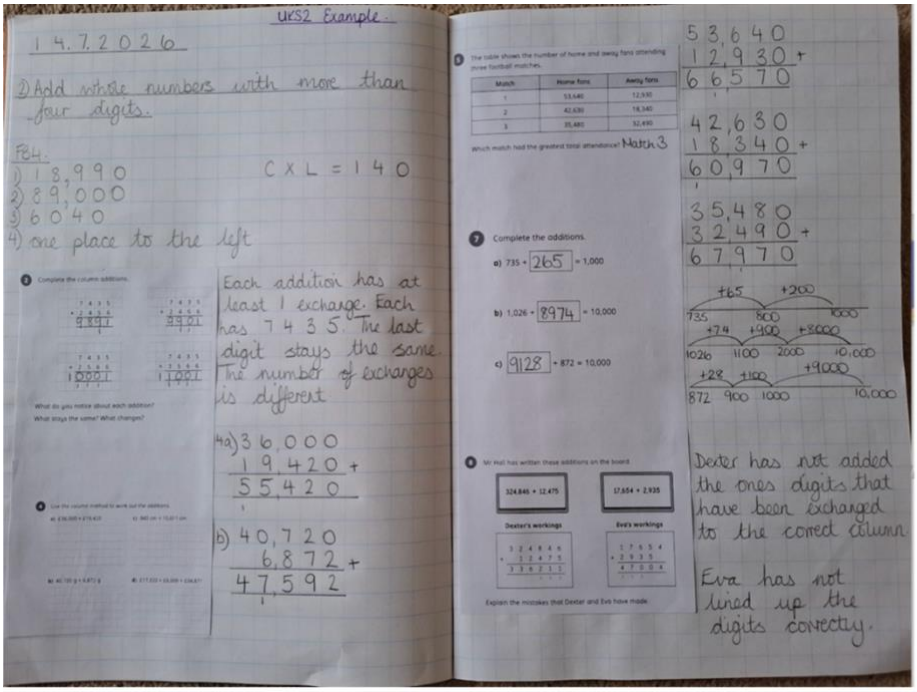
>*FB4 presented clearly with single digits in box and neat self-marking.*

>*Questions are deliberately selected and trimmed to cover fluency, reasoning and problem solving*

>*Questions stuck down the left-hand side of the page neatly with space to the right for jottings and working out.*

**Note – there will be many lessons which will rely more on the use of concrete manipulatives and whiteboards – children will be encouraged to use their Maths packs when lessons are adapted*

Upper Key Stage Two



Expectations for setting out in books

>*Same layout as LKS2*

>*There is a formal shift towards the use of more formal methods and abstract concepts*

>*Reasoning statements are written neatly on the right-hand side of the page*

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

English Books

- **KS1:** Pupils will have a sticker displaying the long date and Learning Objective (LO).
- **KS2:** Pupils will have the long date and Learning Objective (LO) displayed in their English books. In LKS2, this may be provided on a printed strip to be stuck into books.
- Dates and Learning Objectives should be underlined neatly using a ruler where they are handwritten.
- Dictation should be clearly visible in books and form a regular part of writing learning.
- High expectations for handwriting and presentation should be evident in all English books.
- Pupils should be expected to present their work carefully, including writing from the margin, using lines appropriately and avoiding unnecessary gaps between pieces of work.
- Mistakes should be corrected neatly rather than scribbled out. Pupils should cross out with one neat line using a ruler.
- KS2 pupils use purple pen for editing and responding to feedback in line with the school's Marking and Feedback Policy.
- Editing and improvements should be visible in books. Pupils should increasingly reread, revise and edit their own writing rather than producing only a polished final outcome.
- Scaffolds should be purposeful and appropriate to need. Sentence stems, vocabulary banks and other supports should enable access to ambitious learning and be reduced as pupils develop independence.
- Adult writing in pupils' books should model the school's presentation expectations, including clear, neat handwriting and accurate spelling and grammar.
- Books should demonstrate pride, progression and high expectations, while recognising that English books are working documents in which pupils rehearse, practise, make mistakes, respond to feedback and improve their writing.

Other Subject Books:

Across all subjects, only one sheet may be stuck per page and must be trimmed so it fits cleanly without folding. Short date to be used and LO displayed at the top.

7.4 Independence and Self-Regulation Strategies

To foster pupil autonomy, resilience and problem-solving, teaching staff explicitly model and embed independence strategies within everyday practice.

