



# Teaching and Learning Policy – Crawley Ridge Infant & Junior Schools

This policy was approved and adopted by  
the Local Academy Board  
on 12<sup>th</sup> March 2026

It will be reviewed in Spring 2027



## Purpose

At Crawley Ridge Infant and Junior School, we are committed to high quality teaching and learning to promote good progress and raise standards of attainment for all pupils. This policy summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the schools aspire. It also reflects the aims and objectives of each school and supports their vision.

## Aims

*Crawley Ridge Infant School: 'Ready, Respectful and Safe'*

*Crawley Ridge Junior School: 'Live the Learning: Learn for Life' - Respect, Positivity and Belonging*

Learning is an alteration in long term memory. When learning is successful, pupils will know more and be able to do more. Learning is the purpose of the whole school and is a shared commitment. At Crawley Ridge Infant and Junior Schools we recognise that education involves pupils, parents, staff, governors, the community, the local authority and The Alliance Multi-Academy Trust, and that for optimum benefit all should work closely together to support the process of learning. All members of the school community are encouraged to work towards the school's aims and parents are encouraged to actively support the work of the school.

Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress
- ensure pupils can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- provide a curriculum which promotes the moral, social, cultural, spiritual, physical, mental and emotional development of the pupils
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- encourage all pupils to be enthusiastic and committed learners; promoting their self-esteem, self-worth and emotional well-being
- develop pupils' confidence to learn and work independently and collaboratively
- develop values of ready, respectful and safe (CRIS) and respect, positivity and belonging (CRJS)
- encourage pupils to respond positively to challenges and responsibilities



- encourage pupils to value the diversity in our society and the environment in which they live, and to become active and responsible citizens; contributing positively to their local community and to society

### How the Aims Will be Achieved

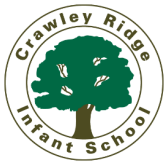
The ethos, values and atmosphere underpin the agreed aims of the school. In the course of their daily work, staff will contribute to the development of this ethos through:

- providing an exciting curriculum which engages and challenges all pupils
- enriching pupils' experiences with a programme of trips and workshops
- providing a calm and effective working environment, in which each pupil can produce their best work
- providing a welcoming environment, in which courtesy, kindness and respect are fostered
- providing positive role models
- providing a fair and disciplined environment, in line with the school's behaviour policy
- effective management of their professional time
- developing links with all stakeholders and the wider community
- valuing and celebrating pupils' successes and achievements
- reviewing personal and professional development to ensure the highest level of professional expertise
- actively demonstrating our values

### Roles and Responsibilities

Whilst pupils are attending school, teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all pupils to make good progress
- recognise and be aware of the needs of each individual pupil according to ability and aptitude
- ensure that learning is progressive and continuous
- be good role models i.e., punctual, well prepared and organised
- keep up to date with educational research
- provide clear information to parents about school procedures and pupil progress
- have a positive attitude to change and the development of their own expertise
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life



## Planning

The individual School Development Plans set out the priorities for each school each year and are developed in collaboration with staff and governors. They are written in response to the most immediate needs of the school but is not limited by them.

At Crawley Ridge Infant and Junior Schools, we have designed a curriculum which broadly follows the programmes of study as required by the National Curriculum 2014. Staff should follow the cycle of long-term planning put together by the subject leaders, to ensure that all curriculum objectives can be met.

The aim of our planning is to show consideration of the sequence of learning within a unit to ensure that all teachers and learners know how a theme will progress and have a good understanding of how learning objectives will be met. Planned activities support the meeting of the learning objective. Naturally, it may be necessary to divert from the plan in response to assessment for learning; there is no expectation that written plans are created in this instance.

An outline of CRJS planning expectations is below:

- Maths planning- IWB slides are used to prompt the sequence of learning. Learning objectives and success criteria are included for each lesson. Planning discussions about how the delivery of slides may look take place during PPA. Key questions should be identified on the slides alongside the small steps and stem sentences.
- English planning- an overview plan is completed for each unit. This includes the learning objectives for reading, writing, grammar and spelling. Spelling and reading are taught in discreet lessons. Grammar is taught within writing lessons and supported by retrieval tasks to embed the new learning and consolidate prior learning.
- Science/ Topic/ RE- due to the nature of these subjects and the required subject knowledge for staff, we ask that these subjects have a written plan using the school format.
- Music/ PE/ French/ Computing- use the schemes that are in place (IWB slides to be generated if staff feel this will support the teaching and learning in these areas). The learning objective should always be made clear to the pupils. Schemes available include: Charanga for music; Twinkl for PE; Google online safety and iCompute for Computing; and Twinkl for French.
- Art/ DT/ PSHE- MTPs and IWB slides show the learning objective for each session and the progression of learning. Schemes available include: Kapow, Access Art and Scarf.

