



With Love We Flourish

Teaching and Learning Policy

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Policy Title:	Teaching and Learning	Date:	April 2026
Reviewed by:	Sue Green	Review Date:	April 2028
Ratified by:	Full Governors	Date:	May 2026

'Let all that you do be done in love'

1 Corinthians 16:14

Nurturing individuals to be the best they can be in an inclusive environment where they feel valued, respected and know they belong.

1. Our Teaching & Learning Vision

At Great Milton, we believe in the concept of lifelong learning and in the idea that both adults and pupils learn new things every day. Our vision underpins our whole curriculum and our teaching and learning is supported by proven metacognition and pedagogy.

We want our children to experience a curriculum that:

- inspires future thinkers
- makes memories
- build on prior learning
- brings enjoyment – is awe inspiring
- is relatable
- tackles current issues
- promotes equality and diversity
- encourages ambition
- enriches their lives
- develops 'learning to learn' skills
- widens their life experiences

Read our [Curriculum Vision](#) document.

2. Our Curriculum

At Great Milton, our curriculum is ambitious, broad and carefully sequenced to ensure that pupils develop secure knowledge and skills over time. Our 'can do' approach to all curriculum areas and learning opportunities engages children in their own learning journey. We discuss learning with the children and teach them how to learn and how to embrace challenges through a growth mindset. We use the power of 'Yet' to build self confidence and resilience.

At Great Milton, our Quality First Teaching creates a learning environment where children can be challenged and supported in equal measure. Through the 'Great Milton Way', our school community builds strong collaborative skills, empowering children to support one another across their learning journey.

Teachers make explicit links between new learning and what pupils already know. This ensures pupils build on secure foundations and develop deeper understanding over time.

3. Our Pedagogy

Teaching at Great Milton:

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- starts with small steps and builds on secure prior knowledge
- includes clear explanations and high-quality modelling
- provides guided practice before independent work
- uses questioning to check understanding and address misconceptions
- revisits learning regularly to support long-term retention

Teachers are expected to apply these principles consistently across subjects, adapting them appropriately to meet the needs of all learners.

4. Lesson Structure

At Great Milton, teaching follows a clear and consistent structure. This is not intended to be a rigid formula, but a shared approach that supports effective learning and clarity for pupils.

Lessons typically include:

1. Retrieval of prior learning
2. Clear learning objective and success criteria
3. Explicit teaching in small steps (I do...)
4. Guided practice (we do...)
5. Independent practice (you do...)
6. Checking for understanding and review

This structure supports pupils as they move towards independence.

5. Modelling

Modelling is central to teaching at Great Milton and a core expectation of classroom practice. Teachers demonstrate clearly how to approach tasks, solve problems and structure responses:

- model processes live so pupils can see the process unfold
- think aloud to explain reasoning and decision making
- show both successful outcomes and how to correct errors.

Models are revisited throughout the lesson and are often displayed on working walls so pupils can refer to them independently.

6. Questioning and Participation

Teachers use consistent strategies such as:

- **Cold Calling** – the teacher selects pupils to respond, ensuring all pupils remain engaged
- **Think, Pair, Share** – pupils think independently, discuss with a partner and then share responses
- **Mini Whiteboards ('Show Me')** – all pupils respond simultaneously, allowing teachers to assess understanding across the class
- **Hinge Questions** – carefully planned questions used during the lesson to assess whether pupils are ready to move on
- **No Hands** – pupils are supported to provide an answer, ensuring participation from all
- **Wait Time** – giving pupils sufficient time to think before responding
- **Turn and Talk** – short, structured partner discussions to rehearse ideas
- **Choral Response** – pupils respond together, for example when practising vocabulary or key facts
- **Live Modelling / Think Aloud** – teachers verbalise their thinking to model processes clearly
- **Checking for Understanding** – frequent questioning and scanning of responses to identify misconceptions immediately

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These strategies are used consistently across the school to ensure high engagement and effective assessment in every lesson.

7. Assessment

Formative Assessment

Ongoing within lessons through

- questioning and discussion
- observation of pupil responses
- use of whiteboards and hinge questions

This identifies misconceptions in real time and informs next steps for adaptive strategies and planning.

