



# Teaching and Learning Policy

Reviewed: Spring 2026  
To be reviewed: Spring 2027

## Vision

At Shenley Primary School, our aim is to provide a rich and varied curriculum where every child can thrive, belong, and achieve. Rooted in our core values of **self-belief, teamwork, aspiration, respect, and strength in kindness**, our curriculum is designed so these values are woven throughout daily learning and lived experiences. Through engaging and inclusive opportunities that spark awe and wonder, we nurture a deep love of learning and inspire children to explore the world around them, helping them grow into independent, creative, curious, resilient, and reflective learners. Our curriculum is carefully structured to make meaningful links between discretely taught subjects, enabling children to build deeper connections in their understanding and make sustained, purposeful progress across the wider curriculum. By embedding our values at every stage, we ensure that children not only develop academically but also flourish personally and socially as part of a supportive and aspirational school community.

Shenley Primary School uses Hertfordshire's ordinarily available provision guidance which has been developed to support schools to reflect on and strengthen their provision for all children and young people, including those with SEND. Hertfordshire's Outcome Bees framework aims to ensure a shared vision for all children and young people and their parent/carers.



## Rationale

At Shenley Primary School, we

- are committed to creating a learning environment where every child develops a deep and secure understanding of the curriculum.
- encourage children to be active, engaged learners who confidently discuss, question, and reflect on their learning.
- offer rich and varied experiences that spark awe and wonder, broaden horizons, and build cultural capital. Through these opportunities, children are inspired to explore, imagine, and connect their learning to the wider world.
- aim to nurture resilient learners who embrace challenge with a growth mindset.

Through a broad curriculum and a culture that values perseverance, risk-taking, and learning from mistakes, children develop the confidence and independence needed to thrive both in school and beyond.

## Roles and responsibilities

### School staff

Teaching and learning is seen as a shared responsibility by all school teaching and learning support staff that is led by the Headteacher and Senior Leadership Team.

### Headteacher and the Senior Leadership Team

The Headteacher and Senior Leadership Team ensure that teaching and learning are consistently high in quality by setting a clear strategic vision, establishing high expectations, and leading an ambitious, well-sequenced curriculum. They create the conditions for excellent teaching by supporting staff, providing high-quality professional development, and promoting evidence-informed practice. Through regular monitoring and evaluation, they identify strengths and areas for improvement, ensuring that all pupils - particularly those with additional needs - receive an inclusive and equitable learning experience. They foster a positive, respectful learning culture, prioritise safeguarding and wellbeing, and ensure that the school remains accountable for pupils' progress and outcomes.

### SENDCo

The SENDCo ensures that pupils with special educational needs and disabilities receive high-quality, inclusive provision through effective adaptations that remove barriers to learning and enable strong progress. They lead the strategic development of SEND across the school, ensuring early identification, accurate assessment, and coordinated support. The SENDCo works closely with teachers, support staff, families, and external agencies to plan and review adaptations, monitor the impact of interventions, and promote high expectations for every pupil. They guide staff in adjusting teaching, curriculum access, and the learning environment so that all pupils can participate fully. Through training, collaboration, and advocacy, the SENDCo ensures that statutory responsibilities are met and that every child experiences an ambitious, supportive, and inclusive curriculum.

### Subject Leaders

Subject leaders ensure that their subject is taught consistently, coherently, and to a high standard across the school. They provide clear direction for the subject by shaping its curriculum intent, supporting colleagues with subject knowledge and pedagogy, and promoting high expectations for all learners. Through monitoring such as learning walks, book looks and pupil voice, they evaluate the quality of teaching and identify strengths and areas for development. They use this information to drive improvement, share effective practice, and ensure that the curriculum is well-sequenced, inclusive and enriching. Subject leaders champion their subject across the school, manage resources effectively, and contribute to whole-school priorities so that pupils develop secure knowledge, skills, and enthusiasm within their area of learning.

### **Class teachers**

Class teachers ensure that high-quality teaching and learning take place every day by delivering an ambitious, well-sequenced curriculum and creating a positive, inclusive classroom environment. We adhere to the Shenley Behaviour Policy and educate our pupils through the Behaviour Curriculum. Class teachers plan and teach lessons that build secure knowledge over time, use assessment to identify next steps, and adapt teaching to meet the needs of all pupils, including those with SEND. Teachers model high expectations for behaviour, attitudes, and effort, and foster a culture where pupils are curious, resilient and motivated to learn. They work collaboratively with colleagues, engage in professional development, and reflect on their practice to continually improve.

