Croughton All Saints C.E. Primary School

Teaching and Learning Policy

October 2025

At Croughton School, we all belong as part of God's family. We foster each child's unique skills ensuring we are an inclusive and diverse community where each child feels safe and has a love of learning. We prepare children for their next journey in education and as global citizens by being respectfully curious, determined, resilient and kind.

'How wonderful, how pleasing it is when all God's people come together as one.'

(Psalm 133:1)

Reviewed by	Approved by	Date Approved	Next Review Date
L.Davis	FGB	Nov 25	September 2026

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Intent

Teaching and learning is the key area of focus at Croughton All Saints C.E. Primary School. It is our ambition to foster each child's unique skills and grow their love of learning as we prepare them for their next journey in education. To prepare our students for life as global citizens in an ever-changing world we need to create an engaging and successful learning environment to nurture them during their time with us.

This policy will set out the principles and expectations behind our approach, which is underpinned by Rosenshine's Principles of Instruction (2012). This provides everyone within our school with a clear vision of the school's expectations while being based on an evidence informed approach to teaching.

Rosenshine's Principles of Instruction

Barak Rosenshine was an educational psychologist who studied effective classroom teaching. His Principles of Instruction outline evidence-based strategies to help pupils learn and retain knowledge, including starting lessons with review of prior learning, presenting new material in small steps, modelling and demonstrating tasks, providing guided practice, checking understanding frequently, and using regular review. See Appendix 1for the Principles of Instruction.

Tom Sherrington's Walk Thrus

Our teaching approach is also informed by Tom Sherrington's *WalkThrus*, which provide practical, evidence-informed guidance on effective classroom practice. These step-by-step strategies support key aspects of learning, including questioning, modelling, scaffolding, and structured practice. By embedding these approaches from the start of each lesson, we ensure teaching is purposeful and enable pupils to consolidate prior knowledge.

Implementation

Lesson Layout

After working with a range of educational professionals, reflecting on the needs of our school, and trialling and evaluating different Walk Thrus, we have decided to focus on three key areas to further embed good practice.

- Short review of previous learning
- Small steps and adaptive planning
- Questioning and checking for understanding

These have been selected to form the foundation of our teaching framework, guiding lesson design and classroom practice to ensure all pupils build strong, secure knowledge and make consistent progress.

Review and Retrieval

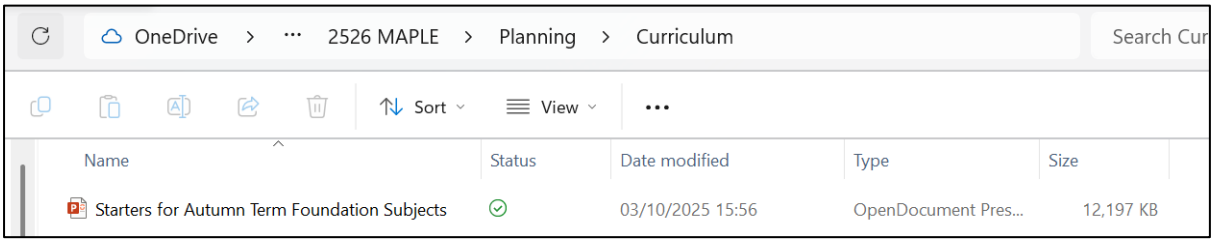
Lessons will begin with a short activity designed to strengthen the transfer of knowledge from working memory to long-term memory. This reduces cognitive overload and ensures that pupils can build securely on prior understanding. Examples of practical starter activities to support this approach are provided in Appendix 2.

Storage of Review and Retrieval Activities

All planning for starters, reviews, and retrieval activities will be saved either in the shared OneDrive folder under the class folder for the relevant academic year (as shown in the photo below) or typed up directly into the Curriculum Maestro notes, also demonstrated in the example below.

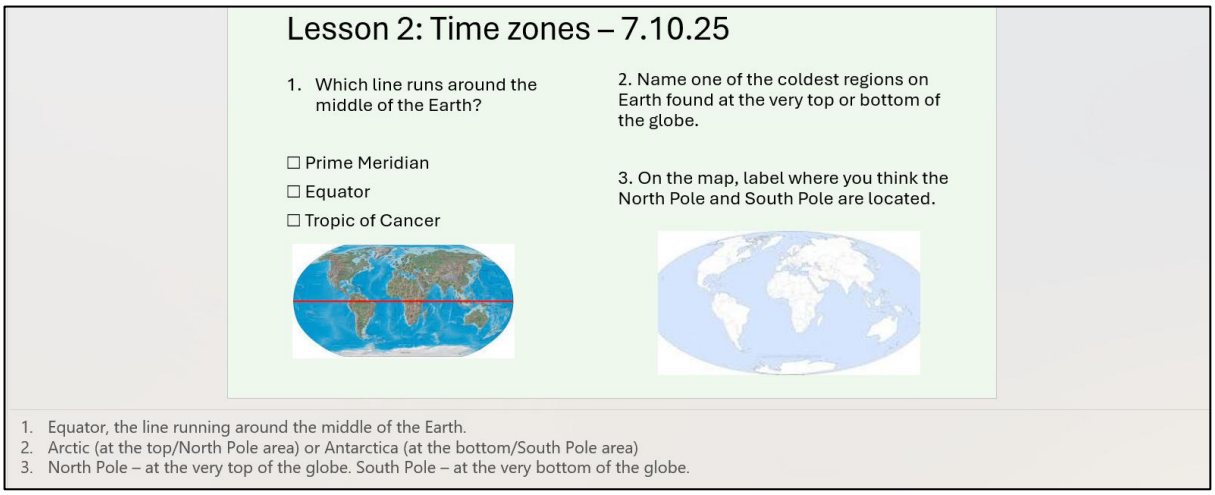
Screenshot of planning saved in OneDrive Folder.

All foundation subject starters for the term will be collated and saved in a single PowerPoint file. This approach ensures continuity, maintains an organised and tidy folder structure, and keeps all relevant materials in one easily accessible place.