Responsive Teaching

Teachers adapt teaching in real time: re-teaching, scaffolding or extending learning as needed. Pupils who demonstrate secure understanding are expected to be challenged through deeper thinking, reasoning and making connections across their learning.

The table below demonstrates our 'check and adapt' approach and the range of strategies teachers use to respond to pupils' understanding during lessons.

Pause and Fix	Re-teach • Model the task in a different way • Explain in a different way • Use manipulatives, diagrams and other examples	Address misconceptions • Compare strategies and answers • Listen to children's thinking • Use questioning to elicit understanding	Immediate Feedback • Verbal or written to individuals or groups • Time for reflection and improvement • Visual prompts
Adapt	Scaffolding • Verbal, written or visual support • Checklist • Example or model	Support understanding • Link to prior learning • Use text and images to strengthen memory • Real life experiences	Adjust or Challenge • Guide and model next steps • Simple and concrete • Chunk into steps • One short, clear goal

Feedback and Marking

Feedback is most effective when it is immediate and directly linked to the learning.

Teachers prioritise:

- verbal feedback during lessons
- live marking to address misconceptions
- ensuring pupils respond to feedback and improve their work

A consistent approach to written feedback is used across the school:

- **Green pen** identifies successful elements of work
- **Pink pen** highlights areas for improvement ("pink for think")
- **Red pen** is used by pupils to respond, edit and improve their work

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Written feedback is purposeful and manageable, and always linked to the learning objective.

Summative Assessment

Summative assessment provides an overview of pupil attainment and supports longer-term planning.

At Great Milton, this includes:

- termly assessments in reading, writing and mathematics
- White Rose end-of-unit and termly mathematics assessments
- independent writing assessments, moderated against age-related expectations
- Monster phonics assessments
- end-of-unit assessments in foundation subjects where appropriate
- statutory assessments, including:
 - Reception Baseline
 - Phonics Screening Check
 - Multiplication Check
 - End of Key Stage 2 Statutory Assessment Tests

Assessment information is used to identify gaps, inform planning and track progress of individuals. This ensures teaching is targeted effectively year on year.

8. Learning Environment

The classroom environment supports learning, independence and high expectations.

Classrooms are:

- safe, calm, purposeful and well organised
- structured to support independence
- free from unnecessary distraction

Learning walls

Learning walls are an essential part of teaching and are used actively within lessons.

They include:

- the current learning objective
- key vocabulary
- learning journey
- modelled examples
- Previous knowledge (math)
- Key knowledge and skills

Learning walls are built over time and referred to regularly, supporting pupils to work independently.

Display Boards

Displays at Great Milton showcase high-quality work and reflect completed units of learning.

9. Inclusion

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At Great Milton, we are committed to ensuring that all pupils have equal access to high-quality teaching and learning.

High-quality teaching is the first step in meeting all pupils' needs. Teachers adapt teaching, scaffold learning and provide appropriate challenge. Pupils with SEND or EAL receive targeted support where needed.

This includes:

- adapting teaching in response to pupils' needs
- using scaffolding and support to enable access
- providing appropriate challenge for all learners

We are committed to creating a learning environment where all pupils feel valued, included and able to succeed.

10. Presentation Expectations

High expectations for book presentation cultivates pupils' pride, self-worth, and a sense of ownership, directly impacting motivation and academic outcomes.

Across the school:

- Maths books: short date in margin, 3x3 margin (KS2), learning objective above margin
- Other books: long date on top line, underlined; learning objective beneath
- Pencil in KS1; pen in KS2 when handwriting is consistently neat and fluent.

Teachers model these expectations and ensure consistency across the school.

12. Roles and Responsibilities

Teachers

Plan high-quality lessons, use assessment to inform teaching, maintain high expectations and create purposeful learning environments.

Teaching Assistants

Support learning under teacher direction, reinforce teaching, and promote independence.

Parents & Carers

Support reading and home learning, engage with communication and promote positive attitudes.

13. Monitoring

Teaching and learning are monitored through lesson visits, book scrutiny, pupil voice and assessment analysis. Feedback supports professional development and consistency.