

Birch Hill Primary School
Teaching & Learning Policy



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TRUST

Policy Title	Teaching and Learning Policy
Policy Owner	Headteacher
Responsible Committee	Local Governing Body
Approval Date	Sept 2026
Review Date	Sept 2029
Related Policies	Behaviour Policy, Curriculum Policy, Assessment Policy, SEND Policy, Equality Policy, Professional Development Policy

1. Vision

Birch Hill Primary School is committed to providing the highest quality education for all pupils through a consistent, evidence-informed approach to teaching and learning.

We believe that every pupil has the right to access an ambitious curriculum, taught through high-quality instruction, effective relationships and high expectations. Through excellent teaching, carefully planned learning experiences and a culture of continual improvement, we aim to develop pupils who are knowledgeable, articulate, resilient and independent learners.

Our teaching and learning approach is articulated through The Birch Hill Way, which provides a shared framework for teaching practice, professional development and quality assurance across the school. It is underpinned by our values of Learn, Believe, Achieve Together and is informed by evidence-based research, including Rosenshine's Principles of Instruction, Instructional Coaching WalkThrus, Cognitive Load Theory, Assessment for Learning, and the based on the Education Endowment Foundation (EEF).

2. Legislative and Regulatory Framework

This policy has been developed in accordance with:

- The Education Act 2002, which requires schools to provide a balanced and broadly based curriculum that promotes pupils' spiritual, moral, cultural, mental and physical development.
- The Equality Act 2010, which requires schools to eliminate discrimination, advance equality of opportunity and foster good relations.
- The Children and Families Act 2014.
- The Special Educational Needs and Disability Code of Practice: 0-25 Years.
- The National Curriculum in England Framework Document.
- The Teachers' Standards.
- The Early Years Foundation Stage Statutory Framework (where applicable).
- The current School Inspection Handbook published by Ofsted.
- Relevant statutory guidance issued by the Department for Education.

This policy should be read alongside the school's:

- Behaviour Policy
- Curriculum Policy

- Assessment Policy
- SEND Policy
- Equality Objectives
- Attendance Policy
- Professional Development Policy
- Early Years Policy

3. Evidence-Informed Practice

The Birch Hill Way is informed by a range of educational research and evidence regarding effective teaching and learning, including:

- Rosenshine's Principles of Instruction
- WalkThrus (Sherrington and Caviglioli)
- Assessment for Learning (Black and Wiliam)
- Cognitive Load Theory (Sweller)
- Building Learning Power (Claxton)
- Growth Mindset (Dweck)
- Education Endowment Foundation guidance reports
- *What Makes Great Teaching?* (Coe et al.)

These approaches collectively inform the school's pedagogical framework and underpin teaching, learning, professional development and quality assurance.

4. Aims

This policy aims to:

- Secure consistently high standards of teaching and learning across the school.
- Provide all pupils with access to an ambitious, broad and inclusive curriculum.
- Promote high expectations of achievement, behaviour and presentation.
- Develop pupils' knowledge, understanding, vocabulary and communication skills.
- Use assessment effectively to inform teaching and improve outcomes.
- Ensure teaching is responsive to the needs of all learners through adaptive practice.
- Foster positive learning behaviours, resilience and independence.
- Establish a consistent framework for coaching, monitoring and professional development.

5. The Birch Hill Way

The Birch Hill Way provides the school's agreed pedagogical framework and underpins all aspects of classroom practice.

The framework is built around four key elements:

1. Behaviour for Learning
2. Explaining and Modelling
3. Questioning and Feedback
4. Practice and Retrieval

Adaptive Teaching underpins all four strands and ensures that all pupils can access and succeed within an ambitious curriculum.

Aspect/Focus		What we're looking for	Walk Thru Link
Behaviour for Learning	Adaptive Teaching	- Signal and insist 100% of children tracking the talker - Insist on SHINE - Clear and tidy classroom (including Children-facing boards/area)	Establish your expectations Signal, Pause(silent), Insist (positive) Rehearse Routines
Explaining & Modelling		- Live Worked examples that are accessible to children (working walls) - Thinking out loud - Intentional errors	Modelling / Shared Write I do, We do, You Do Worked examples
Questioning & Feedback <i>(Check for Understanding)</i>		Questioning Show Me Boards - Addressing gaps in understanding - Culture of errors Probing Questions - Pre-planned Question Feedback - Live marking - Learning through whole class responses - Addressing misconceptions in the moment	Cold Calling Nest (Think) Pair Share Show Say it Again Better

		and targeted Questions		
		• Deepen understanding		
Practice & Retrieval		• Eliciting learning through whole class responses • Focused on learning outcome • Addressing misconceptions in the		10. Quizzing 11. A Repertoire of Retrieval Routines

6. Roles and Responsibilities

Governing Body

The Governing Body will:

- Monitor the effectiveness of this policy.
- Hold leaders to account for standards of teaching, learning and pupil outcomes.
- Ensure statutory responsibilities are fulfilled.

Headteacher

The Headteacher will:

- Provide strategic leadership for teaching and learning.
- Ensure the effective implementation of this policy.
- Promote a culture of high expectations and continuous improvement.
- Monitor the quality of education across the school.

Senior Leaders

Senior leaders will:

- Monitor implementation of the Birch Hill Way.
- Lead professional development and instructional coaching.
- Support staff development.
- Evaluate the impact of teaching on pupil outcomes.

Subject and Phase Leaders

Middle leaders will:

- Monitor the implementation of the policy within their areas of responsibility.
- Support curriculum development.
- Provide guidance and coaching for colleagues.
- Contribute to quality assurance activities.

Teachers

Teachers will:

- Deliver high-quality teaching in line with the Birch Hill Way.
- Maintain high expectations for all pupils.
- Use assessment effectively to inform teaching.
- Adapt teaching to meet pupils' needs.
- Engage in professional learning and reflective practice.

Teaching Assistants

Teaching assistants will:

- Support effective learning and pupil engagement.
- Contribute to adaptive teaching approaches.
- Promote pupil independence and inclusion.
- Support the school's expectations for behaviour and learning.

7. Monitoring Evaluation and Review

The implementation of this policy will be monitored through:

- Learning walks
- Lesson visits
- Work scrutiny
- Pupil voice
- Assessment analysis
- Curriculum reviews
- Coaching and professional dialogue

Monitoring activities will focus on securing high-quality teaching, improving outcomes and ensuring consistency in the implementation of the Birch Hill Way.

The policy will be reviewed in accordance with the school's policy review schedule.

8. References

- Department for Education: Teachers' Standards
- Department for Education: National Curriculum in England
- Department for Education: SEND Code of Practice

- Education Endowment Foundation Guidance Reports
- Rosenshine, B. *Principles of Instruction*
- Sherrington, T. & Caviglioli, O. *WalkThrus*
- Black, P. & Wiliam, D. *Inside the Black Box*
- Sweller, J. *Cognitive Load Theory*
- Coe, R. et al. *What Makes Great Teaching?*