

Fulwood and Cadley Primary School



Teaching and Learning Policy

September 2026

Wish it. Dream it. Do it. Be Unique.

Policy information	
Policy owner	Leesa Pearce
Approved by	Governors
Review cycle	Annual
Next review	September 2027

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1. Introduction and Purpose

This policy sets out Fulwood and Cadley Primary School's shared approach to high-quality teaching and learning. It provides clarity and consistency while recognising that effective teaching is responsive to the subject, the intended learning, pupils' prior knowledge and individual need.

Our approach is built around a carefully sequenced curriculum, explicit teaching, purposeful practice, responsive assessment and the gradual development of pupil independence. The policy should be read alongside subject curriculum documentation, the SEND policy, assessment guidance, behaviour policy, handwriting policy and safeguarding procedures.

2. School Vision and Values

At Fulwood and Cadley, our pupils are confident, ambitious and independent learners who show resilience and perseverance. They are well-mannered, empathetic, courageous and proud of who they are.

- Courage
- Respect
- Aspiration
- Resilience
- Imagination
- Determination

Our school values sit alongside the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

3. Aims of the Policy

- Promote consistently high-quality teaching across the school.
- Ensure pupils know more, remember more and can apply what they have learned.
- Provide a coherent approach to curriculum implementation from EYFS to Year 6.
- Support inclusive practice, adaptive teaching and equality of opportunity.
- Make assessment purposeful, proportionate and responsive to learning.
- Develop independence, resilience, aspiration and positive learning behaviours.
- Give staff clear shared principles while respecting subject-specific pedagogy and professional judgement.

4. Fulwood and Cadley Teaching Principles

Across the school, teaching is designed so that pupils know more, remember more, understand more and can apply more.

Principle	What this means in practice
Connect	New learning is linked explicitly to relevant prior learning and the wider curriculum journey.
Explain and model	Teachers break learning into manageable steps, model thinking and use worked examples. 'My Turn, Our Turn, Your Turn' is used where appropriate.
Teach vocabulary	Key vocabulary is explicitly introduced, rehearsed, displayed and revisited.
Check understanding	Teachers check all pupils, not only volunteers. Hinge-point questions, mini-whiteboards, targeted questioning and oral responses are used to reveal

	misconceptions and determine the next teaching decision: re-teach, further model, guided practice, independent application or deepen learning.
Practise	Pupils receive guided practice before moving towards independent application.
Adapt	Explanations, scaffolds, resources, grouping and questioning are adjusted responsively without lowering ambition.
Retrieve	Important knowledge is revisited over time so that learning becomes increasingly secure.
Independence	Scaffolds are removed gradually. Pupils learn to use models, working walls and resources before relying on adult support.
Reflect	Pupils are taught to consider what helped them learn and how they can improve.

5. Adaptive Teaching and Inclusion

Adaptive teaching is central to our approach. It is not fixed differentiation or the routine production of different tasks for different groups. Teachers respond to evidence of learning in real time while maintaining high expectations for all.

- Break content into manageable steps and reduce unnecessary cognitive load.
- Use modelling, scaffolding, manipulatives, visuals and worked examples.
- Use flexible grouping where it responds to current learning need.
- Pre-teach or revisit essential vocabulary and prior knowledge where appropriate.
- Use targeted questioning and additional guided practice.
- Provide reasonable adjustments so pupils can access ambitious curriculum content.
- Remove scaffolds when pupils are ready so that support does not create dependency.

SEND: the graduated approach

The identification of SEND is built into the school's wider approach to monitoring pupils' progress and development. The school follows Assess – Plan – Do – Review. Teachers remain responsible and accountable for the progress and development of pupils in their class, including where pupils access additional support.