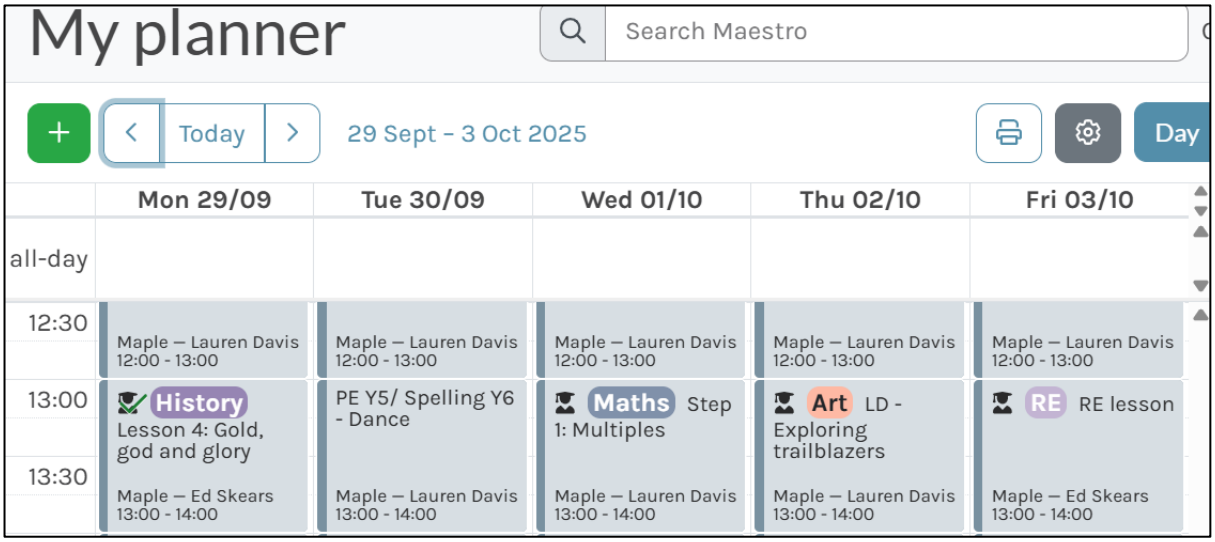


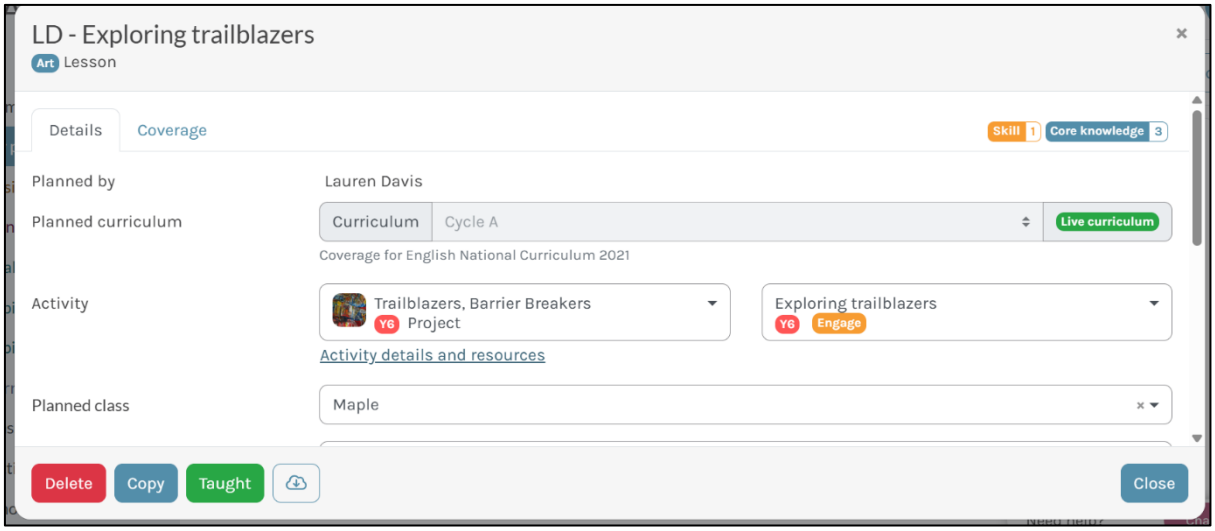
Screenshot of Maple class starter for Autumn term 2025.

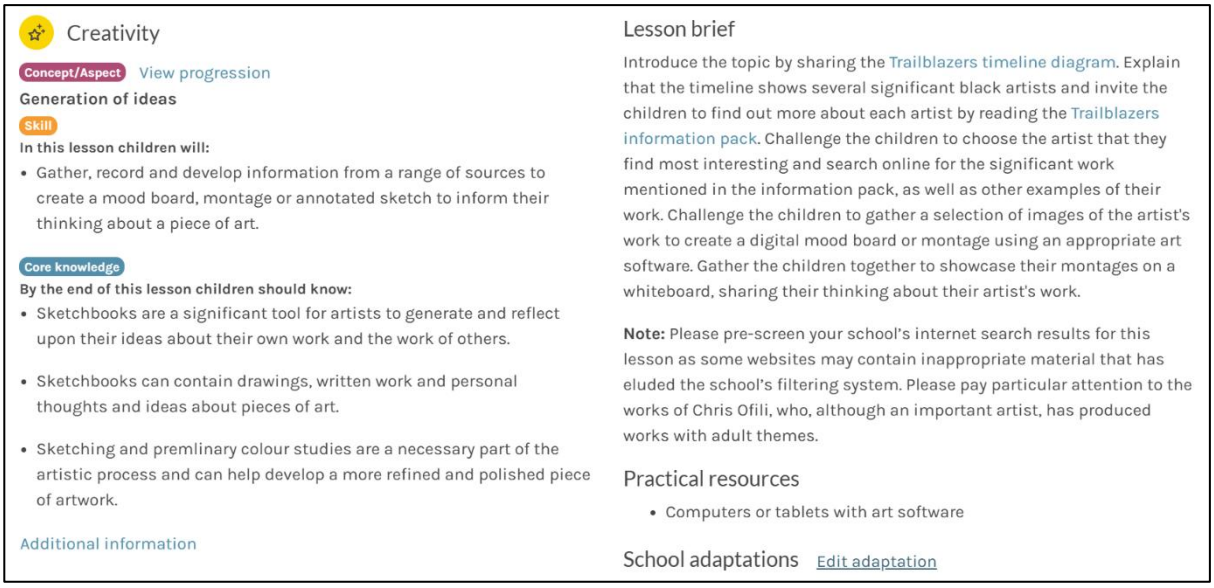
Slide is dated for the lesson, and title of lesson from Maestro is present, questions are numbered, there are a variety of question types, images included answers in the notes section below.

