MALVERN PARISH CE PRIMARY SCHOOL

'LEARNING TOGETHER FOR AN EXCITING FUTURE'

TEACHING & LEARNING POLICY

LAB Approval:	Date: September 2026
Review Date:	Date: September 2029
Member of Staff Responsible:	Name: Martha Worthington

Malvern Parish C of E Primary School is part of The Diocese of Worcester Multi Academy Trust, which is a charitable company limited by guarantee and registered in England and Wales with registered number 10390487. Its registered office is at Field House, 29 Sansome Walk, Worcester, WR1 1NU.

Malvern Parish CE Primary School

'Learning Together for an Exciting Future'

At Malvern Parish our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future.

This vision is deeply rooted in strong Christian tradition and based upon:

"I have come that they may have life and have it to the full". *John 10.10*

"For I know the plans I have for you," declares the LORD**, *"plans to prosper you and not to harm you, plans to give you hope and a future."*** Jeremiah 29.11

We seek to develop our vision through our Christian values of Friendship, Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.



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Introduction

At Malvern Parish CofE Primary School we are guided by our Christian vision – *Learning together for an exciting future.* We are committed to providing our children with high-quality learning experiences that lead to a consistently high level of pupil achievement. We believe that through our daily interactions and modelling we teach children how to learn and build strategies to consolidate, deepen and extend their learning. We know that if we support our children to grow into positive, responsible role models, who can work and co-operate with others while developing knowledge and skills, they will achieve their true potential.

Aims and Objectives

- To enable all children to learn and develop their skills to the best of their ability.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for life-long learning.
- To help children to understand what learning is, to recognise when they have made progress and to take responsibility for their own learning.
- To enable children to develop a range of personal learning strategies
- To enable children to be positive, responsible citizens in society

Inclusion and adaptations

Our school is committed to inclusive practice in line with the SEND Code of Practice 2024 and Equalities Act 2010. We provide an inclusive, supportive learning environment where every child is valued and supported to achieve their full potential. High-quality first teaching is the foundation of our practice with lessons and learning experiences carefully adapted to meet the diverse needs, strengths and experiences of all pupils.

Teachers and other adults in school, work hard to identify specific barriers to learning and plan appropriate scaffolding, reasonable adjustments, adaptive teaching and targeted support in class or as interventions ensuring all children can access the curriculum.
We promote a culture of belonging, respect and high expectations, recognising and celebrating diversity while fostering positive relationships. We value the voice of the child as an important indicator of the impact of our inclusive practice and adapt and develop practice in line with children's feedback.

We value our close relationships with families and work closely alongside parents, carers and external professionals to ensure all of our children are fully included in all aspects of school life. This inclusive approach ensures every child feels safe, respected and is able to make progress academically, socially and emotionally.

Curriculum

The Malvern Parish Curriculum is based on a progression model. The end goal for our children is to fulfil the aims of the National Curriculum and to ensure children know more, remember more and can do more in each specific domain.

Progression within our curriculum is based on the National Curriculum 2014, The Early Years Foundation Stage Statutory Curriculum 2026 and is informed by the guidance documents Every child Achieving and Thriving 2026 and The Writing Framework 2025.

Our curriculum ensures that National Curriculum content is mapped progressively for each year group with regular opportunities to revise and recall - making links between learning across weeks, terms and year groups to consolidate and deepen the children's learning.

Alongside this, we ensure that learning is engaging, exciting and enjoyable providing a carefully planned program of enrichment and practical learning opportunities to support children to understand the learning process is rewarding and build positive attitudes to learning for all.

Our curriculum aims to:

- Enable all pupils to flourish as individuals, achieve academically and build firm foundations for the future.
- All children are supported to develop foundational skills as the basis for accessing the curriculum as they move through education.
- These skills are tracked and support put in place for individual children where it is needed.
- There is a focus on building key vocabulary and the words children learn in each unit of work have been selected to broaden their subject specific and expressive vocabulary.
- Oracy is also highly valued in our curriculum and children are taught how to articulate their thinking, express their ideas and discuss the ideas of others with high quality speaking and listening.

Inclusion is a core element of our school vision and ethos, and our curriculum is designed to be accessible to all. Learning is planned to meet high expectations and then scaffolding and adaptations are provided to support lower attaining learners and those with other barriers to learning such as special educational needs, social and emotional difficulties or who are otherwise disadvantaged. Where needed, targeted interventions are in place to support specific learners to keep up or catch up.

Many of our foundation subjects are planned from carefully selected Schemes of Learning to ensure content has been planned by subject experts. Teachers have selected specific content from these schemes to build a progressive curriculum which ensures children have equal access to learning in different subjects.

Our Maths curriculum is based on the sequence developed by White Rose Education and adapted to the needs of each cohort. In English writing sequences are planned as normally based around a high quality text and with additional, regular opportunities to practice reading, spelling, grammar, punctuation and handwriting.

In RE we follow the Worcestershire Syllabus supported by resources from Understanding Christianity.

Please see our English, Maths and RE policies for more detail.