Stage	What happens	Who is involved
ASSESS	Concerns are identified through classroom assessment, observation, professional dialogue, pupil progress information and discussion with families. Barriers to learning are explored before additional provision is planned.	Class teacher, parents/carers, pupil, TA, SENCo and relevant professionals.
PLAN	Appropriate classroom adaptations and additional provision are agreed. Where needed, a pupil profile, IEP or personalised provision plan is created with clear, measurable priorities.	Class teacher with pupil/family and SENCo support.
DO	High-quality classroom teaching remains the foundation. Additional provision is delivered as planned and linked closely to classroom learning. Progress towards targets is monitored.	Class teacher remains responsible; TAs and other adults deliver agreed support under teacher direction.
REVIEW	Impact is reviewed regularly. Provision is adjusted, continued or stopped according to evidence. Pupils and families are involved in review.	Class teacher, pupil, family, SENCo and relevant professionals.

Five principles for SEND provision

- Create a positive and supportive environment for all pupils.
- Build an ongoing, holistic understanding of pupils and their needs.

- Ensure access to high-quality teaching.
- Complement high-quality teaching with carefully chosen interventions.
- Work effectively with teaching assistants while protecting pupil independence.

6. Curriculum Design and Delivery

Our curriculum is organised on a two-year rolling cycle where appropriate, ensuring breadth, progression and coherence from EYFS to Year 6. Curriculum planning identifies both substantive knowledge - the facts, concepts and content pupils need to know - and disciplinary knowledge - how pupils think, work and communicate within each subject.

Learning on a Page (LoaP)

Learning on a Page documents support consistent curriculum implementation and professional dialogue. They identify:

- the unit Big Question and intended end point;
- relevant prior learning and future connections;
- key vocabulary;
- substantive and disciplinary knowledge;
- curriculum threads and progression;
- likely misconceptions;
- retrieval opportunities and hinge questions;
- appropriate adaptations and considerations for pupils with additional needs.

Lessons build cumulatively towards the Big Question. The Big Question is not an isolated final activity: it provides a purposeful thread through the unit and helps pupils connect individual lessons into a coherent body of knowledge.

Curriculum threads

Subject leaders identify important concepts and threads that recur across the curriculum. Teachers make these links explicit so pupils can recognise how knowledge develops over time.

Retrieval and prior learning

Retrieval is purposeful and linked to the knowledge pupils need for current or future learning. It is used to strengthen memory and reveal gaps, not simply as a routine starter.

7. Lesson Structure: R.U.A.C.E Principles

R.U.A.C.E remains a shared language for teaching and learning, but it is not a rigid five-part lesson formula. Different subjects and learning intentions require different lesson structures.

R.U.A.C.E	Shared principle
Remember	Retrieve and activate relevant prior knowledge.
Understand	Explicitly teach, explain, model, question and develop vocabulary.
Apply	Provide guided and independent practice to secure learning.
Create	Use, connect or transfer knowledge in a meaningful context where appropriate.
Evaluate	Check understanding, respond to feedback and reflect on learning.

Across a lesson or sequence, teachers continually check understanding and decide whether pupils are ready to move on, need further modelling, require additional practice or are ready to deepen their learning.

8. Subject-Specific Approaches

Phonics - Red Rose Phonics

Phonics is taught through Red Rose Phonics as the school's systematic synthetic phonics programme. The programme provides the agreed progression, sequence and teaching approach from Reception onwards so that pupils experience consistent language, routines and expectations. Teaching is systematic, cumulative and responsive to assessment: new learning is built on secure prior GPC knowledge and pupils are expected to apply phonics in both reading and writing.

Assessment is ongoing within every lesson and is also completed formally towards the end of each half term using the school's phonics tracker. Teachers use this information and gap analysis to identify precisely which GPCs, blending, segmenting or tricky-word knowledge requires further teaching. Pupils who are not keeping pace receive prompt, targeted bounce-back/fast-track practice in addition to, not instead of, their daily phonics entitlement. Year 2 pupils who have not met the Year 1 Phonics Screening Check standard continue to receive systematic phonics teaching and targeted intervention.

