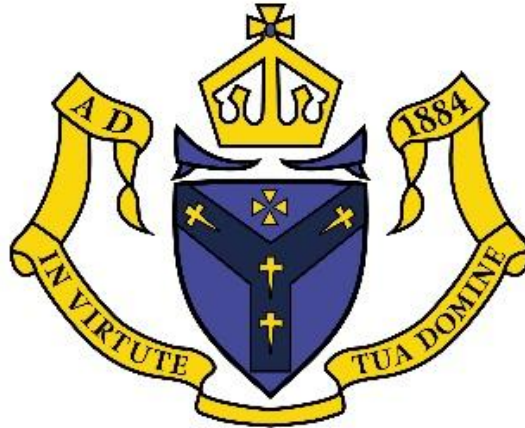


Sissinghurst Church of England VA Primary



Our School Vision

Let Your Light Shine – Matthew 5:16

At Sissinghurst Church of England Primary School in partnership with the Church, parents, and wider community, we offer an inclusive learning environment to nurture potential that enables all to be successful. Vibrant, rich curricular opportunities equip everyone with knowledge and skills to question, discuss and challenge.

Everyone's talents are discovered and celebrated. We foster spiritual growth and reflection to find wonder and joy in the World together. As light bearers, our shared responsibility is to encourage each other to be compassionate and kind so we can all shine with integrity, humility and wisdom. We find courage to act when we know there is darkness, illuminating the World with God's light and hope.

We are dedicated to providing an education of the highest quality within the context of Christian belief and practice. Our Christian values of:

Kindness Forgiveness Courage Service

Policy Title:	Teaching and Learning Policy
Date:	September 2025
Review Date:	September 2027
Reviewed by:	S Holman
Approved by:	FGB

Purpose:

To provide pupils, staff and governors with a framework designed to ensure learning takes place based on current educational research.

These are a set of underlying principles which we believe have the biggest impact on learning in the classroom, they are not designed to be a checklist and there is no specified order or regularity that is expected to be seen. This will provide us with a shared language so we can support and develop each other consistently and with clarity.

How the framework could be used:

Senior Leaders

- To plan CPD to ensure staff are confident to assess, plan and deliver high quality learning sequences.
- To ensure their own Teaching and Learning policy is reflective of best practice.
- To inform school improvement planning.
- To assess learning so that strengths and areas for development are identified.

Staff

- To plan and deliver lessons.
- To assess learning so all pupils make progress.
- To identify where they need CPD.

Governors

- To understand the method and sequence of teaching.
- To ask leaders about the effectiveness of teaching and learning across the school.
- To ensure school improvement planning relates to best practice

Rationale

'Learning is a change in long term memory' Kirschner, Sweller and Clark

This simple idea underpins everything we aim to achieve at Sissinghurst, and the Pedagogy Framework shows how we put it into practice. Research by Daniel Willingham demonstrates that children need a strong base of factual knowledge to think and analyse critically. Children also need regular opportunities to practice and apply knowledge so that it moves from short-term memory into long-term memory, where it can be recalled and used in new situations.

Building on this principle, the framework is organised into five key areas. Staff use these areas to plan and deliver sequences of lessons.

Pedagogy Framework

5 key Areas

Instruction

Lessons will be planned and clearly sequenced with a focused objective, the explanation will be precise with modelling given to ensure pupils see what is being explained (dual coding). The use of precise vocabulary will be modelled and defined where necessary and then the instruction will be given in small steps to ensure the objective is understood and any misconceptions are addressed.

Practice

Pupils need to practice to ensure key knowledge is embedded. This will need to begin with guided practice with scaffolding being provided to support. This will need to be daily practice initially with further practice opportunities being planned and delivered to enable pupils to practice independently.

Cognitive science

When something has been learned, it has been transferred from the working memory (short term) into the long-term memory and is stored in schemata and can therefore be recalled when needed. In order for pupils to really remember something which they have learned, they will need to practice it over time. This will be spaced so that the learning isn't forgotten and then interleaving will take place to ensure that pupils are able to switch their attention between two or more topics, and while this may impair their performance in the short term, it should lead to better retention in the long term. Teaching topics in this way will aid retention in the long term, helping pupils to transfer what they have learnt to new situations.

Meta Cognition

Metacognition is **thinking about thinking**. It is an increasingly useful mechanism to enhance pupil learning, both for immediate outcomes and for helping students to understand their own learning processes. Teachers support pupil's metacognition by modelling their own thinking aloud and by creating questions that prompt reflective thinking in students. Explicit instruction in the way one thinks through a task is essential to building these skills in students.

Feedback

Feedback is essential for checking understanding. Questions must be open and pupils need to be given time to consider and form their answers. Feedback needs to be relevant and the use of self and peer assessment should be used to enable pupils to articulate themselves and demonstrate their learning.

Continued Professional Development (CPD)

CPD is an integral part of school improvement at Sissinghurst and currently staff are being supported to deliver the Pedagogy Framework by using: Walkthrus by Tom Sherrington and Tom Caviglioli <https://www.walkthrus.co.uk/>