Through strong relationships, clear routines, and effective communication with parents and carers, class teachers play a central role in ensuring that every child makes good progress and feels safe, valued and supported in their learning.

### **Support staff**

Support staff play a vital role in ensuring that teaching and learning is delivered smoothly and consistently across the school. They help create the conditions for effective learning by supporting classroom organisation, preparing resources, supervising pupils, and contributing to a calm, safe, and inclusive environment. Their responsibilities often include assisting pupils with additional needs, reinforcing behaviour expectations, and providing teachers with valuable insights about pupil progress and wellbeing. In addition, support staff may lead targeted interventions that have been planned and directed by the teacher, helping to reinforce key skills and close learning gaps. By working collaboratively with teaching staff and following the guidance set out in the policy, support staff strengthen the overall learning experience.

### **Pupils**

Pupils play an active role in their learning by engaging fully in lessons, showing curiosity, and participating positively in discussions and activities. They take responsibility for their effort, behaviour, and the quality of their work, using feedback to improve and develop independence. Pupils demonstrate resilience by persevering with challenges and learning from mistakes, and they work collaboratively and respectfully with others to contribute to a positive learning environment. Through reflection and self-evaluation, they develop an understanding of how they learn best, apply strategies that support progress, and take pride in their conduct and achievements, helping to create a classroom culture where everyone can learn effectively.

### **Governors**

Governors provide strategic oversight of teaching and learning by ensuring that the curriculum is ambitious, inclusive, and aligned with the school's vision and statutory duties. They monitor the quality of education by reviewing information from leaders, engaging in focused visits, and holding the headteacher and senior leadership team to account for pupils' progress and outcomes. Each subject, including SEND, has a linked governor who works with the relevant leader to understand strengths, priorities, and the impact of provision.

Governors ensure that resources are used effectively, that adaptations and support for pupils with SEND are robust, and that all children receive a broad, balanced, and high-quality curriculum. Through challenge, support, and strategic guidance, governors play a key role in ensuring that teaching and learning enable every pupil to succeed.

### **Families**

We actively encourage families to support their child's learning and development. We provide weekly home learning which supports the core curriculum taught in school each week. Parents can access information about their child's learning via half-termly Curriculum Information Pages emailed from the School Office (these are also available on the website). Parents access parent teacher consultations in the autumn and spring term followed by a written report in the summer term.

Families are invited to 'stay and learn' sessions, school events and 'meet the teacher' meetings.

## **Effective teaching at Shenley Primary School**

At Shenley Primary School, we are committed to providing a rich, inclusive, and engaging curriculum where every child can thrive, belong and achieve. Our curriculum is designed to inspire awe and wonder, nurture curiosity, and encourage children to explore and understand the world around them. Discretely taught subjects are carefully linked to deepen understanding and ensure meaningful progress across all areas of learning. Our core values - self-belief, teamwork, aspiration, respect and strength in kindness - are woven throughout school life and underpin the development of confident, creative and resilient learners.

Teaching follows our Shenley Lesson Recipe, ensuring that prior learning is revisited and strengthened through retrieval practice, new vocabulary is explicitly introduced, and the gradual release of responsibility model supports pupils in building confidence and independence. Learning is engaging, purposeful and adapted effectively so that all pupils can reach clearly defined end points.

We strive to embed Education Endowment Foundation (EEF) endorsed strategies. By incorporating evidence-based methods such as retrieval practice, scaffolding, and deliberate practice, we ensure lessons are designed to maximise learning and retention. These approaches are proven to strengthen memory, build understanding progressively, and improve students' ability to apply knowledge over time.

Our curriculum provides experiential learning and opportunities for awe and wonder, ensuring breadth and depth for all pupils. It is knowledge-rich, progressively builds skills, and is planned sequentially so that learning builds securely on prior knowledge. This enables children to apply their understanding across different areas of the curriculum.

We enrich our curriculum through a wide range of experiences, including:

- Assemblies
- Book weeks
- Forest School
- Nationwide events
- Residentials

- Theme days
- Sporting events
- Trips
- Visitors
- Workshops
- Wow days

These opportunities broaden pupils' horizons, strengthen cultural capital, and enhance engagement and enjoyment in learning.