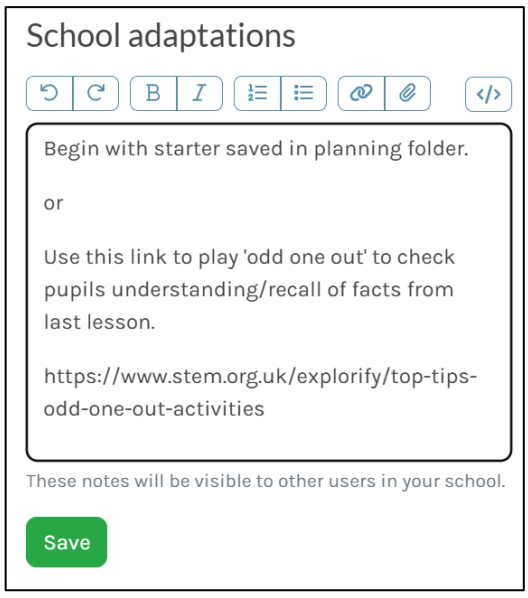


Screenshot of storing Retrieval notes on Curriculum Maestro.









Steps for saving notes on Maestro.

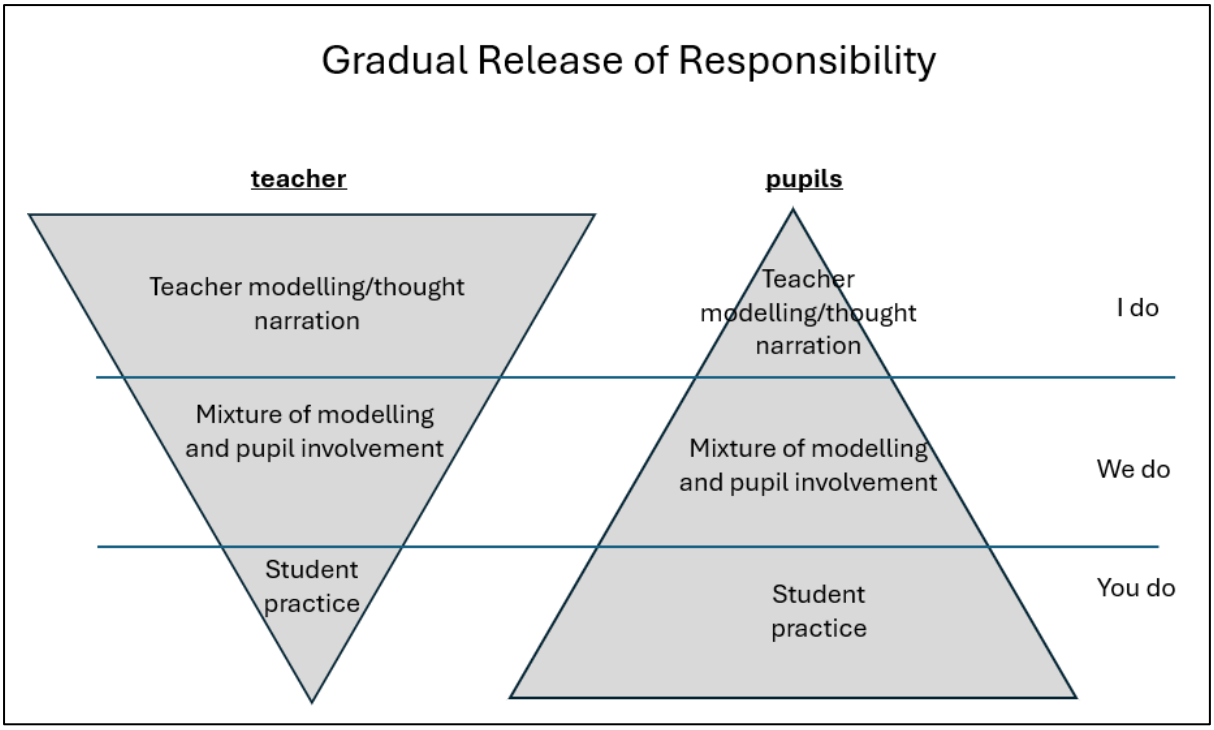
1. Click on the lesson in the timetable (highlighted by the red box).
2. Click on ‘Activity details and resources’ underlined in the blue hyperlink.
3. Scroll down and click on ‘Edit adaptations’ next to School adaptations.
4. Type the starter activity or drop hyperlinks into the ‘School adaptations’ box and click save.

Small Steps - I do, We do, You do

Lessons are planned in small, manageable steps, following a gradual release model of "I do, We do, You do." Schemes we use and premade plans are adapted as needed, breaking content into smaller chunks, with live teacher modelling and narrative in the "I do" stage.

This moves into assessing guided practice and good use of questioning to gather feedback in the "We do" stage. Finally the model moves into the "You do" stage where more responsibility is placed upon the pupils to work independently and the teacher is checking understanding using AFL strategies to inform next steps. See Appendix 3 for a model lesson broken down highlight the I do, We do, You do steps.

Croughton School's Model of Gradual Release of Responsibility.

