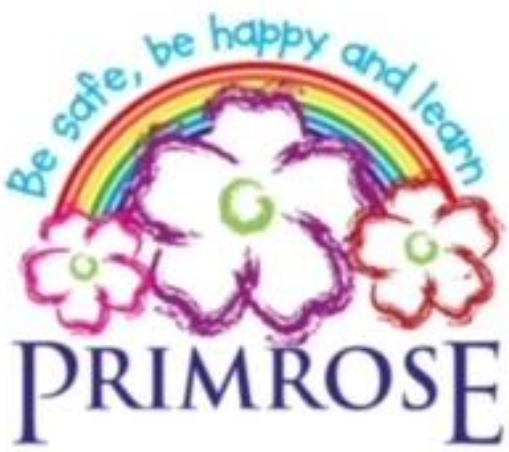
Teaching and Learning



Signed by Chair of Governors:

Date ratified by Governing Body:

Date of Review: October 2027

Policy Statement

At Primrose, we believe that every child has the right to a high-quality, inclusive and ambitious education, regardless of their previous educational experiences, barriers to learning or individual circumstances.

We recognise that pupils attending our centre may have experienced disrupted education, difficulties with emotional regulation, social and emotional needs, SEND or challenges that have affected their engagement with learning.

Our approach places positive relationships, emotional safety, consistency and high-quality teaching at the heart of the learning experience. We aim to rebuild pupils' confidence, develop positive learning behaviours, address gaps in knowledge and skills, and enable pupils to achieve their full potential.

We recognise that behaviour can communicate an unmet need or a difficulty with managing emotions. We therefore seek to understand the reasons behind pupils' presentation while maintaining clear boundaries, high expectations and appropriate support.

Every pupil is viewed as an individual with strengths, interests and the capacity to make progress.

Our school motto is, "Safe, Happy, Learn," and we put this at the heart of what we do.

Aims and Objectives

The aims of this policy are to:

- Provide a broad, balanced, relevant and ambitious primary curriculum, tailored carefully to the needs of our centre
- Ensure that teaching meets the academic, social, emotional and developmental needs of individual pupils.
- Re-engage pupils who may have developed negative attitudes towards school or learning.

- Establish trusting relationships that support attendance, participation and achievement.
- Identify and address gaps in pupils' knowledge, understanding and skills.
- Promote positive behaviour, self-regulation, resilience, independence and responsibility.
- Ensure that teaching is adapted to meet the needs of pupils with SEND and other barriers to learning.
- Provide regular assessment, feedback and targeted intervention.
- Promote safeguarding, equality, inclusion and pupils' wellbeing.
- Support successful reintegration into mainstream education or transition to an appropriate next placement, where this is the agreed outcome.

Principles of Effective Teaching and Learning

Effective teaching and learning at Primrose will be based on the following principles:

➢ High expectations

All pupils will be encouraged and supported to achieve their best. Staff will communicate ambitious but realistic expectations for academic achievement, behaviour, attendance, effort and personal development.

Pupils will be supported to experience success, recognise their progress and develop confidence in their ability to learn.

➢ Positive relationships

Staff will develop respectful, consistent and professional relationships with pupils. Adults will model calm communication, patience, fairness and emotional regulation.

Staff will seek to understand each pupil's individual circumstances and learning needs without lowering expectations or making assumptions about their potential.

➢ Emotional safety and readiness to learn

We recognise that pupils may not always be immediately ready to engage in formal learning. Staff will consider pupils' emotional presentation, regulation needs and readiness to participate.

Where appropriate, pupils may require a structured check-in, a movement break, a brief regulation activity or additional adult support before returning to learning.

These approaches will be purposeful and proportionate, helping pupils access education rather than unnecessarily removing learning opportunities.

Children may need to access one of our intervention offers, and reasonable adjustments to the curriculum will be implemented, to allow this to happy safely and positively.

- **Consistency and structure**

Predictable routines, clear instructions, visual supports and consistent adult responses will help pupils understand expectations and feel secure.

Staff will establish clear classroom routines while allowing appropriate flexibility to meet individual needs.

- **Inclusion and individualised support**

Teaching will be adapted to reflect pupils' starting points, abilities, interests, communication needs, SEND and individual support plans.

All pupils will be given meaningful opportunities to participate, develop independence and make progress.

Children may access our interventions which include:

Thrive, Nest (our nurture provision), pastoral or academic interventions.

Curriculum and Planning

Primrose will provide a curriculum appropriate to pupils' ages, abilities, needs and educational circumstances.

