



**Hill View Primary School**  
The best in everyone™  
Part of United Learning



# Teaching and Learning Policy

*Belonging & Securing Success*

January 2025

**Purpose:** At Hill View School, our teaching and learning policy is designed to ensure that every child receives a high-quality education that fosters their academic, emotional, and social development. This policy outlines our commitment to high-quality teaching and learning practices, ensuring every pupil in our school achieves their full potential. It incorporates adaptive teaching strategies, Rosenshine's Principles of Instruction, including our Teaching and Learning Toolkit, and the EEF's SEND 5-a-day framework to provide an inclusive and effective educational environment.

## 1. Vision and Principles

Our policy is rooted in the following core principles:

- **Child-Centered Learning:** We believe that learning should be engaging, enjoyable, and tailored to the needs of each child. Our aim is to create a stimulating environment where children feel that they belong, are motivated to learn, understand what success means and therefore achieve their full potential.
- **High Expectations:** We set high expectations for all pupils, encouraging them to strive for excellence in all areas of their education. This includes promoting a growth mindset, where mistakes are seen as opportunities for learning and development.
- **Inclusive Education:** Our policy ensures that all children, regardless of their background or abilities, have access to a broad and balanced curriculum. We are committed to providing support and resources to meet the diverse needs of our pupils.
- **Collaborative Approach:** We value the partnership between teachers, pupils, parents, and the wider community. By working together, we can create a supportive and nurturing environment that enhances the learning experience for all, in line with our Education with Character Pupil Charter.
- **Continuous Improvement:** We are dedicated to the ongoing professional development of our staff and the continuous improvement of our teaching practices. This ensures that we remain at the forefront of educational best practices and can provide the highest standard of education.

**Teaching and Learning Toolkit**

**Excellent Behaviour**

- Consistent Routines
- High Expectations
- Strong Relationships
- Being Present

**Deep Understanding**

- Plan and prepare well in small steps
- Know the Curriculum
- Recap Prior Learning
- Model and Manipulate (I)
- Vocabulary Exposure
- Quality Subject Exposure

**Hard Thinking**

- Guided Practice (WE)
- Question and Challenge
- Check Understanding In The Moment
- Scaffold Difficult Learning

**Careful Checking**

- Timely Feedback Informs Next Steps
- Assess To Identify Gaps
- Review Learning At Key Points
- Independent Practice (YOU)

**THE BEST FROM EVERYONE**  
POWERFUL KNOWLEDGE  
**EDUCATION WITH CHARACTER**  
LEADERSHIP IN EVERY ROLE  
CONTINUOUS IMPROVEMENT

## 2. Adaptive Teaching

Adaptive teaching is central to our approach. Teachers:

- Identify and address barriers to learning by using ongoing formative assessment.
- Differentiate instruction to meet the diverse needs of all pupils, ensuring access to the curriculum.
- Employ strategies such as scaffolding, flexible grouping, and explicit teaching of vocabulary to support all learners.
- Adjust the pace, task complexity, and resources to ensure every child remains engaged and challenged.
- Collaborate with teaching assistants, specialists, and parents to create tailored learning plans where required.

[Adaptive Teaching: Scaffolds, Scale, Structure and Style](#)

[Adaptive Teaching: A Step-by-Step Guide For Teachers](#)

- An effective teacher is in front of every class, and every teacher is supported to keep improving (EEF, 2022). Every teacher is clear on the 3 highest impact strategies and effectively using them to support PP, SEND and EAL children in a whole class environment.

Three highest impact teaching strategies:


- Direct Vocabulary Instruction
- Pre teach knowledge and skills
- Dynamic Feedback

### ADAPTIVE TEACHING:

## Scaffolds, Scale, Structure and Style

**Adaptive Teaching: Scaffolds, Scale, Structure and Style** | Alex Quigley

If we are setting simple tasks for struggling pupils, but complex tasks for high prior attainers, how are they ever meant to catch up. As Sealy describes, "being given different work [should] become rare rather than routine".