### Early Years Foundation Stage

At Shenley Primary School, our Early Years Foundation Stage (EYFS) is designed to ensure every child can thrive, belong, and achieve by establishing a secure and ambitious start to their education. Our core values - self-belief, teamwork, aspiration, respect and strength in kindness (STARS) - are woven into the daily lived experiences of our youngest learners, nurturing a supportive school community where children grow into independent and resilient individuals. In alignment with the statutory framework, our practice is shaped by the principles of the unique child, positive relationships, and enabling environments. We provide a rich and varied curriculum that prioritises the three prime areas - communication and language, physical development, and personal, social and emotional development - while supporting the four specific areas of literacy, mathematics, understanding the world, and expressive arts and design to ignite curiosity and a love of learning.

Our teaching focus is on securing foundational knowledge, which is the essential ability to accurately and automatically retrieve the skills in communication, reading, writing, and calculation required for complex tasks in later key stages. We balance play-based learning with high-quality adult-guided instruction to spark awe and wonder, ensuring that children develop the executive function required for long-term educational success, particularly in relation to attention and cognitive flexibility. Through carefully sequenced opportunities for purposeful practice, we ensure that children retain and apply what they have learnt, providing the strong foundations necessary for sustained progress across the wider curriculum.

### Subject information

Each subject has:

- clear intent, implementation and impact statements
- set non-negotiables (including book presentation expectations)
- a curriculum map
- links to prior and future learning
- mapped out vocabulary
- progression documents (skills and knowledge)

## Adaptive teaching and inclusion

Adaptive teaching is a twofold approach in which prior to teaching, teachers identify potential barriers to learning through effective planning, and then during teaching, continually modify their instruction based on ongoing assessment and feedback, responding to pupils' learning needs in real time. Unlike traditional differentiation, which often involves pre-planning different tasks for different ability groups, adaptive teaching is more dynamic and responsive.

Teachers implement the EEF 'Five a Day': <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five-a-day-poster-1.0.pdf?v=1777302225>

At its core, adaptive teaching:

- Maintains high expectations for all pupils at both planning and teaching stages.
- Uses formative assessment continuously in responding to evidence of pupil learning as it emerges.
- Adjusts teaching strategies in the moment based on pupil progress and need.
- Focuses on developing pupil autonomy, agency and metacognition.
- Treats the learning environment as flexible and evolving.

*(The National College)*

Adaptive strategies could include:

**Proactive Planning:** Anticipate potential barriers to learning, plan targeted responses, use assessment to gather evidence of progress, and make real-time instructional adjustments.

**Explicit Instruction:** Provide clear, direct teaching of concepts and procedures.

**Cognitive and Metacognitive Strategies:** Encourage learners to reflect on their thinking and learning processes.

**Scaffolding:** Offer structured support to guide learners toward independence.

**Flexible Grouping:** Organise learners into varied groupings based on need, task, or learning style – these evolve and change.

**Integration of Technology:** Use digital tools to enhance engagement and accessibility.

**Unified Learning Tasks:** Where feasible, ensure all learners engage with the same core material. Tasks should not be differentiated by content but should vary in complexity and depth.

**Questioning:** Questions can deepen understanding and guide learning, helping teachers adjust their teaching in real time.

**Pre-Teaching:** Introduce key vocabulary and concepts in advance to support learners' understanding.

**Accessible Resources:** Design worksheets that are clear, uncluttered, and manageable to prevent cognitive overload.

**Game-Based Learning:** Use games to reinforce new or challenging concepts in an engaging way.

**Targeted Support:** Provide additional input before lessons for learners requiring extra help. Use focused group work and offer repeated practice opportunities.

**Visual and Kinesthetic Aids:** Incorporate visuals and physical actions to reinforce word meanings and concepts.

**Concrete Materials:** Use manipulatives such as beads, strings, and counters to support conceptual understanding.

**Effective Use of Support Staff:** Deploy additional adults strategically to maximise learning impact.

**Fluency Practice:** Encourage learners to rehearse fluency skills beyond the core subject lessons.

**Environmental Print:** Display key vocabulary around the classroom and refer to it regularly. Rephrase questions when needed to aid comprehension.

**Working Walls:** Maintain displays that reflect current learning, support learning and aid retention.

**Visual Problem-Solving:** Allow learners to draw representations to clarify their understanding.

**Challenge:** Provided through depth rather than acceleration, with pupils encouraged to apply learning in varied contexts and make connections across concepts. Pupils working above expectations may be offered enrichment opportunities, including extra-curricular competitions and investigative challenges.

**Teachers implement the Hertfordshire Ordinarily Available Provision:**

<https://thegrid.org.uk/assets/ordinarily-available-provision-guidance.pdf>