

Kitchener Primary School

Learning and Teaching policy



Headteacher	Reena Patel
Chair of Governors	S Bano
Date Approved:	October 2025
Renew Date:	

Teaching at Kitchener Primary School is Learning-Centred and Values-Driven.

Every aspect of our practice is rooted in how children learn best, shaped by our deep care for each learner, and driven by our values of learning, care, identity, equality, and community. We create inclusive, engaging and purposeful learning experiences that nurture curiosity, build confidence, and foster a lifelong love of learning. Our curriculum reflects and celebrates the diverse identities within our school and community, ensuring every child feels seen, heard, and empowered to thrive together.

KEY PRINCIPLES

1. Our school provides a supportive, inclusive, and purposeful learning environment that reflects the diverse backgrounds of our children. In line with guidance from the Bell Foundation, we recognise that EAL learners make the most effective progress through structured, language-rich teaching in small, focused groups rather than whole-class instruction. Teachers act as 80% facilitators and 20% instructors, using regular interaction, questioning, and responsive teaching to scaffold language, personalise learning, and drive progress at all stages of development. This approach ensures all pupils can access the curriculum fully and thrive in classrooms where they feel safe, confident, seen, heard, and truly valued for who they are.
2. Our teaching is purposefully designed to build rich language skills in our children, using the building blocks to building language based on research about how children acquire language. We believe that becoming confident, effective communicators is the most important skill our children can develop to thrive in today's world, and we are committed to helping them be the best communicators they can be. Our strategies are underpinned by EAL best practice, recognising that learning is highly social—most of our children need to talk to learn, practise active listening, and engage meaningfully with others. We foster a culture of excellent collaborative learning through strong cooperative learning strategies, such as those developed by Kagan, ensuring that every pupil participates and communicates effectively. Teaching is bespoke and tailored to each individual's learning style, with speaking frames and other structured supports used to model and develop high-quality academic language. Strong routines are consistently established to support this purposeful and language-rich environment.
3. Class teachers have an in-depth professional knowledge of the curriculum and every learner in their class. A deep understanding of the community we serve—including its ambitions, aspirations, and challenges—is central to how we plan and deliver learning. We use this knowledge to ensure that all children are able to access and make sense of key concepts within a curriculum that is relevant, inclusive, and empowering. Teachers take an adaptive approach to planned initiatives and respond confidently to the needs, interests, and passions of their pupils through a purposeful, concepts-based curriculum, where understanding of big ideas plays a crucial role in how children learn and apply knowledge. Our curriculum is designed to enable children to know, do, experience, and understand, while also promoting our school values: care, equality, community, identity, and learning.
4. Informative assessment practices are embedded across the school, with a strong focus on timely, constructive verbal and written feedback to help pupils understand what they are doing well and what they need to improve. Live verbal feedback is central to our approach, as it allows misconceptions to be addressed in the moment, reinforcing learning while the brain is actively engaged. Neuroscience research shows that immediate feedback helps strengthen synaptic pathways, making new knowledge and skills more likely to be retained in long-term memory. High-quality conferencing between teacher and pupil ensures that feedback is both meaningful and actionable, supporting learners to make sustained progress by embedding changes in real time.

5. There are strong links between home, school, and community, creating a supportive environment where the importance of parental involvement in children's learning is recognised, valued, and actively developed. Through this partnership, the school plays a key role in promoting equity and opportunity, laying the foundation for social mobility by ensuring all pupils—regardless of background—have the support they need to succeed.
6. Questioning is delivered at a consistently high level to deepen understanding and promote higher-order thinking skills, including inference, evaluation, and appreciation. We use frameworks such as Blank's Levels of Questioning to ensure questions are appropriately pitched, particularly for EAL learners, supporting both cognitive challenge and language development. This structured and intentional use of questioning enables all pupils to engage meaningfully with their learning, regardless of their stage of English acquisition.
7. Class teachers are expected to read and understand each pupil's Individual Development Plan (IDP) and know what progress looks like for that child. Teaching must be inclusive, differentiated, and provide clear access points to ensure all learners make progress from their individual starting points.

Teachers consider how to support pupils with:

- Cognition and learning needs
- Communication and interaction needs
- Emotional, behavioural, and social development needs
- Physical and/or sensory needs

While most pupils will progress through high-quality universal provision, those identified with ALN may require Additional Learning Provision (ALP). In such cases, teachers work closely with the ALNCo, parents, and pupils using a person-centred approach to develop One Page Profiles (OPPs) and Learning Support Plans, and play an active role in delivering the ALP outlined in the IDP.

As a school, we are committed to supporting families and addressing any stigma around ALN, particularly in communities where misunderstandings may exist. We aim to build trust and transparency with parents, ensuring that every child receives the support they need to succeed.