**References**  
Created by David Goodwin | BM/Goodwin23 for Alex Quigley | @AlexQuigley  
Original blog: <https://alequigley.co.uk/adaptive-teaching-scaffolds-scale-structure-and-style/>


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**Adaptive teaching vs differentiation**

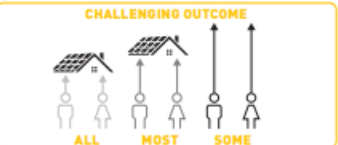
CHALLENGING OUTCOME



ALL STUDENTS



CHALLENGING OUTCOME



ALL MOST SOME

**More adaptive teaching**

- Scaffolds for pupils to access challenging tasks
- High expectations of outcomes for all pupils
- Scaffolded homework
- Teaching with multiple representations in mind
- Giving additional tasks based on diagnostic assessments

**Less differentiation**

- Differentiated tasks e.g., different worksheets
- All/Most/Some outcomes that cap pupils' learning
- Chilli challenge open choice homework
- Teaching based on pupils' Learning Style
- Giving additional tasks based on target grades

**Two types of adaptations:**


**Microadaptations.** Sensitive, moment-to-moment adaptations responding to pupils' learning e.g. deploying flexible grouping to reexplain a concept.

**Significant adaptations.** Providing reasonable adjustments for students with SEND or a disability e.g., offering additional Teaching Assistant support.

**Scaffolds, Scale, Structure and Style**


The 4 Ss of scaffolds, scale, structure, and style can help when adapting classroom tasks undertaken by all pupils, allowing teachers to retain challenging goals for all whilst supporting their individual needs. The model will not match every task, but it may be helpful, encouraging teachers to move away from planning different tasks to instead adapting with confidence.

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**Scaffolds**

Scaffolds are about offering additional temporary support to make a complex task accessible or more challenging. **For example,** providing a template for pupils drawing a self-portrait or providing word banks during essay writing.




**Scale**

Scale is about making adaptations to the scale of a given task to adjust the degree of challenge. **For example,** shortening or lengthening a descriptive writing task or increasing or decreasing the scale when producing a self-portrait.



**Structure**

Structure is about making adaptations to the structure of a task to adjust the degree of challenge. **For example,** providing a writing frame when writing an evaluative essay in religious studies.



**Style**

Style is about adapting the style of a task to adjust the degree of challenge. **For example,** using different mediums when producing a self-portrait or prompting pupils to imitate an author's style during narrative writing.

## Rosenshine's Principles of Instruction

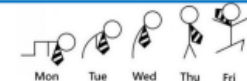
### 3. Rosenshine's Principles of Instruction

Our teaching aligns with Rosenshine's ten principles to provide a structured and effective learning experience:

1. **Daily Review:** Teachers begin lessons with a review of prior knowledge to strengthen memory and establish connections.
2. **Small Steps:** Content is presented in manageable steps, minimizing cognitive overload.
3. **Questioning:** Teachers use a variety of questioning techniques to promote deeper understanding and identify misconceptions.
4. **Models:** Clear, worked examples and guided practice are provided to scaffold learning.
5. **Practice:** Teachers provide opportunities for both guided and independent practice.
6. **Checks for Understanding:** Frequent checks ensure pupils are following and retaining new material.
7. **Scaffolding:** Support is gradually withdrawn as pupils demonstrate mastery.
8. **High Success Rate:** Lessons are designed to achieve a high success rate for all pupils.
9. **Independent Practice:** Pupils practice independently to consolidate learning.
10. **Weekly and Monthly Review:** Regular reviews help embed knowledge in long-term memory.


[Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT](#)

**Daily Review**




Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

**Ask Questions**




The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

**Guide Student Practice**



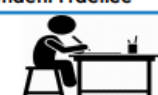
Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.

**Obtain High Success Rate**




A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

**Independent Practice**



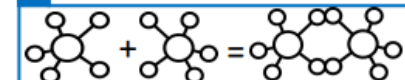
Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

**New Material in Small Steps**




Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.