Teachers create a weekly timetable which reflects the specific lesson being taught, for example: Maths: Fractions lesson 4. All planning, resources and IWB slides should be saved in a year group file on the network so that leaders can regularly monitor the progression of skills and knowledge across the school.

An outline of CRIS planning expectations is below:

- Maths planning- White Rose Schemes of learning form the small steps for maths planning. IWB slides are used to prompt the sequence of learning. Learning objectives and success criteria are included for each lesson. Planning discussions about how the



delivery of slides may look take place during PPA. Key questions should be identified on the slides alongside the small steps and stem sentences.

- English planning- For writing, - an overview plan is completed for each unit two-week unit. Grammar is taught, in context, through writing lessons and supported by retrieval tasks to embed the new learning and consolidate prior learning. Reading is taught through a discreet phonics lesson using the ELS planning scheme and through discreet guided reading sessions.
- Science/ Topic/ RE- MTPs and IWB slides show the learning objective for each session and the progression of learning. Due to the nature of these subjects and the required subject knowledge for staff, we ask that these subjects have a written plan using the school format.
- Music/ PE/ Computing- use the schemes that are in place (IWB slides to be generated if staff feel this will support the teaching and learning in these areas). Schemes include: Get Set for Music, Get Set for P.E. and Kapow.
- Art/ DT/ PSHE and IWB slides show the learning objective for each session and the progression of learning. Due to the nature of these subjects and the required subject knowledge for staff, we ask that these subjects have a written plan using the school format. Schemes include: Kapow and SCARF.

At EYFS, the use of continuous provision negates the need for a formal planning structure. Continuous provision refers to the resources and learning opportunities accessible to children at all times within a setting. At CRI, the provision is carefully thought out to invite children to interact, explore and learn. The learning environment is constantly evolving and adjusting to support the learning of the children within it. Teachers respond effectively to adjust the provision to allow children to meet the early learning goals.

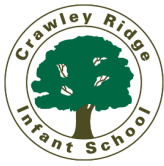
### Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- whole class teaching
- group work
- one to one teaching
- collaborative learning in pairs or groups
- independent learning

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject
- book corners will be tidy, comfortable and attractive
- pupils will be involved in the maintenance and care of all equipment and resources
- the presence of thought provoking, stimulating, tidy displays which support learning and display high quality pupils' work



- the classroom environment will be organised and tidy with all pupils and staff taking responsibility and setting high expectations for this
- working walls will show current learning in English, mathematics and science

### Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand
- all pupils know where classroom resources are kept and the rules about their access and use
- pupils are encouraged to act independently in choosing, collecting and returning resources where appropriate
- classroom libraries are a valued resource and used appropriately

### Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include activities that show a balance in terms of individual, group and whole class work. Teachers will promote a 'Growth Mindset' attitude and will develop a safe environment where pupils feel they can speak out and be listened to. Teachers will;

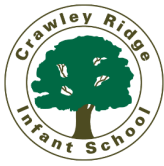
- Ensure all feedback will be on specific performance improvements which can be acted on
- engage learners by posing problems and challenging thinking
- provide opportunities for learners to meet challenges in a variety of ways
- create space for reflection and meaningful dialogue
- ensure rich first-hand experiences, e.g. trips and visits

### Lesson Structure

Rosenshine (2010, 2012) summarised at least 40 years of research on effective classroom instruction and devised a set of key principles that maximise impact of teaching in the classroom. We have adopted these research-based principles:

**1. Begin the lesson with a review of previous learning.** Rosenshine suggests investing 5-8 minutes to review previous learning. This can be in the form of questioning techniques to check understanding and to uncover and challenge misconceptions, peer or self-marking work and correcting mistakes. This will strengthen understanding and the connections between ideas. This learning may be from the previous lesson, week, term or year. Research shows pupil's learning moves into their long memory more effectively when it is connected to prior learning (schema).