PROCEDURES FOR MONITORING AND EVALUATION

The head teacher, members of the senior management team and members will monitor the policy.

Policy agreed

Head

Date

Chair of Governors

Date

This policy will be reviewed annually

Appendices	
Classroom Setup <i>(Refer to 'Clever Classrooms' research.)</i>	• Carpet area for whole-class sessions • Middle and older years have 3 key learning zones: Reading & Research, STEM, Creative • No teacher desk (focus on facilitation) • Easily accessible resources and low-height furniture • 20–50% wall space left clear (no clutter) • Natural light unobstructed; real plants and homely touches encouraged
Displays	• School vision and values clearly shown • Class rules linked to school rules (Blueprint) • Working walls: interactive, regularly updated • Child-height displays where possible • Visuals to support key vocabulary and understanding • LLC displays: keywords, sentence starters, visuals • Maths displays: problem-solving strategies • Learning journey displays: current and prior learning • Learning zones: success criteria and modelled examples • Open-ended questions and 4 AFL questions visible • Pupil work celebrated in classrooms and communal spaces • Calm, natural colour scheme with pops of colour for stimulation
Learning Culture	• Respectful relationships between staff and pupils • Collaboration and peer support encouraged • Safe environment for risk-taking and speaking freely • Consistent routines and cooperative learning (Kagan) • High expectations embedded in classroom systems • Positive reinforcement and praise used effectively • Classrooms reflect and value the children within them
Facilitation Model (80% Facilitation / 20% Instruction)	Model 1: • Group 1: Focus group- Teacher-led (maths/lit/skills)

	• Group 2: Independent tasks (scaffolded) children access <i>learning zones</i>. • Group 3: Learning zones (apply previous learning) Model 2: • Day 1: Discrete skill input • Days 2–3: Application in provision • Days 4–5: Reflect, revisit, deepen
EAL Best Practice (<i>refer to BELL Foundation</i>)	• Visuals, sentence starters, scaffolds used • Daily skills taught: Oracy, reading, writing and listening • Language needs assessed regularly • Talk-rich classrooms with healthy noise • Kagan strategies for team/class building • T4W and Reciprocal Reading strategies embedded • Rules for talk (Kagan) support collaborative learning • Mixed/similar ability partners used to maximise talk opportunities
Assessment & Feedback	• High expectations with challenge and support • Teachers plan differentiated access points to ensure all children receive appropriate support and challenge tailored to their individual needs. • Verbal feedback prioritised • Timely feedback supports learning and strengthens neural pathways • Redrafting/editing with purple pen • AFL embedded: children know what, why, how of learning • Pitstop plenaries: ○ What are you learning? ○ Why? ○ How do you know it's successful? ○ How can it improve? • Progression statements for LLC used to support learner discussions

	• Data tracked termly and used in Pupil Progress Meetings • Regular small-group conferencing sessions are planned to assess pupils' current learning and identify next steps for progress. • Scheduled "Looking Back at Your Learning" time allows children to reflect on their learning, recognise progress, and plan improvements.
Curriculum & Planning	• Language- and oracy-rich curriculum rooted in real contexts • Built around 5 values: Care, Equality, Community, Identity, Learning • Curriculum aligns with Four Purposes and WMS • Long-term progress plans used and backward-by-design planning • Focus on understanding before moving on
Pupil Voice	• All children supported to express themselves • Our curriculum and school life are shaped by pupil influence; teachers carefully plan to ensure every pupil has a voice and feels valued, reflecting our school vision. • Aligned with Pupil Voice policy
Monitoring learning and teaching.	• Self-evaluation activities are planned termly, involving all school members (including children) to identify strengths and areas for development. • Outcomes from self-evaluation inform professional development opportunities for staff. • Termly pupil progress meetings are held to ensure all pupils make progress from their starting points. • Performance management (see policy) aligns SIP priorities with staff targets, reviewed termly with all teaching staff.
Community Engagement	• Coffee mornings, parent workshops, community links planned. • Learning includes real-life experiences using local area/local resource • Communication via Seesaw, text, newsletters, face to face. • Parents involved in learning, support at home, and trips • PTT supports parental engagement and community aspirations.

Additional Learning Needs (ALN)	• Teachers read and implement IDPs • Teachers understand what progress looks like for each pupil • Inclusive, differentiated teaching • Support for: ○ Cognition & Learning ○ Communication & Interaction ○ Emotional & Social ○ Physical & Sensory • Most pupils progress through universal provision • Pupils needing ALP supported through IDPs • Teachers collaborate with ALNCo, parents, pupils • Person-centred planning with One Page Profiles • ALNCo offers advice, support, and intervention as needed
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