"Creating excellence, embracing all."

Pedagogical Principles for Teaching and Learning Policy

Headteacher: Jo Reid
Chair of Governors: Sue Miller
Renewal date: Sept 2026

Policy to be determined 20th October 2026
Botley School governing board

Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity *Teamwork* *Kindness* *Respect* *Resilience* *Creativity*

'The art of teaching is the art of assisting discovery'

Mark Van Doren

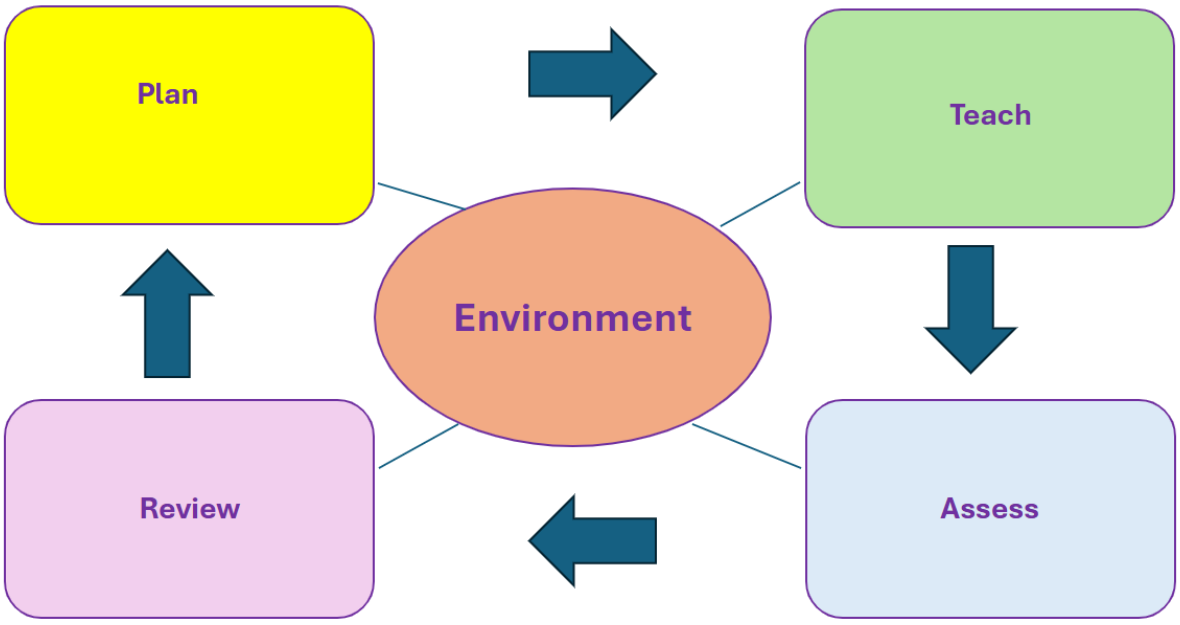
AIMS OF THE POLICY

This policy, has been created by and agreed upon by the teaching staff and Governing Body.

At Botley School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which sets out the school's pedagogical principles and expectations for teaching and learning. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Pedagogical Principles

The learning environment is at the heart of all learning with the principles then being organised to follow the 'Plan, Do, Assess, Review' cyclical model to ensure inclusive learning that is ambitious for all pupils.



Environment

Building respectful relationships and kind, positive interactions (Maslow's Hierarchy of Needs).

- Recognise that each child has a unique way of learning and that learning preference is affected by previous competence, confidence, beliefs and values.
- Be good role models, punctual, well prepared and organised.
- Interactive **Zones of Regulation and Growth Mindset** displays are used to support emotional regulation and well- being.
- Adults understand that behaviour is a form of communication and use **Restorative Practice** techniques to develop an understanding of a child's needs and restore any relationships.
- All children are welcomed and greeted on arrival, including into the classroom, with positive and affirmative language to build meaningful relationships.

Establishing a respectful, motivating, creative language rich environment.

- Lessons will be planned with clear understanding of the children's interests to engage all and create excitement for learning.

- School values are embedded in practice.

Establishing effective learning behaviours.

- Key knowledge and vocabulary is displayed in an inviting way with clear titles that reflect the learning.
- Text on display is a mixture of typed and handwritten (see handwriting policy)
- Classrooms provide a stimulating and purposeful learning environment, including thought provoking, stimulating displays which help develop independences.
- Effort is rewarded and celebrated.

Creating consistent routines and systems

- The environment, including children's resources, are organised, labelled, and the furniture is appropriate for pupils' ages and needs.
- Routines, monitor jobs and visual timetables are displayed clearly.
- Adults follow the stages of positive behaviour management policy.
- New initiatives are embedded by the whole school with clear fidelity and consistency.

Creating an inclusive environment for all learners (Quality First Teaching).