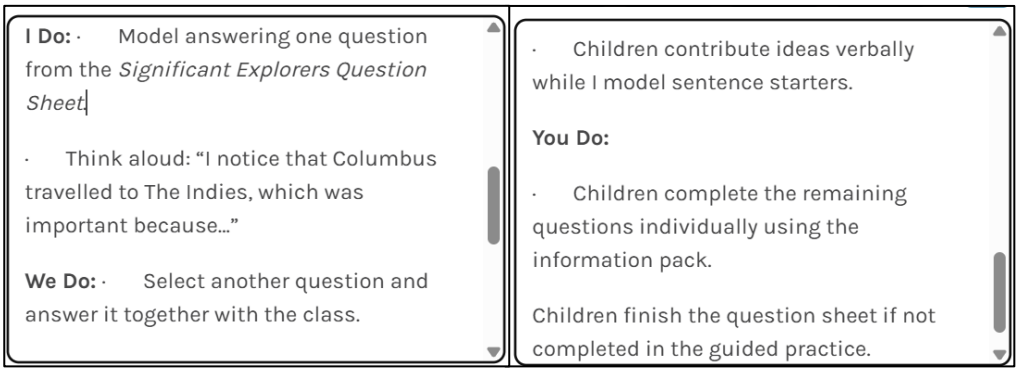


Storage of Adapted Planning and Small Steps

Foundation Subjects:

All adaptations to schemes of work, planning, and small steps will be recorded within Curriculum Maestro 'School adaptations' for History, Geography, DT, Art, and Science lessons.

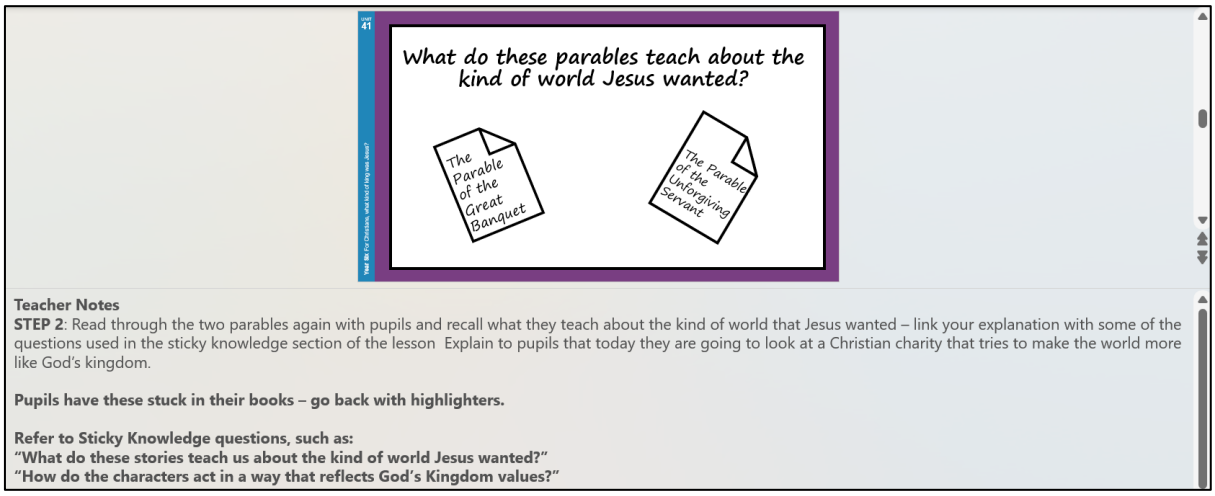
Adaptions with small steps on Maestro.



RE:

Adaptations for RE will be clearly indicated in bold within the notes section of the PowerPoint, or in some cases saved in the Class Academic Folder for the year. Unnecessary slides will be removed or edited to streamline resources and maintain clarity. All RE PowerPoints will be saved in the class planning folder for the current academic year.

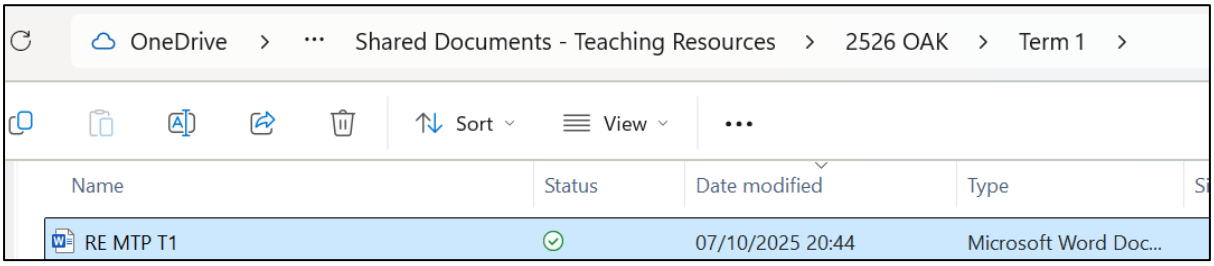
Adaptions in bold on PowerPoints.



PE/PSHE:

For subjects such as PE and PSHE, adaptations are made in real time during lessons to respond to pupil needs and the nature of the activities.

Adaptions on planning document in Class Academic Folder.

