Queens Church of England Academy

Learning and Growing
in the love of God

Teaching and Learning Policy

Adopted by the leadership team	**January 2026**
Ratified by full Governors	**January 2026**
Signed by Chair of Governors	**Paul Allred**
To be reviewed	**January 2028**









Aims

Queens Church of England Academy takes great pride in ensuring that teaching and learning across the key stage is engaging, fact-filled and consistent.

The purpose of this policy is to achieve high levels of achievement by ensuring that effective learning takes place in the classroom. Pupils benefit from structured and engaging lessons, and the opportunity to draw on prior learning so that knowledge is consolidated and embedded.

Responsibilities

It is the responsibility of all teachers, and teaching assistants when applicable, to provide the highest quality of teaching for our pupils.

It is the responsibility of the subject leader to monitor the quality of the teaching and learning within their department and to offer support and professional development if it is needed.

The Senior Leadership are responsible for monitoring the quality across the school and to identify where professional development is needed.

It is the responsibility of the pupils to be 'READY' for, and engage with their learning – OOOMPH!

Governors have a duty to monitor that these processes are in place and that the school is addressing pupils' needs.

Learning

Effective learning takes place when students know:
(This will look different according to different children's educational or SEMH needs.)

How to make progress	The attitudes needed in the classroom: respect, engagement and investment in their learning – Ooomph!, recollection of prior learning, responsibility and responding to challenge, perseverance and resilience to failure
What they are achieving	The skills they need to develop, including enquiry, research, analysis, reflection
How to learn, including thinking and questioning skills, using metacognition methods and resources	How to work collaboratively and without close supervision How to overcome challenges – 'Fall down 7 times, stand up 8'

Teaching

Effective teaching needs:

Clear progressive planning	Good classroom relationships
Assessment for learning	Suitable resources relevant to the learning intentions and desired outcomes
Different teaching styles	Monitored progress
Pace and challenge	A safe and stimulating environment
Organised classroom management	Regular evaluation and review
Effective partnership with Teaching Assistants	Awe and wonder – children investing in their learning
Targeted questioning to move learning on	Effective feedback (written and verbal). No hands up but focussed selection of children chosen to answer. Option to pass and others to support. Always return to child later for clarification.
Adaptive teaching	All lessons are adapted appropriately so that ALL learners can succeed

Teaching and learning styles and strategies

The range of teaching and learning styles used at Queens Church of England Academy is extensive. These include:

Explanation	Discussion
Instruction	Demonstration
Questioning	Listening
Observation	Making judgements
Modelling	Oral Feedback
Reporting back	Role play
Investigation	Research
Consolidation and practice	Mind mapping
Problem solving	Sharing
Individual work	Games and puzzles
Paired work	Simulations
Collaborative work	Revision
Using ICT	Self-assessment
Extended writing	Feedback through marking
Peer assessment	Songs / rhymes
Directing and telling	Exploring (including apparatus and the ‘outside’ classroom)

The vast majority of people, both adults and children, retain information most successfully when it is embedded in narrative. People remember stories! For part of our curriculum we are excited to teach through the means of narrative, embedding historical and geographical facts within stories to which pupils can relate, thus retaining more knowledge. Units of work begin with a “Let’s say...” narrative (created by Hywel Roberts) which then engages the children, hooking them in and giving their learning real meaning and purpose.

Growth Mindset / Metacognition

- Teachers will provide the students with lessons and activities that promote and develop a growth mindset. Research by Carol Dweck has shown that children with a growth mindset learn to grow their intelligence and become more resilient in the face of challenges, they strive to achieve better in all areas and have higher expectations.
- Pupils will be taught about metacognition through regular PSHE lessons, Collective Worship, and everyday practice.

Additional Needs

- The teacher and SENDCO will clearly identify pupils needing extra support for their learning and action appropriate interventions.
- On some occasions, pupils may be taken out of a lesson to practice skills which help them to be READY to learn and how to learn effectively. The SENDCO, Teaching Assistants and teachers will work closely together to ensure that a pupil’s needs are met and that they are making progress against their individual targets.

How do we monitor the effectiveness of teaching and learning at Queens?

Classroom observation, informal drop-ins, book looks and pupil voice are used to monitor and evaluate the effectiveness and quality of teaching and learning at Queens C of E Academy. They also form an important part of the process of reviewing the performance of the school through whole school evaluation.

During the monitoring process, senior and subject leaders will look for certain elements including:

- Level of Challenge
- Clarity of explanation
- Effective teacher modelling
- Pupils moving quickly towards independent learning
- Higher order questioning and quality of oracy opportunities
- Levels of progress
- Presentation of work
- Learning behaviours

(This is not the complete list)

Monitoring the effectiveness of teaching and learning enables leaders to plan for precise targeted professional development, serving to continuously improve pupil attainment and progress.
It is important that teaching and support staff recognise the monitoring process as a supportive rather than judgemental; this will ensure that their wellbeing is not negatively affected, enabling them to be the best practitioners possible.

This policy should be read alongside our Curriculum policy