



# All Hallows C of E Primary School- Learning Policy

## Learning Policy

*All Hallows Grounded in current research on how children learn and aligned with whole-school expectations.*

### 1. Purpose

This policy sets out the principles, expectations, and shared practices that underpin high-quality teaching and learning across the school. It reflects the strongest evidence from cognitive science, the EEF, Ofsted, and the Strong Foundations research base. It ensures every child experiences consistent, ambitious, and inclusive teaching that enables them to know more, remember more, and do more.

### 2. Principles of Effective Learning

Teaching across the school is grounded in well-established research on how children learn:

- Learning builds on prior knowledge; new ideas must connect to what pupils already know.
- Working memory is limited; instruction must be clear, concise, and chunked.
- Retrieval strengthens memory; regular recall improves long-term retention.
- Modelling and guided practice reduce cognitive load and support independence.
- Vocabulary and language underpin thinking; explicit teaching of words and structured talk are essential.
- Feedback and responsive teaching close gaps and prevent misconceptions from becoming embedded.
- Emotionally safe classrooms support learning; children learn best when they feel secure, valued, and able to make mistakes.
- Oracy is foundational; spoken language supports cognitive development, reasoning, reading, and writing.

These principles shape all teaching and learning across the school.

### 3. Learning Environment and Climate

A calm, predictable, and purposeful environment supports children's cognitive and emotional readiness to learn.

- All staff meet and greet pupils warmly at the door.
- Classrooms are organised to reduce cognitive load and promote independence.
- Every room includes:
  - a calm reading area
  - an emotional check-in space
  - a reflection area

- RE freeze working wall
- a Bravo Board
- school-values hearts used consistently for behaviour reinforcement
- Hearts are removed when a value is broken and restored once reflection and restorative conversation have taken place.
- Mistakes are normalised as part of learning; teachers model deliberate and non-deliberate errors to promote resilience and positive attitudes.

#### 4. Curriculum Consistency

Consistency supports equity. All teachers:

- Use the whole-school learning objective format stored on the shared drive.
- Share learning objectives with pupils orally, on whiteboards, or in books.
- Maintain working walls that reflect current learning, vocabulary, models, and pupil voice.
- Ensure English non-negotiables are visible in English books and on boards for curriculum work and referred to across the curriculum.
- Display maths vocabulary for each topic in books and on working walls.
- Display curriculum vocabulary on working walls and refer to.
- Use widgets and visuals to support dual coding where appropriate.

#### 5. Instructional Approach

Teaching follows a clear, research-informed structure.

##### 5.1 Clarity of Instruction

- Explanations are concise, sequenced, and free from unnecessary detail.
- New learning is explicitly linked to prior knowledge.
- Vocabulary is taught, modelled, and revisited.
- Teachers model thinking aloud to make processes visible.

##### 5.2 Modelling and Scaffolding

- The whole-school structure **My go** → **Our go** → **Your go** is used across subjects to:
  - break learning into manageable steps
  - reduce teacher talk
  - build independence
- Scaffolds (visuals, sentence stems, manipulatives) are used purposefully and removed gradually.
- Dictation is used to support writing
- Talk partners/ white boards are used for learning tasks.
- Chunking is used to support learning and reduce cognitive load
- Adaptations are made to support access to curriculum

##### 5.3 Cognitive Load

- Instructions are short and clear.
- Tasks are designed to require thinking, not just completion.
- Working walls and resources support learning without overwhelming pupils.

## 6. Daily Learning Routines

Whole-school routines strengthen memory, fluency, and readiness to learn.

- **Morning sessions** begin with reading-based activities; handwriting is included in earlier years.
- **After lunch**, all classes complete a short-burst maths activity (retrieval, fluency, heuristics, assessment, etc.).
- **Monday morning window** is used for structured discussion that leads into the weekly assembly theme.
- **KS2** also use **Picture News** to support discussion, critical thinking, and oracy.
- Retrieval practice is embedded daily, weekly, and termly.

## 7. Reading, Writing and Oracy

### 7.1 Reading

- Phonics is taught with fidelity to the school's SSP.
- Children read fully decodable books matched to their phonics stage.
- Fluency, prosody, and comprehension are modelled explicitly.
- Reading for pleasure is prioritised through story time and book talk.

### 7.2 Writing

- Teachers model writing through shared and guided approaches.
- Oral rehearsal precedes writing.
- Dictation is used to practice writing skills
- Handwriting is taught explicitly and reinforced
- English non-negotiables are consistently applied.
- Writing opportunities are meaningful and purposeful across the curriculum.

### 7.3 Oracy

Oracy is a whole-school priority and underpins learning across the curriculum.

- Structured talk routines (partner talk, sentence stems, dialogic teaching) are used consistently.
- Vocabulary is explicitly taught, displayed, and revisited.
- Teachers model high-quality spoken language.
- Pupils are taught to explain, justify, reason, and build on others' ideas.
- Monday discussions and Picture News sessions strengthen reasoning, confidence, and communication.
- Oracy expectations are embedded in all subjects, not only English.

## 8. Mathematics

- Teaching follows small steps with concrete–pictorial–abstract progression.
- Mathematical vocabulary is taught explicitly and displayed in maths books.
- Manipulatives are used purposefully to deepen understanding.
- Retrieval, fluency, and reasoning are embedded daily.
- Misconceptions are addressed promptly.

## 9. Assessment for Learning

Responsive teaching ensures all pupils keep up.

- Teachers check understanding frequently through questioning, observation, and discussion.
- A wide range of questions to develop understanding are used which can be referred back to Blooms taxonomy.

- Misconceptions are addressed immediately: whole-class, small-group, or individual.
- Feedback is timely, specific, and moves learning forward.
- Assessment informs planning, enhancements, and next steps.
- Marking and feedback is purposeful, efficient, and focused on learning- and has efficacy to the schools marking and feedback policy.

## **10. Inclusion and Adaptive Teaching**

High expectations apply to every child.

- Teachers anticipate barriers and plan adaptations proactively.
- Scaffolds, visuals, and structured routines support pupils with SEND.
- Additional adults are deployed purposefully and proactively.
- Pre-teaching, overlearning, and repetition are used where needed.
- Adaptations never reduce cognitive challenge.

## **11. Pupil Engagement, Independence and Self-Regulation**

- Pupils are active participants in learning.
- Independence is built through modelling, guided practice, and routines.
- Self-regulation strategies are taught and reinforced.
- Pupils show pride in their work and effort.
- Mistakes are valued as part of the learning process.

## **12. Professional Responsibilities**

All staff contribute to a consistent, high-quality learning experience.

- Adults model calm, respectful behaviour at all times.
- Shared language and routines are used across the school.
- Classrooms reflect whole-school systems and expectations.
- Staff engage in professional reflection and development.
- Pupil voice is visible and valued across learning environments.

## **13. Monitoring and Review**

Teaching and learning are monitored through:

- learning walks
- book looks
- pupil voice
- planning reviews
- coaching and professional dialogue