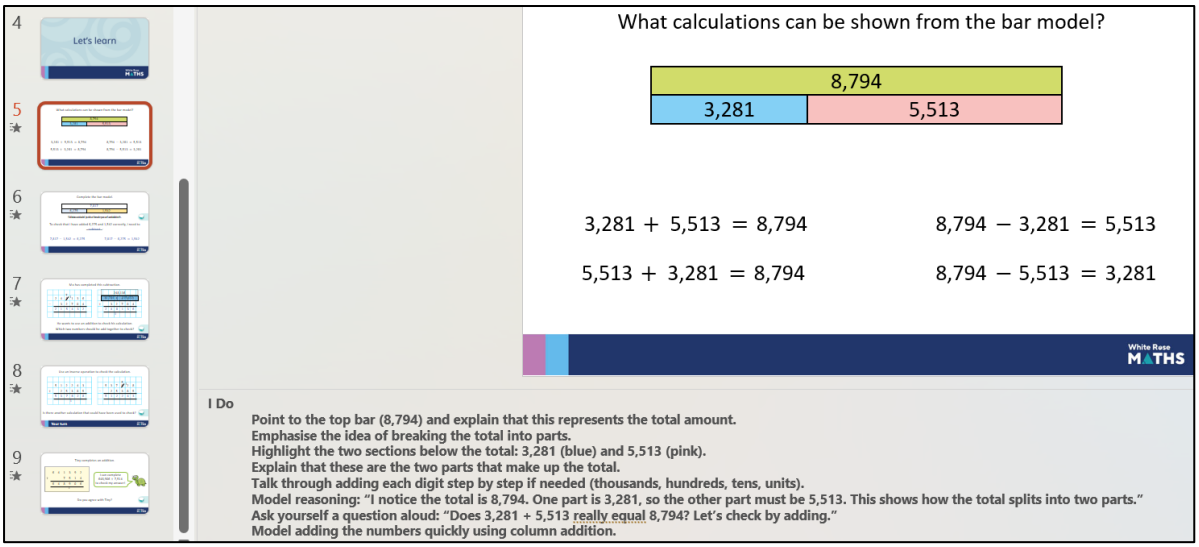


Lesson question	Teaching content **(inc. small steps)**
Why is a birthday special and how do we celebrate it?	Can pupils talk about their own Birthdays or special celebration? **Share a picture of a birthday cake, wrapped up present and balloons. Ask the children when they might have seen/had these three things before. Give children time to share ideas and experiences valuing responses before narrowing their thoughts and explaining that some people may have a cake, presents and balloons when celebrating their birthday. Ask the children to think about their own birthdays.** What did they do, and how did they feel? Watch Topsy and Tim's Birthday Topsy and Tim - Series 2: 28. Birthday Party - BBC iPlayer. **What happened during the birthday party in this episode. Teacher to draw pictures to represent the key features of the birthday celebration on the large whiteboard. Now support children to compare this pictoral list with their own experiences.** Was that like your own birthday? E.g. presents, cards, game, cake, candles/ lights, friends and family. Pupils can draw a picture of their own birthdays (or other celebration if necessary) and talk about what they did. **Adult to scribe what the children say about their picture and experience of birthdays.** **Provision focus (Thursday PM)** Pupils can plan a birthday celebration for a special class toy. - **Party invitations** - **Recipe book** - **Home corner food** - **Paper chains/decorations** - **Playdough cupcakes**

Maths:

Adjustments for Maths will be made directly within the White Rose PowerPoints. As with RE, unnecessary slides will be removed or edited to ensure clarity and consistency. All Maths PowerPoints will also be stored in the class planning folder for the current academic year.

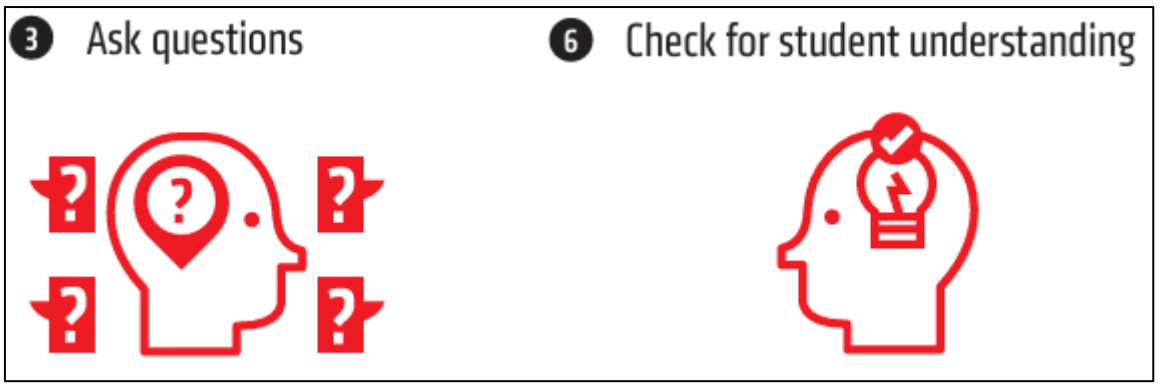
Screenshot showing fewer slides, I do notes in bold in PowerPoint notes.



Questioning

Over the last year, teachers explored being more explicit in using a range of questioning strategies to engage all pupils and check understanding. The key here is that all pupils are engaged through these strategies.

These included cold calling, think-pair-share, and show-me boards, as well as techniques such as “say it again better” and probing or processing questions. Together, these approaches encourage participation, deepen thinking, and provide teachers with clear insight into pupils’ learning.



Cold calling

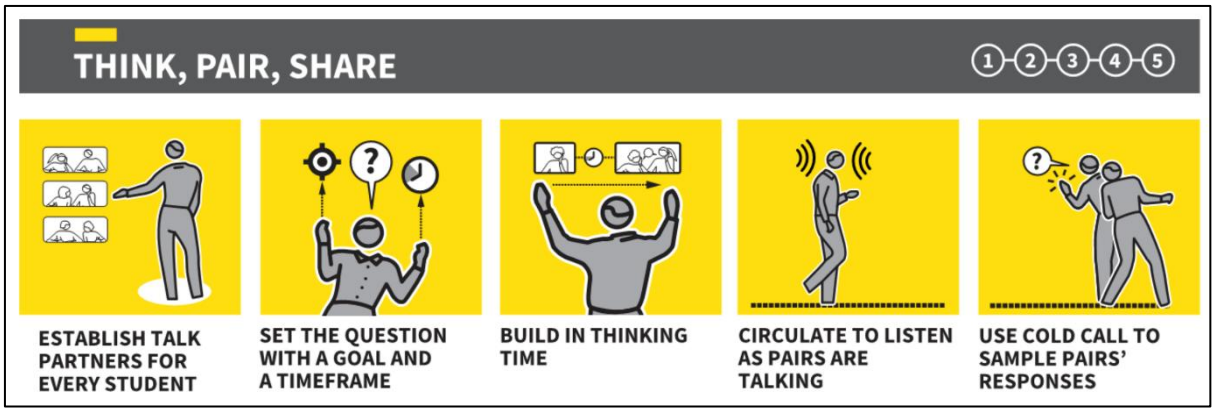
Selecting students to answer questions without using their hands or signals, ensuring all pupils are prepared to contribute and maintaining high levels of attention

- Ask the question
- Give thinking time: (No hands up, no calling out; scan the room as they think, keeping the focus)
- Select someone to respond
- Respond to the answers.
- Select and another student

Think pair share

Allowing students time to think individually, discuss with a partner, and then share their ideas with the class, fostering collaborative learning and deeper processing.