The curriculum will cover the relevant primary subjects, including:

- English, including reading, writing, phonics and spoken language.
- Mathematics.
- Science.
- Foundation subjects, including history, geography, art and design, design and technology, music, cooking and nutrition, computing and physical education
- Personal and Social Development, including relationships education and relevant safeguarding learning.

Religious education will be provided in accordance with the Sandwell Syllabus as outlined with SACRE.

Curriculum planning will take account of pupils' previous learning, assessment information, individual education plans where used, education, health and care (EHC) plans where applicable, and information provided by families, commissioning schools and other professionals.

Teachers will identify essential knowledge and skills, address misconceptions and provide opportunities for pupils to revisit and consolidate prior learning.

Planning will include clear learning objectives, appropriate resources, adaptations, assessment opportunities and suitable challenge.

Teaching Approaches

Teachers will use a range of evidence-informed teaching strategies to engage pupils and promote progress.

These may include:

- Explicit teaching and clear explanations.
- Teacher modelling and worked examples.
- Guided practice followed by supported independent work.
- Regular checks for understanding.

- Carefully structured questioning.
- Practical, visual and multisensory activities where appropriate.
- Short, purposeful learning tasks where these support engagement.
- Opportunities for discussion, collaboration and independent thinking.
- Regular retrieval practice and revision.
- Individual or small-group teaching where this meets identified needs.

At Primrose, we follow the 'My turn, our turn, your turn model.' In this way, the children receive appropriate modelling from their teacher and the teacher will explicitly model the mistake and thought making process as well, thus building up confidence in children, that this is perfectly normal and the way we learn. Children will then work through an example with their teacher- the teacher will invite children for input, before setting them off on an independent task. Support will be consistently offered throughout and the children will be able to repeat the process, where needed.

Lessons will be appropriately paced and structured. Staff will break complex tasks into manageable steps where necessary and gradually increase challenge as pupils develop confidence and competence.

Practical activities and alternative ways of demonstrating learning will be used purposefully to support curriculum objectives.

Adaptive Teaching and SEND

Primrose will promote an inclusive approach in which barriers to learning are identified and addressed.

Staff will use assessment information and knowledge of individual pupils to adapt teaching through strategies such as:

- Differentiated explanations, scaffolding and task design.
- Visual timetables, prompts and clear routines.

- Additional processing time and appropriately chunked instructions.
- Assistive technology and alternative communication approaches where required.
- Targeted phonics, reading, writing and mathematics interventions.
- Appropriate sensory or movement breaks.
- Flexible grouping and additional adult support.
- Explicit teaching of vocabulary, social communication and learning strategies.

Pupils with SEND will receive provision appropriate to their identified needs. Staff will implement relevant support plans and EHC plan provisions, working with the SENCO, families and external professionals as appropriate.

Adaptations will support pupils to access ambitious learning rather than unnecessarily restricting the curriculum or reducing expectations.

Behaviour, Regulation and Engagement

Positive behaviour and engagement will be promoted through clear expectations, positive relationships, consistent routines and recognition of effort and progress.

Staff will:

- Teach and reinforce expectations explicitly.
- Recognise positive choices, perseverance and successful self-regulation.
- Use calm, respectful language and clear instructions.
- Identify possible triggers and barriers to engagement.
- Apply Primrose's behaviour policy consistently and proportionately.
- Use restorative conversations where appropriate and safe.
- Support pupils to reflect on incidents, repair relationships and identify alternative responses.
- Record and report significant incidents in accordance with school procedures.

When pupils experience distress or dysregulation, staff will prioritise safety, follow individual risk assessments and support plans, and use approved de-escalation approaches.

Assessment, Feedback and Progress

Assessment will be used to establish pupils' starting points, identify gaps in learning, inform planning and evaluate progress.

Primrose will use appropriate baseline assessments, ongoing formative assessment and termly summative assessment.

Teachers will check understanding through questioning, observation, discussion, written work, practical activities and review of completed tasks.

Feedback will be timely, clear and appropriate to the pupil. It may be verbal, written, visual or delivered through supported discussion.

Pupils will be helped to understand what they have done well, what needs to improve and how they can take the next step.

Progress will be considered in relation to academic attainment, curriculum knowledge, engagement, independence and learning behaviours. Improvements in confidence, attendance and emotional regulation may also form important indicators of readiness to learn.

Assessment information will be used to identify pupils who require additional support, adjust teaching and inform discussions with parents, carers, commissioning schools and other professionals.