**2. Present new material in small steps.** Presenting new information in small, bite-sized chunks increases the progress made by the students. Introducing too much at once will see progress



rates fall as pupils can only process so much at one time. This reduction in cognitive load allows metacognition to take place (it allows them to think about how they are thinking about the task). When pupils learn something new, they are operating their working memory. Our working memory holds the information that we are currently thinking about. In order to learn, it is imperative that our pupils both develop a wide range of schema within their long-term memories and exercise their working memories to trigger this information to make sense of the new information. In this stage, the learning objective and success criteria will be shared with the children.

**3. Ask a large number of questions (and to all students).** Questions are a teacher's most powerful tool. They can highlight misconceptions, keep a lesson flowing and challenge students to think deeper into a subject. The greatest value of questioning, though, is that it forces students to practise retrieval, which strengthens and deepens memory.

**4. Provide models and worked examples.** Delivering new information to students by linking it to something or some process they are familiar with, allows students to gain an understanding quicker. It also gives them deeper retention. This is especially true of more conceptual ideas. Verbal and visual representations are used alongside each other to enable the working memory to have higher a processing capacity.

**5. Practise using the new material.** Practice makes perfect? Rosenshine postulates that this is true of physical, vocal and mental practice. He suggests that successful teachers allow more time for guidance, questioning and repetition of processes. "Practice makes Progress".

**6. Check for understanding frequently and correct errors.** Regular asking of direct questions allows teachers to check a classes/student's understanding and catch misconceptions, therefore informing the teacher whether any parts of the topic need reteaching.

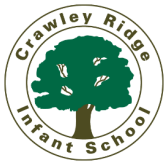
**7. Obtain a high success rate.** Teaching for mastery ensures all students in a class are ready to move on to the next stage in the topic, thus preventing students from taking misunderstanding into their future learning. From his research, Rosenshine found that in a class, the optimal success rate is an 80% understanding. This shows that not only have the students learnt the material but also were challenged in doing so. Any higher and the work may not have been challenging enough and vice versa.

**8. Provide scaffolds for difficult tasks.** When introducing a more difficult lesson, Rosenshine suggests employing Vygotskian scaffolding which provides students with a framework that more easily allows them to make progress. The scaffolds can then be gradually removed as their competency grows. Examples of scaffolds can include; checklists, cue cards or writing frames. Teachers can also anticipate commonly made errors and build tools into the scaffolds that reduce the chances of students making the same mistakes.

**9. Independent practice.** Following scaffolded tasks, students should be competent in the task and therefore able to practise the task independently. This repetition of the task will promote a deeper fluency. Rosenshine called this "overlearning".

### Quality First Teaching

The ultimate goal with Quality First Teaching (QFT) strategies is to ensure that all whole-class teaching is inclusive. Rosenshine's principles support this approach. QFT demands 100% participation from the pupils and sets high and realistic challenges. It expects pupils to be able to articulate their ideas, understand and think by actively promoting pupil talk. The



scaffolding used refers to modifications teachers make while designing and teaching lessons so all pupils to be successful in learning the same content at their stage.

### **Monitoring and Evaluation**

Pupils' work is monitored and moderated regularly in each of the core curriculum areas by teachers, subject leaders, staff across TAMAT and the Senior Leadership Team. A termly review of class assessment information is held with all members of the teaching staff in the form of Pupil Progress Meetings. Regular opportunities for monitoring the quality of teaching and learning are outlined in the monitoring schedule which is overseen by the Headteacher and Assistant Headteacher.

### **Celebrating Success**

Excellence is celebrated in displays, books, assemblies and performances. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Parent open sessions are an opportunity to celebrate the best of the pupils' work. Pupils are encouraged to believe that any exhibited work (performance, display or topic books) should represent their highest standards of personal achievement.

### **Linked Policies**

- Effective Feedback
- Assessment
- Behaviour
- Curriculum



## **Appendix 1**

### **1: All teachers... Link lessons to prior learning and experiences (Teachers' standard 2)**

**Pupils need to build on, and be able to link to, prior knowledge, so that learning can be set in context and seen as an on-going journey using retrieval practice strategies:**

E.g.