7.4.1 The SNOT Framework

Before requesting adult intervention, pupils are expected to navigate the four-step **SNOT** scaffold to attempt self-correction and peer collaboration:

- **S – Self:** Pupils re-read instructions, check their own work and attempt independent problem-solving first.
- **N – Neighbour:** Pupils consult a peer for supportive assistance or clarification.
- **O – Other Resources:** Pupils use available classroom learning aids, such as Working Walls, dictionaries, word banks etc.
- **T – Teacher:** Pupils seek guidance from the teacher or additional support staff once all previous steps have been exhausted without resolution.

8. Quality Assurance and Professional Development

8.1 Quality Assurance Process

To maintain educational standards and ensure continuous improvement, the school implements a structured quality assurance cycle. (*See whole school monitoring cycle.)*

- **Learning walks:** Conducted regularly to evaluate classroom environment, behaviour and safety. This ensures consistency and maintains a calm, focused atmosphere across the school.
- **Book Looks:** Regular reviews of student workbooks to evaluate presentation, alignment with the feedback policy and curriculum coverage. This ensures high expectations are upheld.
- **Pupil Voice:** Scheduled interviews with students to gather their perspectives on teaching strategies and the learning environment. This ensures our practices remain student-centred.
- **Subject Reviews:** Targeted reviews of specific subject areas to evaluate sequencing, implementation and overall impact on progress.
- **Governor Assurance Visits:** For Governors to monitor subjects and other areas of school improvement.

Why This Process Works:

- **Ensures Consistency:** Regular reviews uphold high teaching and learning standards across all classrooms.
- **Promotes Professional Growth:** Constructive feedback supports staff development and reflective practice.
- **Student voice matters:** Incorporating student voice ensures our environment meets learners' diverse needs.
- **Drives Continuous Improvement:** Insights directly inform Continuing Professional Development (CPD) priorities and curriculum adjustments.

9. Roles and Responsibilities

9.1 Headteacher

The Headteacher ensures that the school vision, Christian ethos and evidence-based teaching practices are implemented consistently and with fidelity across the school.

9.2 Subject Leaders

Subject Leaders monitor the sequencing, progression and overall quality of curriculum implementation within their respective subject areas.

9.3 Teachers

Teachers must be **READY** at the beginning of each lesson, ensuring all slides, resources and practical tools are organised and set up in advance. They must model cursive handwriting daily and apply the school's prescribed pedagogical strategies with consistency.

9.4 Teaching Assistants (TAs)

The deployment of Teaching Assistants is aligned with the EEF guidelines for the effective use of TAs. TAs are deployed as strategic educational partners who scaffold independence and deliver high-

impact interventions. TAs must avoid becoming a permanent "velcro" aid attached to specific individuals, ensuring pupils develop autonomous learning skills and independence where necessary.

Practical Examples of TA Support (Aligned with EEF Guidance):

- **Scaffolding Independent Learning:** TAs give pupils initial time and space to respond independently before stepping in, using targeted open questions or visual prompts rather than giving answers directly.
- **Fostering Self-Regulation:** TAs prompt pupils to reflect on their learning processes (e.g., asking *"What step should you try next?"* or *"How did you solve this last time?"*), encouraging them to manage their own problem-solving.
- **Delivering Structured Interventions:** TAs deliver brief, highly focused 1-to-1 or small-group evidence-based interventions outside of whole-class teaching time, ensuring explicit links are made back to regular classroom learning.
- **Supporting Classroom Pre-Teaching:** TAs pre-teach key vocabulary, concepts or visual scaffolds to targeted pupils ahead of main lessons to build confidence and ensure active participation during whole-class instruction.
- **Rotating Support in the Classroom:** TAs move dynamically around the room to assist different groups and individuals, enabling the class teacher to work directly with pupils who have Special Educational Needs and Disabilities (SEND)

9.5 Pupils

Pupils are expected to demonstrate excellent active listening behaviours, which includes facing the front towards the speaker/whoever is talking or the board, maintaining focus and being ready to engage with classroom dialogue. They must take pride in their work and responsibly utilise independence frameworks like SNOT as well as resources which support their learning such as concrete manipulatives, instruments, sports equipment etc.

9.6 Parents and Carers

Parents and carers partner with the school to support learning at home. This includes reinforcing high expectations for daily reading, support with and independence in homework tasks and the development of foundational basic skills.

9.7 Governors

Governors hold school leaders to account for the educational outcomes of all pupils and monitor the fidelity of the school's research-led teaching practices.