Across phonics teaching, staff use immediate checking and live feedback. 'My Turn, Our Turn, Your Turn', individual responses, mini-whiteboards and observation are used to establish whether learning is secure before moving on. Errors are corrected promptly and pupils who are not yet secure receive further modelling and guided practice.

Stage	Expected practice
Revisit / Review	Revisit previously taught GPCs, decodable words and tricky/high-frequency words, informed by assessment and gap analysis.
Explicit Teach	Teach the new GPC or tricky word explicitly. Model blending and segmenting using sound buttons, phoneme frames and visible examples.
Practise	Provide short, focused reading and writing practice. Games may be used, but remain purposeful and do not dominate the lesson.
Apply	Apply new and previous learning in words and sentences through reading and/or writing.
Assessment	Use 'My Turn, Our Turn, Your Turn', mini-whiteboards, oral responses and observation to check individual understanding. Address errors immediately.
Adaptations	Use pre-teaching, further guided practice, visuals, talking tins, phoneme frames and appropriate challenge. Keep pupils for further input where needed.

Phonics knowledge is deliberately connected to guided reading, independent reading and writing across the curriculum.



Reading

Reading is a whole-school priority. Teaching develops decoding, fluency, vocabulary, comprehension and enjoyment. Pupils are taught to retrieve information, infer, justify ideas using evidence, summarise, predict and discuss increasingly complex texts. Reading assessment is used to ensure pupils are reading material that is appropriately matched to their current decoding, fluency and comprehension needs.

Phase	Approach
EYFS / KS1 phonics readers	Decodable books match pupils' secure phonics knowledge. Home reading books are reread three times to build accuracy, automaticity, fluency and confidence.
Years 1-4 guided reading	A structured carousel provides pre-teaching, teacher-led guided reading, guided questions, independent comprehension and reading for pleasure.
Years 5-6 guided reading	Whole-class guided reading provides access to rich texts and explicit teaching of comprehension, vocabulary and evidence-based responses, with adapted support where needed.
PM Benchmarking	PM Benchmarking is used to place pupils accurately on the school reading scheme and to check that the level remains appropriate. A pupil should demonstrate at least 95% fluency and achieve 3–4 on the comprehension element before being considered secure at that level. Pupils are not moved on simply because they have completed a set of books; movement is based on benchmarking evidence and teacher judgement. Pupils below PM Level 15 remain on appropriately matched decodable phonics books. From PM Level 15 upwards, pupils are considered secure enough in phonics and fluency to change their reading books independently and normally read each home reader once. PM Level 30 indicates readiness for free-reader status. Benchmarking is repeated when teachers need to confirm whether a pupil should remain at, move beyond or return to a different level.

Home-school reading: Pupils reading decodable phonics books read the same book three times at home to develop accuracy, automaticity, fluency and confidence. Parents/carers record and sign this in the reading record before the class team supports a book change. Pupils reading PM Level 15 and above normally read the book once and may change it independently once this has been recorded. Other books, magazines and appropriate texts also contribute to a rich reading diet, and being read aloud to is valued, particularly for younger pupils.