- Quizzes: a question from the last lesson, last week, last term and last year
- Warm up activities allow the pupils to retrieval relevant prior knowledge
- Pupils work with a partner or small group to 'brain dump'

### **2: All lessons have... Clear Learning Objectives (Teachers' Standard 4)**

**Pupils must know exactly what they are going to learn, what is expected of them by the end of the lesson and be fluent in describing the objectives to others.**

**For learning objectives to be shared effectively, teachers must:**

- Ensure all learning objectives begin with 'At the end of this lesson I will know/be able to/ understand...'
- Share learning objectives orally and display them on the board and/or in books or on sheets.
- Make learning objectives specific rather than confuse them with the context of the lesson.
- Use pupil-friendly language – there is little point in sharing learning objectives if students don't understand what you mean.
- Refer to them at the start of the lesson, during the lesson and during the review phase.
- They should be clearly linked to, and supported by, the success criteria. *see next section*
- Mark and assess work primarily against the learning objective and show evidence of where the objective has been met.

### **3: All lessons have... Well planned success criteria (Teachers' Standard 4)**

**All pupils must be clear about how they will achieve the learning objective, so they are able to evaluate their own work and that of their peers and be able to describe the criteria to others.**

- The success criteria for the lesson is displayed for the pupils to follow during the lesson or drawn up with the pupils, e.g. Steps to success.
- Slides includes a success criterion for each learning objective.
- As a unit of work progresses, pupils should be able to generate the success criteria for themselves.
- Pupils use the success criteria to self-assess their own or their partner's work.
- Pupils are reminded of the success criteria during the lesson – often pupils' work is used to illustrate the success criteria in action.

### **4. All lessons are... Clearly scaffolded to enable all pupils to access learning (Teachers' Standard 5)**



Teachers should build effectively on prior learning so that activities are well matched to pupils' needs and move the pupils on.

- All learners are included and challenged appropriately.
- Teachers identify common misconceptions
- Teachers review learning and adapt appropriately
- Teachers should plan for the most able and then adjust for the different levels within the class
- Lessons should be adapted during the session in response to teachers' assessments of pupils' responses.
- Pupils are encouraged to seek support in a positive environment.
- All pupils are included through talk partner work, pre-teaching activities, word mats etc (see Provision map for details)

**5: All lessons have... High quality input (Teachers' Standards 2 & 4)**

**Explanations and input to a lesson are chunked to take into account pupil's cognitive load.**

- Lessons build in small steps
- Lessons begin at a stage appropriate level and are designed so each pupil makes progress

**The input phase is punctuated with questions, both closed and open. (See section 8)**

**The input phase is punctuated with activity:**

- Pupils need to break up periods of listening and responding with opportunities to complete activities that consolidate the learning and move their understanding on.

**Modelling is a vital part of the teaching and learning process:**

Pupils learn best from observing the behaviour of others. This takes many forms in the classroom

- Sharing exemplar texts at the beginning of a writing unit demonstrates the approaches authors have taken to different genre. As the unit progresses, teachers need to model how to edit and improve work to extend and develop the pupils' work.
- Modelling how a task should be completed deepens understanding of the task and sets expectations. Working through an example supports different learning styles and helps to make sense of the teacher's instructions.
- Teachers model the thinking process
- Teachers' behaviour models relationships with others built on mutual respect, an appropriate way of speaking to others and commitment to the importance of learning.

**Teaching Assistants have a key role to play:**

Where possible, Teaching Assistants can support pupils during the input phase by:

- Ensuring pupils are focussed and on task.
- Capturing thoughts and ideas for working walls.
- Rephrasing and unpicking teachers' explanations where necessary to give clarity.
- Helping pupils to transition to the activity and to get started on the task.



- Feeding back to the teacher where pupils need further support or to be moved on as necessary.