The Learning Environment

Classrooms and learning spaces will be safe, welcoming, organised and conducive to learning.

Staff will aim to provide:

- Clear visual organisation and accessible resources.

- Predictable routines and transitions.
- Age-appropriate displays that support learning with children's work and successes highlighted
- Opportunities for movement and regulation where appropriate.
- Reasonable adjustments for pupils with additional needs.
- An environment in which pupils feel respected and able to ask for help.

Staff will promote respect for others, appropriate communication, responsibility for resources and pride in pupils' achievements.

Reading, Writing and Mathematics

The development of literacy and numeracy is a priority throughout Primrose.

Reading will be promoted through systematic phonics teaching where required, appropriately matched reading materials, reading fluency, vocabulary development and comprehension.

Writing will be developed through explicit modelling, oral rehearsal, spelling, handwriting, sentence construction and extended writing opportunities appropriate to pupils' needs.

Mathematics teaching will develop fluency, reasoning and problem-solving through clear explanations, practical resources, visual representations and regular practice.

Teachers will identify gaps in foundational skills and provide targeted intervention.

Personal Development and Pupil Voice

Teaching and learning will support pupils' personal development alongside academic achievement.

Pupils will be supported to develop:

- Self-awareness and emotional literacy.
- Communication and social skills.
- Resilience, independence and problem-solving.

- Positive relationships and respect for others.
- Safe decision-making and appropriate help-seeking.
- Confidence in expressing their views and identifying their needs.

Pupils will be given appropriate opportunities to contribute to decisions about their learning, discuss their targets and reflect on their achievements.

Their views will inform planning and review wherever appropriate to their age, understanding and circumstances.

Roles and Responsibilities

Headteacher and Senior Leaders

The headteacher and senior leaders:

- Establish a shared vision for high-quality teaching and learning.
- Ensure that curriculum planning and teaching meet pupils' needs.
- Provide appropriate professional development and staff support.
- Monitor the quality of education and pupils' progress.
- Ensure that safeguarding, SEND and behaviour procedures support effective learning.
- Promote a culture of reflection, improvement and high expectations.

Teachers

Teachers will:

- Plan and deliver purposeful, ambitious and inclusive lessons.
- Know pupils' starting points, needs and targets.
- Adapt teaching in response to assessment and engagement.
- Maintain high expectations and positive relationships.
- Provide feedback and assess progress.

- Follow safeguarding, behaviour and health and safety procedures.
- Work collaboratively with colleagues, families and relevant professionals.

Support Staff

Support staff will:

- Contribute to pupils' learning under the direction of the teacher.
- Use agreed strategies and support plans consistently.
- Share relevant observations about learning, engagement and wellbeing.
- Maintain professional boundaries and safeguarding responsibilities.

Pupils

Pupils will be encouraged and supported to:

- Participate in learning to the best of their ability.
- Treat others with respect.
- Follow agreed routines and safety expectations.
- Ask for help when needed.
- Reflect on feedback and celebrate progress.

Expectations will be taught and reinforced in ways that recognise pupils' developmental stages and individual needs.

Parents, Carers and Partner Agencies

Parents, carers and relevant professionals will be encouraged to work in partnership with Primrose to support attendance, learning, wellbeing and positive educational outcomes.

Communication will be respectful, purposeful and focused on meeting pupils' needs.

Monitoring and Evaluation

The quality of teaching and learning will be monitored through a proportionate range of activities, which may include:

- Learning walks and professional discussions.
- Review of pupils' books
- Assessment and progress information.
- Pupil voice and feedback from families.
- Reviews of curriculum coverage and implementation.
- Analysis of attendance, engagement and intervention outcomes.
- Reviews of reintegration and transition arrangements.

Monitoring will identify strengths, areas for development and support needed to improve provision. It will be used to inform professional development, curriculum improvement and strategic planning.

Equality and Inclusion

Primrose is committed to promoting equality of opportunity and removing barriers to participation and achievement.

Staff will challenge discrimination, prejudice, bullying and low expectations. Reasonable adjustments will be made where required, and pupils will be supported to access learning in accordance with their individual needs and relevant legal duties.

Primrose will promote a culture in which every pupil is valued and treated with dignity.

Policy Review

This policy will be reviewed at least annually, or earlier where necessary following changes in statutory guidance, legislation, school practice or identified improvement priorities.

Related Policies and Guidance

This policy should be read alongside the Primrose's:

- Safeguarding and Child Protection Policy.
- Behaviour Policy.
- SEND Policy and Information Report.
- Curriculum Policy.
- Attendance Policy.