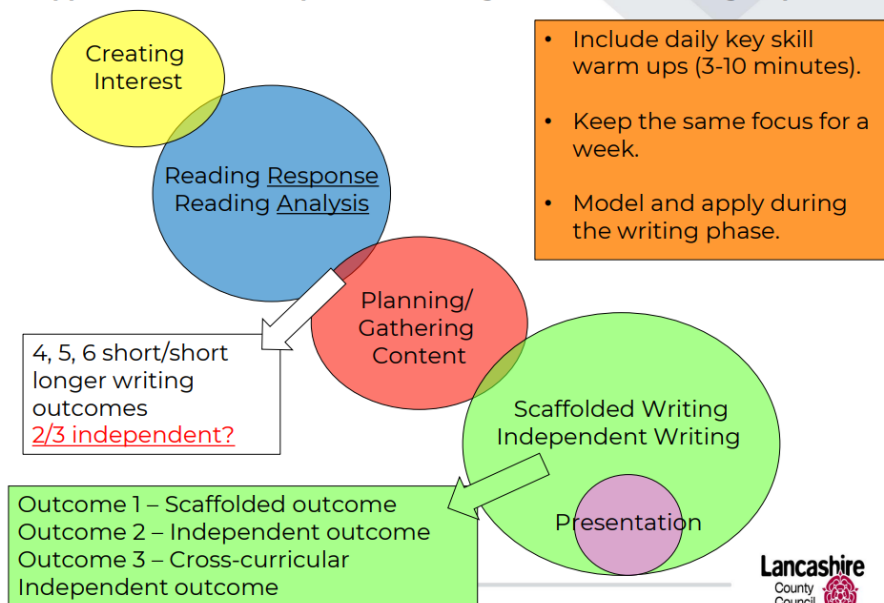
English

English teaching follows a coherent teaching sequence in which reading feeds directly into writing. Teachers use professional judgement and the wealth of available school and Lancashire resources to support planning.

Phase	What it looks like
Starting point / cold write	Where appropriate, establish what pupils can already do and identify the knowledge and skills that need explicit teaching.
Creating interest	Immerse pupils in the text, context, vocabulary and purpose for writing.
Reading	Explore the model text closely. Teach comprehension, vocabulary and authorial choices that will support the writing outcome.
Gathering content	Teach and rehearse the grammar, vocabulary and content needed for the intended outcome.
Modelled / scaffolded writing	Teacher models the writing process, including decision-making, sentence construction, handwriting, spelling and editing. Misconceptions from previous work are addressed.
Independent writing	Pupils independently apply the taught learning to an appropriate outcome.

Grammar is taught purposefully in relation to identified gaps and the intended writing outcome. Oral rehearsal precedes written application where helpful. Working walls build cumulatively through reading, gathering content, grammar and writing.

Opportunities for independent writing within the teaching sequence



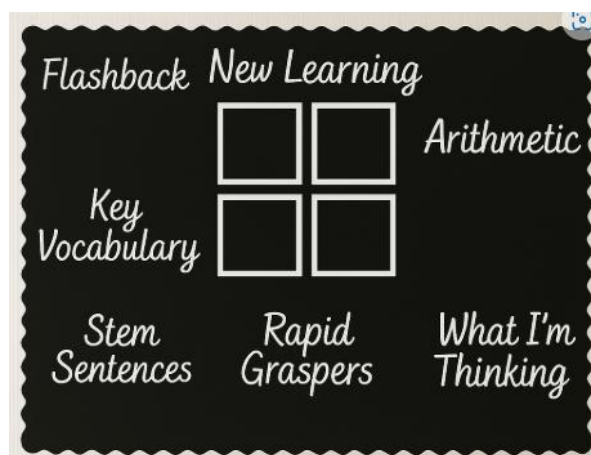
Mathematics

Red Rose Maths is used from September 2026 to support curriculum coverage, sequencing and manageable teacher workload. It provides the curriculum spine and progression, but it does not replace the Fulwood and Cadley approach to teaching mathematics. Teachers use professional judgement, assessment and the school's established teaching principles to adapt Red Rose materials so that pupils develop secure fluency, conceptual understanding, reasoning and problem-solving.

A typical mathematical learning sequence moves through arithmetic/fluency, exploration, explicit teaching and modelling, guided practice, a hinge-point check, independent application and reasoning/deepening. This is not intended as a rigid formula: teachers respond to pupils' understanding and may return to modelling or guided practice when assessment shows this is needed.

Manipulatives and representations are available and used purposefully to expose mathematical structure. Stem sentences and precise mathematical vocabulary support pupils to verbalise reasoning. Rapid graspers deepen the same learning through explanation, proof, generalisation and application rather than simply moving on to unrelated content.