## **6. All pupils are... Actively engaged in learning (Teachers' Standards 2 & 4)**

Teachers plan activities that:

- *Require pupils to do something at a cognitive level*
  - *Provide a degree of challenge*
  - *Require students to re-create rather than re-produce information*
  - *Develop and demonstrate understanding*
  - *Give the teacher an opportunity to assess understanding*
  - *Encourage pupils to work both independently and collaboratively*
  - *Encourage pupils to work for a sustained period of time*
- Pupils are actively engaged during all parts of the lesson – teachers take into account pupils' concentration span and ensure pupils are not sitting passively for long periods.
  - Mini whiteboards are used for short bursts of activity, to develop understanding, to ensure pupils are active and engaged during the lesson and to enable the teacher to assess and address misconceptions and understanding
  - Learning is made multi-sensory. New information is presented in several different ways to allow pupils opportunities to learn from seeing, hearing and doing through the use of visuals, artefacts and auditory input.

## **7. All lessons include... Opportunities for Talk for Learning (Teachers' standard 4)**

Talking is central to learning. Talking helps pupils to organise their thoughts and deepens understanding.

- All lessons include planned and unplanned opportunities to discuss questions and extend thinking.
- Highly focused and purposeful Think/Pair/Share and Talk partnership work is a regular feature in all lessons.
- Pupils are trained to use appropriate body language when talking to, or in discussion with, a partner.
- Pupils understand that their TALK is valued as much as their written work.
- Pupils are trained to listen actively to their partner and to report back on what they have heard.
- Pupils are able to participate effectively in whole class discussion

## **8. All teachers use... Highly effective questioning (Teachers' Standard 4)**

We define good quality questioning as:

- Using open ended questions.



- Using the right question for the particular pupil.
- Providing thinking time for pupils to think through their answers before replying. *This can be done by giving an advance warning, such as 'In two minutes I am going to ask you....' Pupils can also explore and articulate their thinking by having time to discuss their responses in pairs or groups. Pupils then respond with 'We think that....'*
- Ensuring pupils fully understand the question by asking them to say it back or rephrase it.
- Extending and deepening understanding by asking follow-up questions such as *'What made you think that?'*
- Probing questions
- Asking pupils to identify three possible answers and then select the best one (so they don't always give you the first answer that pops into their head).
- Scaffolding thinking and answering. *For example: 'in 2 minutes I am going to ask you X, but before I do, I'd like you to think about (or talk about) A. Now I'd like you to think about B. Now can you respond to my original question?'*
- Using a mixture of directed questions tailored for specific pupils and responding to more general 'hands up'

#### **9. Learning is enhanced through...The use of ICT (Teachers' Standard 3)**

- ICT is used to enhance learning wherever possible such as at the start of lessons to engage pupils; during the lesson as an aid to learning; and in the plenary to consolidate learning.
- The use of ICT is effective in all teaching and learning contexts across our school and enables learning to be displayed and shared in exciting, varied and highly visible forms.
- Teachers are continually searching for ways to use technology as a learning tool or to support pupils in demonstrating their learning.
- ICT is an important tool for allowing teachers to target different learning styles.

#### **10: All lessons have... Periods of self-reflection (Teachers' Standard 4)**

It is essential that pupils review what has been learned and to reflect on how it has been learned by referring back to the learning objective and success criteria.

Teachers use prompts like:

- *What did you do today that you found most helpful when you were learning?*
- *What did you do today that you found less helpful?*
- *If you had to do the task again, how would you do it?*
- *If you had to give one piece of advice to someone tackling the same task tomorrow; what would it be?*



**11: All pupils... Receive regular, incisive feedback which enhances learning (Teachers' Standard 6)**

**Pupils need to understand what they have done well and what would have made their work even better.**

- All teachers provide regular and purposeful marking and feedback on pupils' work (See our Effective Feedback Policy)
- AfL is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Marking is linked to the learning objective and identifies next step prompts.
- Pupils are given time to address issues raised in marking, before moving on to the next piece of work.

**12: All teachers create... A Classroom environment which stimulates learning (Teachers' Standard 2)**

**The surroundings in which pupils learn can greatly influence their academic performance and well-being in school. The better the school looks, the more it inspires the people inside it - a well-cared for classroom can make pupils feel that what they achieve and how they themselves are perceived is important.**

- All classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of. (See Display Policy)
- Teachers make active and specific use of learning walls and celebration boards during lesson.
- There is a balance of support materials for core subjects learning boards and celebration boards
- Resources for learning e.g. mathematics, are accessible, appropriate and used effectively by pupils
- Our displays set expectations of quality and depth of learning and also demonstrate the variety of ways that we employ to describe skills, knowledge and understanding.