Guiding Principles - DoWMAT 10 Strategies for High-Quality Teaching and Learning

1. High expectations and ambition for all

- Identify gaps and adapt support right from the start
- Ensure a knowledge and skills rich curriculum that is well sequenced
- Build strong relationship that promote risk taking
- All staff believe that all children can achieve
- Provide challenge through an ambitious curriculum

2. Clear Explanation, Instruction, Modelling and Guided Practice

- Start with prior learning and link all new learning to previous learning
- Break new material into small, manageable steps to avoid cognitive overload
- Model thinking aloud and provide examples and models before independent practice

3. Active Engagement in Learning

- Ensure all pupils are actively thinking, discussing, and practising
- Ask Questions
- Build in opportunities for regular oral rehearsal

4. Scaffolding and Support

- Guide, check understanding and encourage independence
- Provide the right level of support and gradually remove it as independence grows

5. Retrieval and Review

- Frequently revisit prior knowledge to strengthen memory and build fluency

6. Feedback that Moves Learning Forward

- Give timely, specific, actionable feedback

7. Formative Assessment and Adaptation

- Regularly check for understanding – using assessment to adapt teaching, identify gaps and prevent misconceptions

8. Well-Structured and Inclusive Classrooms

- Establish clear routines and predictable structures
- Ensure Subject-specific adaptations to remove barriers to learning
- Regular reviews of learning

9. Opportunities for Practice and Mastery

- Provide guided, then independent practice
- Allow time for overlearning and application in different contexts
- Obtain high success rate
- Independent practice

10. Positive Relationships and Classroom Climate

- Create a safe, respectful environment where pupils feel valued and motivated
- Promote resilience, independence, and collaboration

Lesson Structure

Lessons will include the following core elements

Lessons begin with a 'Flashback'

- The Flashback is short question and answer session
- Flashback questions revise prior learning and support revision and retention
- Flashback sessions build subject specific vocabulary
- Teachers use flashback sessions as formative assessment

All lessons have a clear learning challenge (LC)

- The LC will identify the expected learning in the lesson
- The LC will be matched to the year group curriculum but presented in age appropriate language

All lessons have success criteria that:

- Help children know what they need to do in order to be successful
- Are linked to the LC
- Are linked to process or product
- Are used as the basis for feedback and peer/self-assessment

Review of Learning

Lessons include regular reviews of learning which are responsive to individual children's understanding. In some lessons this may take the form of a 'plenary' session at the end of the lesson but reviews of learning can be built into the lesson at any appropriate point.

Questioning

Our teachers ask open questions which elicit thinking and understand that questioning is a key part of the learning process as well as key to building formative assessments about pupils understanding.

Effective questioning:

- Questioning is carefully designed to elicit thinking.
- Strategies such as 'No hands up' and 'Think pair share' lead to a culture of all pupils preparing and discussing answers.
- Questioning is employed to engender deeper thinking. E.g. 'Why and how' Questions are used to develop depth in responses and analytical answers.
- Pupils are given opportunities to rephrase answers and repeat back increasingly accurate answers
- Questioning is used at key points in lessons to allow teachers to assess the understanding of individuals and groups – This is then acted on within the lesson.

Working Walls and display

Working walls and displays are used to support learning in every classroom

- Displays are intended to make learning and thinking processes visible and support current learning.
- Displays must avoid cognitive overload and ensure spaces where children work are calm, purposeful environments which do not cause overwhelm.
- Displays must show pride in our school, environment and work by being well looked after, neat, tidy and consistent across the school.

Working walls in English and Maths will reflect the current sequence of learning and should be designed to be used by children daily to consolidate and extend learning.

Classroom Expectations for behaviour

At Malvern Parish CE Primary we have high expectations of behaviour during learning and expect children and adults to ensure interactions are positive and all children are able to focus on their learning. We value and reward positive and respectful learning behaviours as well as recognising that negative behaviours can be an important way of identifying where a child needs additional support.

For more information on our school expectations and how these are valued and rewarded please see our Behaviour Policy.

Assessment

We assess through both summative and formative assessments recognising that there are many different indicators of progress across the curriculum these include:

- The acquisition of knowledge
- Making links with other learning
- Increasing independence in learning
- Application of knowledge and skills in new contexts
- Deepening understanding by asking questions
- Being able to communicate ideas to others with clear, succinct explanations

Feedback and marking are used to ensure that progress happens at the point of learning with either verbal or written feedback given during the lesson to identify misconceptions and extend and deepen learning as well as marking after the lesson to ensure teachers identify next steps and inform planning. Feedback and marking focuses on the learning challenge or success criteria.

Please see our Feedback and Marking Policy for more information.

The Role of the Subject Leader

The role of the subject leader is to:

- Monitor learning in the subject through lesson visits, work scrutiny and pupil voice
- Support and offer advice to colleagues especially when new staff join the school
- Monitor pupil progress in that subject area
- Give feedback on the strengths and areas for development to ensure strategic improvements and monitor how areas for development are addressed following whole staff or feedback to a specific teacher

Monitoring

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. This is done through performance management and a rigorous use of monitoring and evaluation conducted by our Senior Leadership Team and Subject Co-ordinators. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

- Foundation Subject Leader Monitoring will take place annually unless key areas for development are identified which need immediate review
- English and Maths will be monitored termly by subject leads and SLT
- SLT will complete a Foundation Subject overview termly
- Other monitoring such as Monitoring Visits from the Trust or through the Local Academy Board will be arranged as appropriate and teacher workload and wellbeing will be taken into account by adapting internal monitoring to ensure staff are not impacted by excessive monitoring

School Governance

Our governors determine, support, monitor and review the school policies related to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes, the Head Teacher's termly report to governors as well as a review of the in-service training sessions attended by our staff.

Policy Review

We are aware of the need to review the school Teaching and Learning Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

This policy will be reviewed by the Headteacher working alongside teaching staff and approved by the Local Academy Board.