Element	Expected practice
Arithmetic / key skills	Daily arithmetic or fluency practice. Content is selected to strengthen important number knowledge and identified gaps.
Explore	Explore a problem, representation or concept together. Pupils verbalise mathematical thinking using precise vocabulary and stem sentences.
Explicit teach	Model the new objective in manageable steps. Use variation, manipulatives and representations purposefully. 'My Turn, Our Turn, Your Turn' may be used.
Hinge-point check	At a carefully chosen point, use a hinge-point question to establish whether the essential concept is secure. All pupils respond, for example through mini-whiteboards, show-me responses or structured answer choices. Responses determine the next teaching decision: re-teach, further model, provide guided practice, move to independent application or deepen learning.
Practise	Pupils practise the new skill. Those who need it receive further input; scaffolds are adjusted responsively.
Independent application	Every pupil has an appropriate opportunity to work independently and demonstrate what they can do without immediate adult support.
Rapid graspers	Pupils who are secure deepen learning through reasoning, explanation, generalisation and application rather than simply accelerating to unrelated content.



Foundation subjects

Foundation subjects are taught as distinct disciplines through carefully sequenced curriculum journeys. Each unit is driven by a Big Question and planned substantive and disciplinary knowledge. Retrieval, vocabulary, misconceptions and hinge questions are identified in advance through LoAP documentation.

Working walls should make the journey visible: the Big Question, key vocabulary, prior and new knowledge, models/examples and the developing learning journey are added as the unit progresses. Pupils should be able to explain what they are learning now and how it connects to what they learned before.

Handwriting and presentation

Handwriting is taught explicitly and practised regularly so that pupils develop fluent, legible and increasingly automatic handwriting. Lower-case g, y, j and q are formed without loops. The letters b, p and s are only joined in Upper Key Stage 2 when pupils are developmentally ready. Pen licences recognise secure and consistent presentation while appropriate adaptations remain available for individual pupils.

9. Active Learning and Oracy Strategies

Active learning is purposeful: strategies are selected because they improve thinking, participation, rehearsal or assessment, not simply because they create activity. Strategies are explicitly modelled before pupils are expected to use them independently.

Strategy	Purpose
Talk Partners	Rehearse thinking and language before whole-class response.
Think, Pair, Share	Give all pupils thinking time, partner rehearsal and an opportunity to refine an answer.
Ping Pong	Pairs alternate responses while checking and building on one another's thinking.
Think it, Say it, Write it	Move from individual thinking to oral rehearsal and then written response.
Bingo	Retrieve or recognise key knowledge in a quick, focused format.
Show Me	Use mini-whiteboards or another whole-class response method so every pupil responds and the teacher can assess immediately.
Role Play	Represent concepts, vocabulary, events or processes physically where this strengthens understanding.
Fastest Finger	Quickly identify an answer from a prepared set; useful for retrieval and phonics when used purposefully.

Hinge-Point Questions

Hinge-point questions are planned at key points in learning to establish whether pupils have understood the essential concept before teaching moves on. They are deliberately designed so that responses reveal common misconceptions as well as correct understanding. All pupils should respond so that the teacher receives useful whole-class evidence, rather than relying on volunteers or a small sample of pupils.

The response to a hinge-point question must influence what happens next: re-teach -> further model -> guided practice -> independent application -> deepen/challenge. Hinge questions therefore form part of responsive teaching and assessment, not an additional activity. They are identified within LoAP documentation where appropriate and can also be planned responsively within individual lessons.

10. Assessment, Feedback and Checking for Understanding

Assessment is integral to learning. Its primary purpose is to identify what pupils know, what they have remembered, where misconceptions remain and what teaching needs to happen next. Assessment is therefore closely connected to curriculum planning: teachers use evidence from retrieval, hinge-point questions, independent work, phonics assessment, PM Benchmarking, question-level analysis and other subject-appropriate assessment to decide whether to revisit, re-teach, practise, consolidate or deepen learning.

