

Queensbridge Teaching and Learning Policy

01 November 2022



Updated: March 2026

Review Date: March 2027

Version Control

Current version	Previous version	Summary of changes made
08 Sep 25	05 March 25	Tickled pink and green for growth changed to pink and green Resourced provision changed to special school unit
08 Sep 25	20 June 24	Rename of Hive, homework expectation and nurture
20 Jun 24	15 Jun 23	Reminder of few changes during INSET (Sep 2024)
15 Jun 23	01 Jun 22	Re-written to reflect current practice.
01 Nov 22	01 Sep 16	Updated non-core subject statements. Smart room information
01 Sep 18	01 Sep 17	Updated SMART room information. Vision added. Details of celebration assembly. Updated reading section.

Our School Vision

Queensbridge
Where Every Child Has a Champion
Respect · Believe · Achieve

At our school, we believe that it is a non-negotiable that each child has an adult who believes in them and is their champion. We will make sure that all of our children know that we believe in their ability to succeed. We will provide support so that every child finds joy in working together to develop the knowledge, skills and attitudes that lead to them being the best version of themselves.

A definition of learning

The acquisition of knowledge or skills through study, experience or being taught.

Aims and Objectives

- To establish a consistent approach to teaching and learning across school
- To raise levels of attainment for all pupils
- To prepare our children for life beyond Queensbridge

We are a nurturing school.

The Six Principles of Nurture underpin everything that we do.



Effective Teaching

I do, we do, you do = modelled, guided, independent

Barak Rosenshine's

PRINCIPLES OF INSTRUCTION



A thematic interpretation for teachers by Tom Sherrington @teacherhead



OLIVER CAVILLI
@olucav



REVIEWING MATERIAL

1 Daily review



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

10 Weekly and monthly review



QUESTIONING

3 Ask questions



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

6 Check for student understanding



SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

4 Provide models



Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

STAGES OF PRACTICE

5 Guide student practice



Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.

7 Obtain a high success rate



High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high Not 95-100% (too easy). He even suggests 70% is too low.

9 Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"

Effective Learning is:

- children talking confidently about what they know, what they can do and the intended outcome.
- all pupils involved in their learning. Participation is maximised.
- centralised around reading
- curious children asking questions
- making a mistake
- beyond the classroom
- every child a reader; every child a writer; every child numerate

Planning for Learning

Long Term Plans- Are written at the beginning of the year and map out the sequence of learning across each year group in all curriculum subjects. They also include suggested texts, trips and visitors and suggested home learning.

Medium Term Plans- These are written by subject leaders in conjunction with class teachers. They detail: prior knowledge, future learning, key vocabulary, national curriculum objectives and key knowledge taught and the sequence of learning.

Short Term Plans- Teachers all have planning books, where they outline short term plans for each day. Planning should show the learning objective, success criteria, key vocabulary and questions, adaptations for pupils and the role of any support staff. All learning support assistants should be informed of their role in any given lesson. This should happen before the lesson.

Marking and Assessment

The purpose of marking is to move learning on. This can be done verbally or with written feedback.

Verbal Feedback

Should be shown with the code **VF**.

Written Comments

Comments should link back to the **learning objective/ success criteria**.

These 'RAR' (read and respond) comments should tell the child what they have achieved (in pink) and what they need to do next in order to progress (in green).

Pink A pink pen will be used to tick or circle aspects of the work that meet the learning objective. Comments relating to success link back to the learning eg. 'Great adjectives', 'Accurate working out'

Green = Errors will have a green dot next to them (eg maths question) or will be circled (eg. incorrect capital letters) in green pen. Comments will be written to indicate aspects of the work which children need to work on in order to progress. They will have a clear action for the child to do and this should be labelled RAR

RAR Use the conjunction (**because**) to complete your final sentence.

There will be at least 1 RAR comment in each core subject, each week and at least twice in foundation subjects across a unit. RAR comments in foundation subjects should link to the learning in that subject.

Key words which are spelt incorrectly will be identified in the margin. Children should then write it correctly three times at the bottom of the work. Age appropriate punctuation should be encouraged in all subjects.

The level of support should be indicated at the top of the work.

WS= with support (needed some support but then could complete independently)

G= Guided (not possible without adult support)

Homework

We do not set any formal homework. However, any homework set should be to practise or embed key knowledge and skills. This will consist of either some home reading, spellings and number bonds/times tables.

Ample time to complete homework should be given.

Additional home learning activities to enhance learning across the curriculum are detailed on the year group long term plan. This is not compulsory, but more an opportunity to showcase learning.

Presentation

We have high expectations for presentation:

- DUMTUMS: Date, Underline, Miss a line, Title, Underline, Miss a line, Start.
- The short date should be used in maths, guided reading, phonics and handwriting. The long date should be used on all other pieces. It should be spelt correctly.
- The title should be the Learning Objective.
- In maths, one square should be used for each digit/ symbol.
- Children should aim to follow the school's handwriting scheme in all work..

- It may not be appropriate for some children to write DUMTUMS so it can be written by an adult or pre printed.

Environment for Learning

All classrooms are consistent in their learning environment.

Classrooms need to have:

- an English working wall that reflects current learning including: vocabulary, prompts, modelled work, the knowledge mat, images, audience and purpose
- a maths working wall that reflects current learning including: vocabulary, modelled work, images, concrete/ pictorial prompts
- a tidy, well stocked and organised reading corner with the 10 books on display; a display that reflects current reading/ author
- displays that reflect current topics including: titles, vocabulary from the knowledge mat, visuals (eg. maps, timelines, pictures) examples of pupil work, books that link to topics.
- a writing display that showcases pupils' final pieces from a half term.
- a school rules display with be ready, be safe, be caring and what that looks like in your classroom
- A 'Respect, Believe, Achieve' board.

All pupil work needs to be named and backed.

Vocabulary on displays needs to be the vocabulary from the knowledge mat and be handwritten in the agreed font.

Classrooms must be tidy and well organised. Displays are backed in hessian with a black/brown border. Avoid too many downloaded bits of 'wall paper'. **No twinkl learning resources allowed.** Corridors to be black with a neutral border.

No teacher noticeboards in classrooms.

The Hive

Our curriculum for children within our special school unit at Queensbridge Primary School has been devised from research, best practice in other outstanding special school and links with our local Specialist Provision for pupils with PMLD and SLD.

It is our intent that the children make good progress towards their individual targets in the four areas of need within their EHCP:

Cognition and Learning

Communication and Interaction

Physical and Sensory

Social, Emotional and Mental Health

We carefully tailor the curriculum and learning to each child's individual needs. We are proud of the stimulating learning environment that we have developed that allows our children to learn and flourish both in the resourced provision and alongside their year group peers.

Children who access our special school unit are baselined and tracked using Cherry Garden branch maps and end of key stage outcomes as outlined on individual EHCPs. This allows teachers to track pupil progress. Children are assessed at regular intervals throughout the year and targets and next steps are set.

Headteacher _____ Date _____

Chair of Governors _____ Date _____