Teaching and Learning Overview: 2026-2027

Environment & Culture

- The environment is safe, organised and stimulating.
- Each child is treated as an individual, respecting their needs, rights, values and beliefs.
- Compassionate relationships are built on our school values.
- Working walls are used as a resource to support current learning.
- Displays celebrate the children's work.
- All lesson resources can be accessed safely and quickly.

Planning

- Planning is aligned with curriculum progression document and subject handbooks.
- Lessons are planned that reflect where the children are and what they need to move forward.
- Lessons have a clear structure that helps to deepen knowledge and strengthen skills.
- Adult support is well-planned so that all children are supported in developing their learning.
- Exciting and meaningful learning experiences help embed knowledge.
- Deeper thinking is achieved through well-planned activities.
- Enrichment opportunities are provided e.g. trips, workshops, visitors, local community events to enhance learning.
- Homework is designed to complement classroom learning.
- Planning and resources are stored on the Storebox.

Teaching

- Lessons are characterised by a high level of expectations, engagement and enthusiasm by both children and adults.
- Learning behaviours (as stated in our behaviour curriculum) are explicitly taught and modelled effectively, including skills of independence, responsibility, collaboration, active listening, resilience.
- Every child should experience success and challenge, considering developmental stage and cognitive load.
- A variety of adaptive teaching techniques are used to check for understanding regularly and to adapt the lesson where necessary - questioning is vital.
- Children are provided with frequent retrieval opportunities which develop fluency in knowledge and skills.
- New material is given in small steps.
- Modelling, which includes 'thinking out loud' and worked examples help to clarify steps involved in learning.
- Children are provided with the opportunity to independently practise new skills, scaffolded appropriately.
- Resources are used where appropriate to help strengthen learning.
- Lessons are appropriately paced and matched to the needs of the children and the nature of the lesson.
- The children are provided with rich opportunities to develop their written and oracy skills.
- Teachers are explicit about children's learning intentions and success criteria.

Feedback

- Teachers have a secure overview of the starting points, progress and contexts of all children.
- Outcomes are used to set targets and plan subsequent lessons.
- Children should receive feedback (what they have done well and how to improve) in an appropriate form using a range of strategies (verbal feedback, written feedback, peer assessment and self-assessment).
- Children are supported to act on any feedback provided with awareness of its purpose.
- Summative assessment is used regularly to inform future planning.

At Ryarsh Primary School, we expect all our class-based staff to reflect, review and develop their own knowledge and skills of teaching and learning. As a result, this policy is reviewed every 12 months to reflect our approach and desire to consistently improve the learning of the children in our school.

Reviewing the teaching and learning

Monitoring of the quality of teaching and learning takes place in several ways, including subject monitoring and termly review sessions. Termly review sessions are carried out with the headteacher to

review the provision in each class and identify strategies to help improve children's learning. This involves using evidence from outcomes (data and books), observations and other sources of information to summarise and discuss the strengths of the provision as well as agree on actions that will further strengthen the provision in the classroom.

Equal Opportunities and Race Equality:

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

Overview adopted by Governing Body	Autumn 2026
To be reviewed	Autumn 2027
Signed by Head Teacher	S. Morris
Ratified by Governors	24.09.26