**Provide Models**



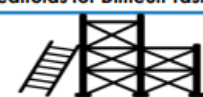
Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.

**Check Student Understanding**



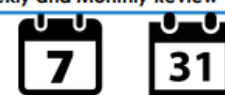
Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

**Scaffolds for Difficult Tasks**



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

**Weekly and Monthly Review**



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

#### 4. EEF's SEND 5-a-Day Framework

The Education Endowment Foundation (EEF) emphasises five key teaching approaches—termed the 'Five-a-day'—that are particularly effective in supporting pupils with Special Educational Needs and Disabilities (SEND):

1. **Explicit Instruction:** Direct teaching of concepts and skills in a clear and structured manner.
2. **Cognitive and Metacognitive Strategies:** Techniques that help pupils plan, monitor, and evaluate their own learning processes.
3. **Scaffolding:** Providing temporary support to pupils to help them achieve learning goals, gradually removing assistance as they become more proficient.
4. **Flexible Grouping:** Organising pupils into different groups based on specific learning needs, which can change as those needs evolve.
5. **Use of Technology:** Integrating appropriate technological tools to enhance learning and accessibility.

Approaches may include:

- Immersive Reader
- Dictate and Live Transcription
- Looped Modelling
- Class facing teaching strategies

Supportive platforms may include:

- Learning by Questions
- Literacy Gold
- Times Tables Rock Stars

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster\\_1.1.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf)

#### 5. Roles and Responsibilities

### High quality teaching benefits pupils with SEND The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

#### 1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



#### 2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



#### 3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



#### 4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



#### 5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.



- **Teachers:**

- Plan and deliver lessons that align with this policy and use evidence-based practices.
- Regularly assess pupil progress through formative and summative assessments.
- Adapt teaching strategies based on ongoing assessment data to meet diverse learning needs.
- Engage in professional development to continuously improve subject knowledge and teaching skills.
- Work collaboratively with the SENCO, teaching assistants, and other staff to address the needs of **ALL** pupils..

- **Teaching Assistants:**

- Provide targeted support to pupils during lessons and interventions.
- Work under the guidance of teachers to implement individual or group support plans.
- Help prepare and adapt resources to support pupils with diverse needs.
- Monitor and record pupil progress, sharing insights with teachers and the SENCO to inform planning.
- Build positive relationships with pupils to encourage engagement and confidence.

- **SENCO:**

- Lead on the development, implementation, and monitoring of passport plans for pupils with SEND.
- Provide guidance and training to staff on effective strategies for supporting SEND pupils.
- Liaise with external agencies, parents, and carers to ensure coordinated support for SEND pupils.
- Monitor the progress of SEND pupils and evaluate the effectiveness of interventions.
- Support staff in making reasonable adjustments to the curriculum and adapting teaching practices.

- **Senior Leadership Team (SLT):**

- Monitor the quality of teaching and learning across the school through observations, learning walks, and reviews of pupil work.
- Provide professional development opportunities to ensure staff are equipped with the latest evidence-based strategies.
- Ensure the implementation of this policy aligns with the school's vision and improvement plans.
- Review pupil performance data to identify trends, address gaps, and celebrate successes through termly pupil progress meetings.

- Create a culture of collaboration, encouraging staff to share best practices and innovative approaches.

## **6. Monitoring and Evaluation**

The implementation of this policy is monitored through:

- Lesson observations, learning walks, and book scrutinies.
- Pupil progress data, including for SEND pupils.
- Staff, pupil, and parent feedback.
- Regular CPD sessions to update and refine teaching practices.

## **7. Continuous Professional Development**

Staff receive regular training on:

- Adaptive teaching strategies and inclusive practices.
- High impact teaching strategies (Direct Vocabulary Instruction, Pre Teaching, Dynamic Feedback).
- Rosenshine's Principles of Instruction and their application.
- Effective use of the EEF's SEND 5-a-day framework.
- Instructional Coaching to support individually identified CPD needs.
- A Personal Development Plan as part of the Performance Development Review Process.