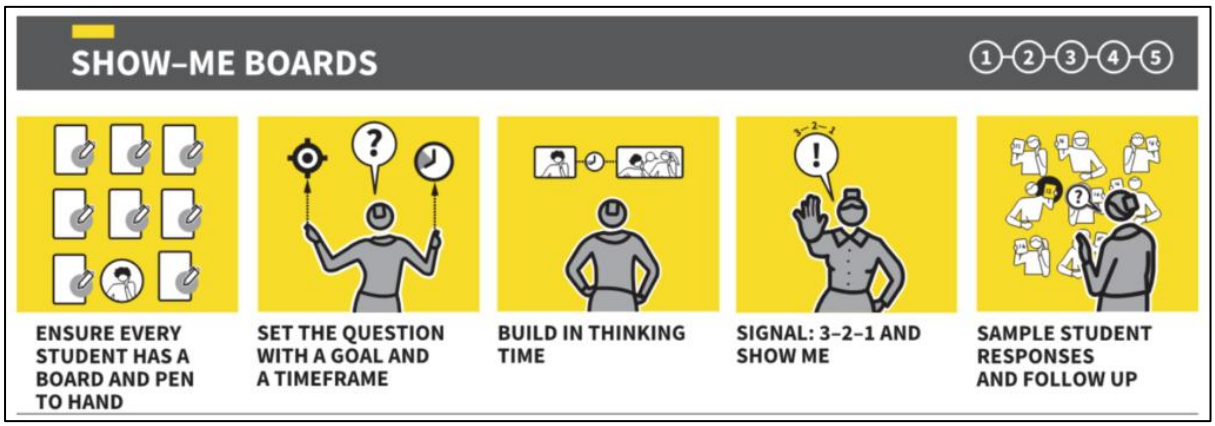
- State the question: 'think of three factors ……'
- Initiate thinking time: 'on your own, 30 seconds thinking time….Go.'
- And then after enough time has passed, initiate the share: 'Now turn to your partner and share'.



Show me

An example is using mini whiteboards for students to write and display their responses, providing immediate feedback and enabling the teacher to gauge understanding across the class. This could also be using hand signals, voting on fingers, thumbs up or down or other nonverbal signals to communicate a response.

- The teacher poses a question and gives students a short time to respond individually.
- All pupils display their boards, allowing the teacher to assess understanding
- Provides immediate feedback, highlighting misconceptions or areas needing further explanation.
- Encourages active participation from all pupils, including those who may be less confident speaking aloud.



Say it again better

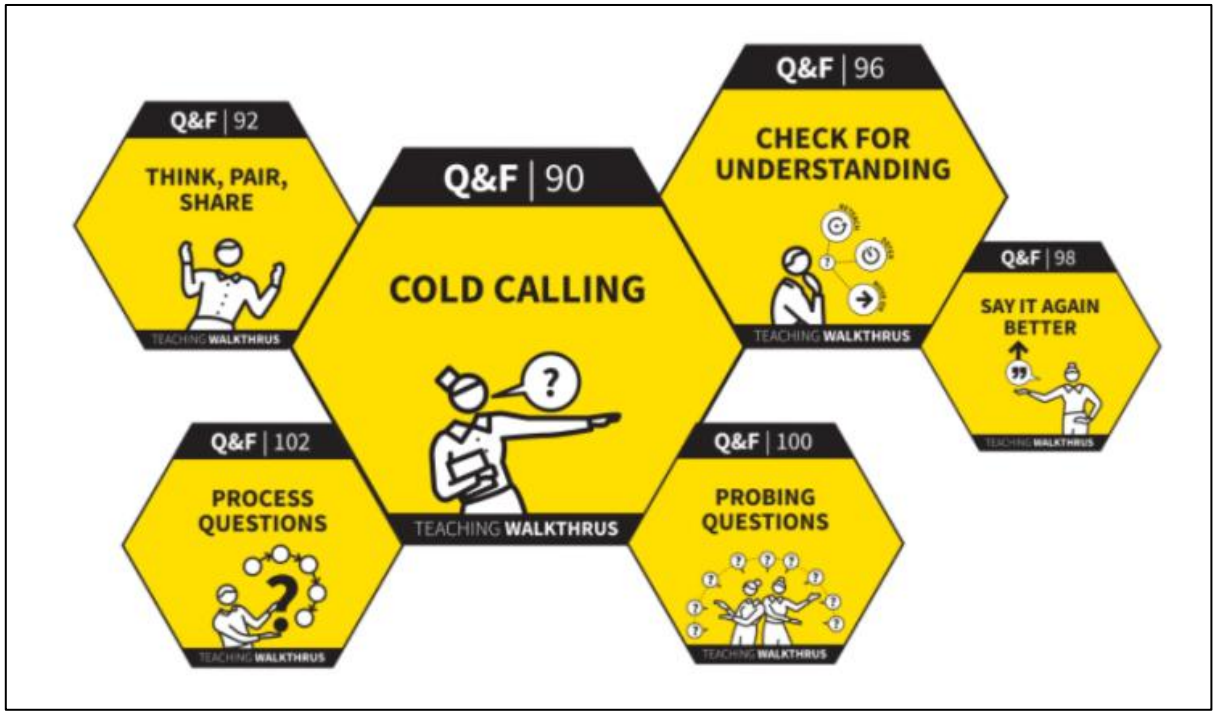
Encouraging students to rephrase their initial responses with greater clarity or detail, promoting higher expectations and improved verbal communication skills.

- Pupils give an initial answer to a question.
- Teacher prompts them to improve their response, making it clearer or more detailed.
- Pupils rephrase or expand their answer using higher-quality vocabulary or reasoning.
- Encourages reflection on their own thinking and higher expectations for verbal responses.