- Use formative assessment continuously to inform immediate teaching decisions.
- Check all pupils' understanding through hinge questions, mini-whiteboards, targeted questioning, oral responses, observation, retrieval and independent work.
- Provide timely live feedback and address misconceptions before they become embedded.
- Use diagnostic and summative information proportionately to identify gaps and inform future teaching.
- Use subject-appropriate assessment information, including phonics assessment, PM Benchmarking, question-level analysis and curriculum assessment information.
- Ensure interventions are targeted, monitored and connected to classroom learning.
- Give pupils opportunities to respond to feedback and improve their work.
- Use professional judgement alongside assessment information and avoid unnecessary workload.

Green pen is used by pupils for corrections and improvements where this supports learning. The emphasis is on the quality and timeliness of feedback rather than evidence of a particular marking routine.

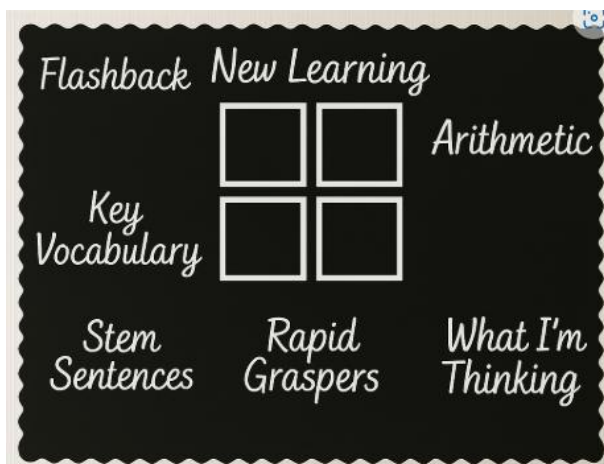
11. Learning Environment and Working Walls

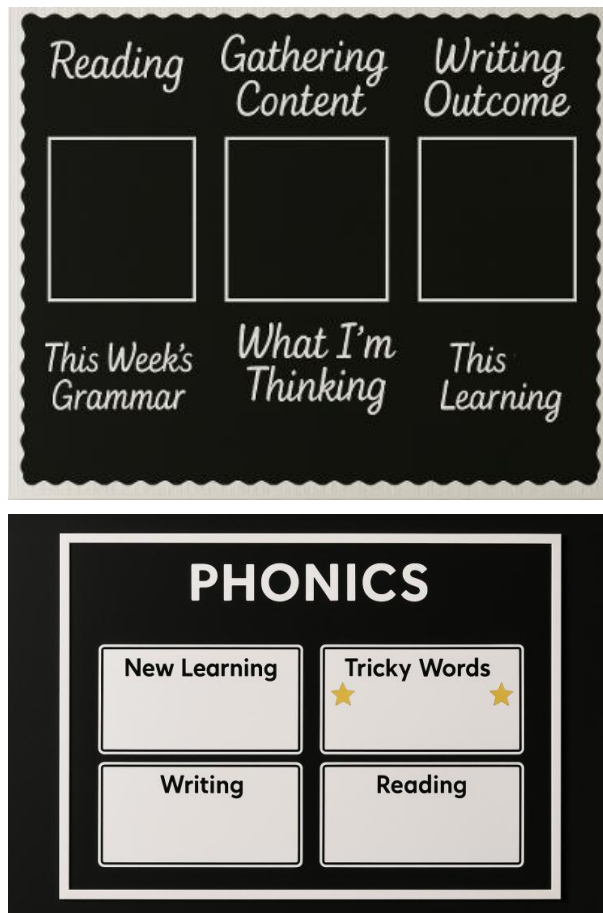
The learning environment is calm, purposeful, inclusive and organised. Resources are accessible and support independence. Displays and working walls are used as learning tools rather than decoration.

- Working walls develop during learning rather than being completed in advance.
- Vocabulary, models, examples, stem sentences and prompts are accessible to pupils.
- Foundation-subject walls show the curriculum journey towards the Big Question.
- Pupils are explicitly taught how to use the environment and available resources.
- Calm, predictable classrooms reduce unnecessary cognitive load and support self-regulation.

Existing Fulwood and Cadley working-wall exemplars

The following exemplars from the previous policy are retained as examples of the school's established approach. They should be interpreted alongside the updated expectations above.