Probing and processing questions

Asking follow-up questions to explore students' reasoning and understanding, allowing for deeper insight into their thought processes and identifying areas for further support.

- Teacher asks follow-up questions to explore the pupil's reasoning or thought process.
- Pupils explain *why* or *how* they arrived at their answer.
- Teacher identifies misconceptions, gaps in knowledge, or areas for further development.
- Pupils are encouraged to think critically and articulate their understanding in more depth.



Impact

The impact of our teaching and learning is measured in a variety of ways. At the end of each term (Autumn, Spring and Summer) pupils sit tests for Reading, Math and SPAG. Data is recorded for whether they are working at age related expectations, above or below. The data is then analysed by teachers to inform future planning and interventions for the following term.

Over the year regular monitoring of Rosenshine's Principles will inform the subject lead, headteacher and school governors on the effectiveness. The approach of using this evidence informed pedagogy will also be measured by its effectiveness in the school's development plan.

PEDAGOGY

(Curriculum & Teaching)

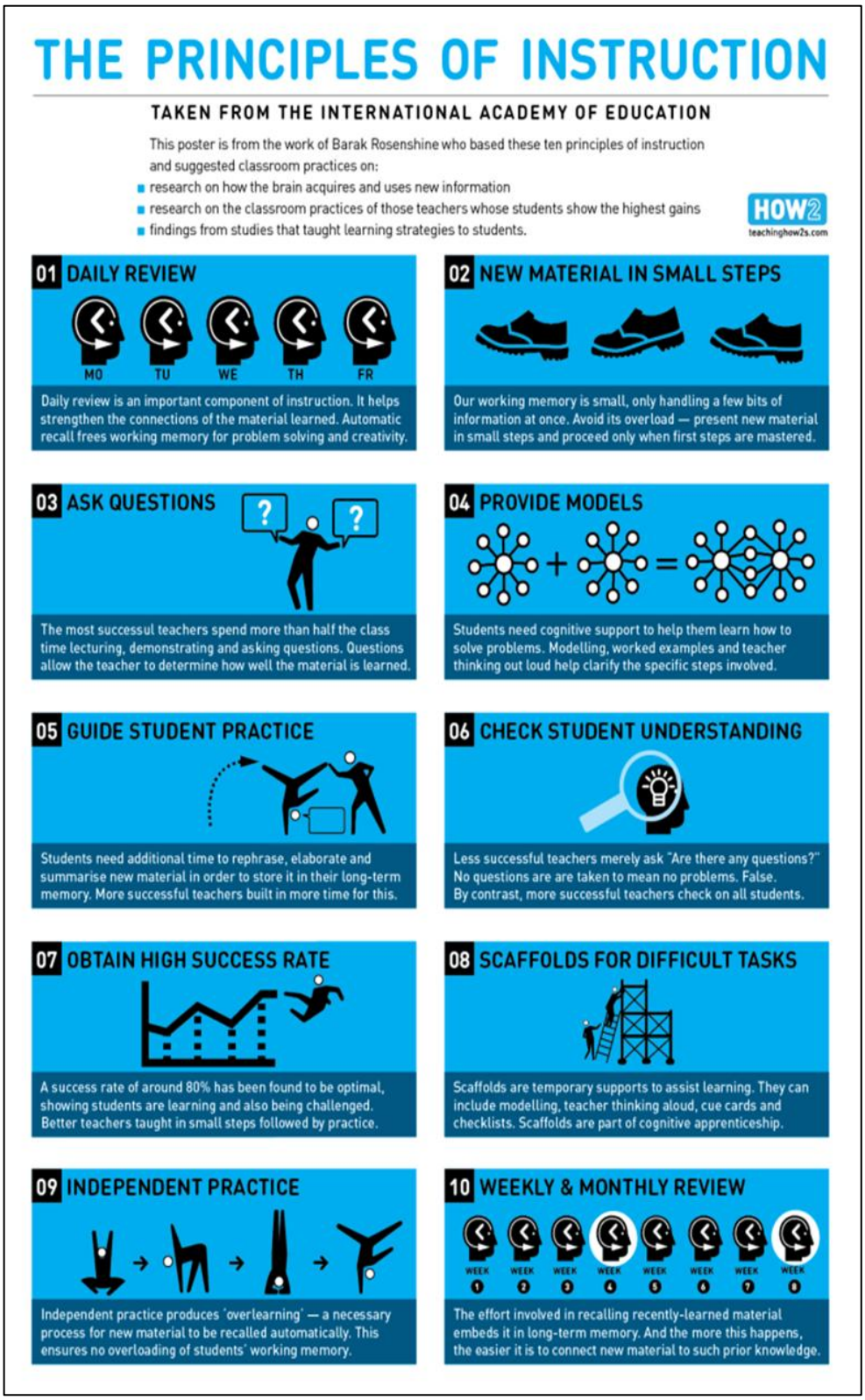
'To adopt a Teaching and Learning Approach and Framework for Croughton Primary School'.

Monitoring will include:

- Learning walks
- Pupil voice
- Staff questionnaires
- Monitoring of planning
- Governor visits

Appendices:

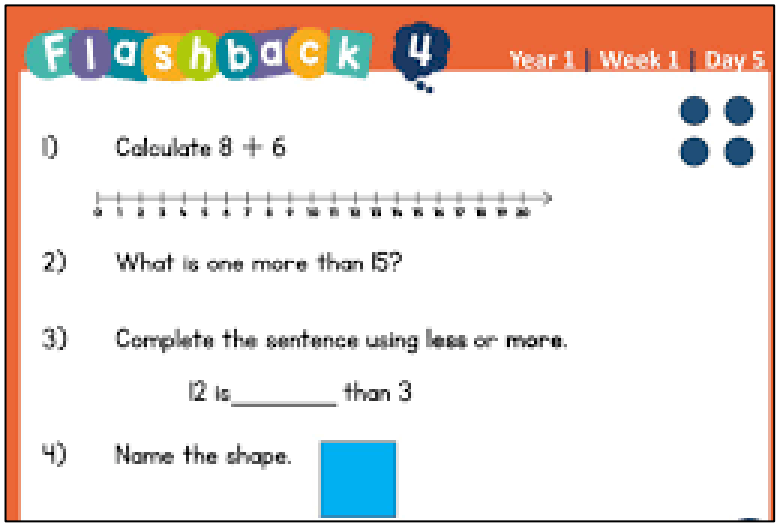
1. The Principles of Instruction



2. Starters and Retrieval Suggestion Bank

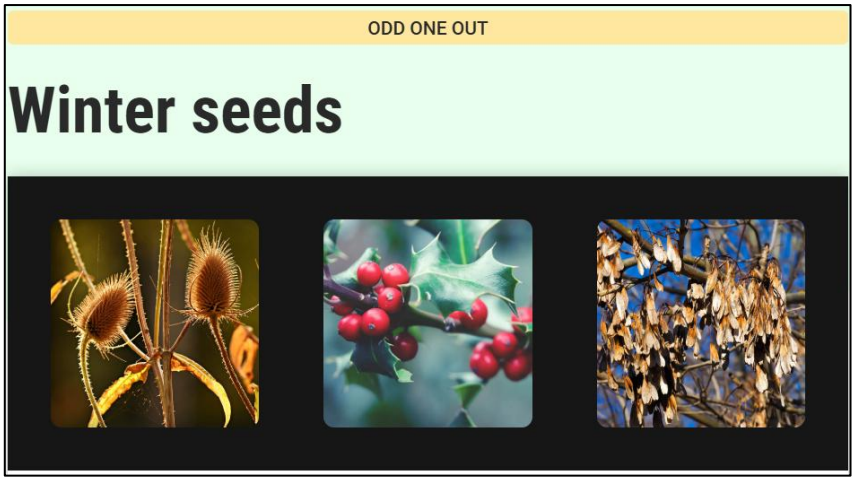
- Multiple choice questions
- True or false answers
- Short/one-word answers
- Matching images or words to meanings
- Fill in the blanks
- Odd one out
- Sequencing events
- Envelope activities

Flashback four in Maths – reviewing learning from the days, weeks and months prior.

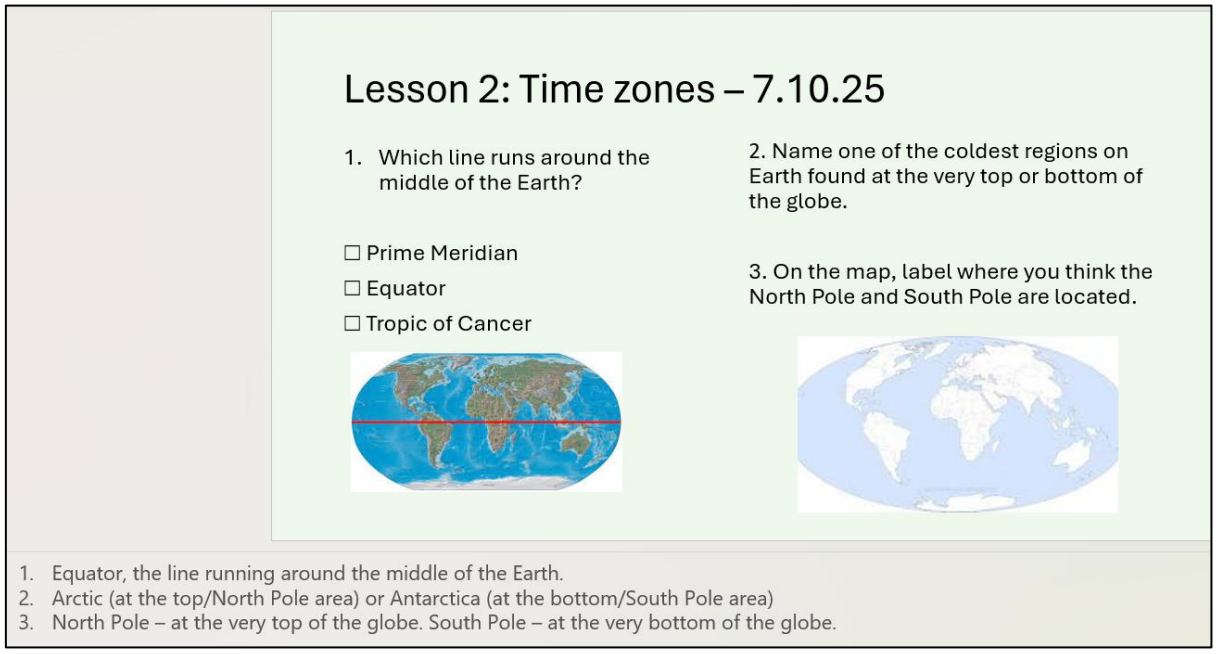


Odd one out in Science – Explorify – image and discussion-based activities

https://www.stem.org.uk/explorify



Powerpoint starter in Geography



Guess who in History – Reading three facts about a figure pupils have studied to guess who it is.

3. I do, We do, You do - adapted lesson plan

Year 1/2 History Lesson – Small steps script

Lesson 1: The greatest explorers – History

Recap the definition of explorer using Significant People categories sorting cards.

Ask children to recall explorers from previous lessons.

Use starter power point planned in folder.

Introduce the Significant Explorers Information Pack in small sections.

Read the first section aloud and model thinking aloud.

Children discuss key points with a partner after each section.

I Do:

- *Model answering one question from the Significant Explorers Question Sheet.*
- *Think aloud: "I notice that Columbus travelled to The Indies, which was important because…"*
- *Answer one question from the Significant Explorers Question Sheet, demonstrating how to structure the response.*

We Do:

- *Select another question and answer it together with the class.*

  Ask students to contribute ideas verbally, either as a whole class or in pairs.

  Model sentence starters to help structure answers:

  "I think _____ because _____."

  "Another important fact is _____."

You Do:

- *Children complete the remaining questions individually using the information pack.*

Children finish the question sheet if not completed in the guided practice.