12. Independence and the Role of Adults

All adults have a responsibility to help pupils become increasingly independent. Support should enable access to learning without replacing pupils' thinking.

Adults should	Adults should avoid
Model, prompt and scaffold before stepping back.	Completing thinking or recording for pupils unnecessarily.
Direct pupils to working walls, models, vocabulary and accessible resources.	Creating routine dependence on an adult before a pupil begins.
Use questioning to reveal and develop understanding.	Giving answers too quickly.
Pre-teach or revisit essential knowledge where appropriate.	Removing pupils from high-quality classroom teaching without clear purpose.
Deliver targeted interventions that connect to classroom learning.	Running interventions in isolation from the class curriculum.
Communicate observations and assessment information with the class teacher.	Working without clear direction or shared understanding of the intended learning.

Class teachers retain responsibility for the learning and progress of every pupil in their class. Teaching assistants work under teacher direction and may support pre-teaching, guided practice, targeted questioning, in-class scaffolding, reading and structured interventions.

13. Behaviour for Learning and Consistent Routines

Calm, predictable routines protect learning time, support emotional regulation and reduce unnecessary cognitive load. Whole-school routines are explicitly taught, practised and reinforced.

Routine	Purpose
Ready to Learn	Pupils understand what being prepared, attentive and ready for learning looks like.
Managing Distractions	Pupils learn strategies for maintaining attention and returning focus to learning.
Legendary Lines	Transitions in lines are calm, safe and efficient.
Wonderful Walking	Movement around school is calm, respectful and safe.
Terrific Transitions	Changes between lessons, activities and spaces are efficient so learning time is protected.

14. Metacognition and Self-Regulation

Metacognition is woven through teaching rather than taught as a disconnected add-on. Teachers model their own thinking and explicitly teach pupils how to plan, monitor and evaluate their approach.

- Model thinking aloud and make strategic choices visible.
- Prompt pupils to identify what they already know and what a task requires.
- Teach pupils to select and use appropriate strategies.
- Provide opportunities to monitor understanding and change approach when needed.
- Ask pupils to evaluate the learning process as well as the final outcome.
- Withdraw prompts and scaffolds gradually as pupils become more independent.

15. Roles and Responsibilities

Role	Responsibility
Governors	Monitor and hold leaders accountable for the quality of education and implementation of agreed policy.
Headteacher and SLT	Set expectations, support staff, evaluate implementation and ensure professional development responds to school priorities.
Curriculum Lead	Maintain coherence across the curriculum, support subject leaders and evaluate whole-school curriculum implementation.
Subject Leaders	Lead curriculum design and implementation; maintain curriculum maps, LoaP documents, Big Questions, threads and progression; evaluate their subject through professional dialogue, learning walks, book looks, pupil voice and assessment information.
Teachers	Plan, teach and assess high-quality learning; know pupils' starting points; adapt responsively; maintain high expectations; and ensure pupils have opportunities for independent application.
Teaching Assistants	Work under teacher direction to support access, independence, pre-teaching, targeted practice, reading and agreed interventions.
Pupils	Engage actively, respect others, use available support and increasingly take responsibility for their learning.
Parents / carers	Support learning and reading at home and work in partnership with school.

16. Monitoring and Review

Monitoring evaluates how effectively the intended curriculum is being implemented and what pupils are learning. It is developmental and should lead to clear, proportionate actions.

- Professional dialogue and subject-leader meetings.
- Learning walks and lesson visits.
- Book looks and scrutiny of pupils' work.
- Pupil voice and discussion about learning.
- Review of curriculum documentation, including LoaP and curriculum maps.
- Assessment information, including diagnostic and summative evidence where appropriate.
- Review of provision and outcomes for pupils with SEND and other identified groups.

Findings are used to celebrate strengths, identify priorities, inform professional development and support subject leaders. The policy is reviewed annually by the Senior Leadership Team and Governors.

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