- There will be common displays throughout the school; English and maths working walls; Topic; map; Curriculum concepts; School values: behaviour expectations and class charters.
- Classroom organisation will be mindful of **Cognitive Overload**

Plan

The whole school curriculum is sequenced and ambitious for all pupils based within curriculum concepts

- Lessons are working towards an ambitious outcome project, often based on a 'Big Question'
- Lessons are engaging and planned in a way to make them memorable

Blooms Taxonomy is utilised within sequenced learning and tasks

- Tasks are designed with a range of complexities from basic recall to higher order creative thinking and reasoning

Lessons build towards ambitious outcomes for all

- Activities are ambitious and well matched, so all children are engaged in their learning throughout the lesson.
- Planning will explicitly refer to prior knowledge
- Questioning will be planned as a scaffold for the learning

Adaptation is at the forefront of planning to ensure access for all learners

- Planning and tasks are adapted to include all and excite all learners
- All success is celebrated
- Plan/consider your SEN/vulnerable/identified students first

Opportunities for oracy and dialogic talk are purposefully planned

- Planning for every lesson includes elements of dialogic talk, including subject specific STEM sentences and vocabulary, and the use of 'Can we Talk' slides

Tier 2 and Tier 3 vocabulary is purposefully planned and linked to the curriculum.

- Vocabulary is explained and discussed with children

Do

Clear Instructions, Explanations and Modelling

- Learning expectations are clear in the learning objective (WALT), specific to the subject being taught and are displayed and referred to throughout the lesson.
- The success criteria is clear, so children know when they are successful in their learning and are doing well.
- Expectations for presentation and handwriting are high, ensuring pupils have pride in their work and can self-edit effectively
- Specific vocabulary is discussed with the objective and is displayed clearly throughout the lesson, so pupil use correct vocabulary to explain their learning.
- Stem style sentences are scaffolded, modelled and verbally rehearsed to enhance learning
- **Rosenshine's 10 principles of instructions** are clearly planned into the lesson with particular attention paid to small steps modelled learning and questioning for understanding.

Effective use of Questioning

- Scaffolded and targeted questions drawing links; higher order questions/thinking opportunities adapted to all learners (ambitious for all)
- Children are given opportunities to explain their answers.
- Targeted questioning and repetition used to ensure understanding of expectations/task
- Adults use call and response to refer to sentence starters.
- Adults to use questioning to reinforce the input

Facilitating time for dialogic talk in lessons

- Can we Just talk and Talk like a.... to be incorporated into every lesson (Oracy Training)

Consider use of individual, pair and group work to create a dynamic environment

- Use of partner talk for pupil to rehearse prior knowledge/learning
- Fidelity to oracy skills and strategies, including Talk Tactics, to facilitate discussions and enhance inclusive learning for all learners.

Consider use of different learning styles and processes to create a dynamic learning environment

- Practical Investigations
- Experimentation
- Observation
- Child-initiated play
- Role play
- Problem solving
- Decision making

Assess

Feedback and Assessment policy in place and adhered to with fidelity

- Feedback to pupils about their own progress is achieved through discussion and the marking of work.
- Targeted questioning and use of repetition ensures understanding of expectations and tasks.
- Adult modelling or the expected learning/work. (**Rosenshine's Principle 06 Check student understanding**)

Impactful range of assessment tools and feedback strategies used to move learning forward and build resilience

- Live marking is used to rapidly address misconceptions, and this is evident in all books.
- Self/Peer assessment
- Impactful same day interventions (SDI) and feedback clear in books

Formative assessment in every lesson to check for understanding and address misconceptions dynamically (**Rosenshine's Principle 6 check student understanding**)

- Targeted questioning
- Probing
- Cold calling
- Teacher checking with individuals to reinforce instructions.
- Use of whiteboards for answering questions

Children are given opportunities to explain their answers.

- Pupils can articulate their learning and next steps

Review

All teaching is reviewed so that misconceptions are pro-actively identified and addressed.

- All planning is reviewed after each lesson and annotated to inform the next lesson (**Rosenshine's Principle 6 check student understanding & 10 weekly and monthly review**)

Future planning is reviewed and adapted so it is responsive to the outcomes achieved by all pupils.

- Planning is adapted from the outcomes of the lesson to follow the learning journey

Allowing time for practice and review

- Every lesson will include a section for pupils to practice and review their learning
- Every sequence of lessons within units of work allow time for practice and review (**Rosenshine's principle 1 Daily review**)

Summative data analysis directly feeds into planning for next steps

- Gaps analysis and question level analysis informs next steps for the class, groups and individual learners, including class SEND inclusion plans
- Summative analysis is used to review the curriculum and ensure the coverage remains targeted and specific

Children are involved in the review of their learning

- Space is created for reflection and meaningful dialogue to support retention of knowledge
- Review what has been learned, how it was learned and how it will be used.
- Pupils can articulate their learning and next steps as appropriate to individual needs.
- Pupils are able to talk about the feedback as appropriate to individual needs.

(An overview of the main bullets for the Pedagogical Principles is available in the appendix.)

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community are expected to follow the ethos statements set out above at all times.

School Leaders, including Line Managers, Subject Leads and Curriculum Action Teams will:

- Disseminate information to staff regarding subject specific pedagogical approaches
- Monitor pupil progress in specific subjects through work scrutiny, learning walks, pupil conferences and attainment data analysis; advising the Headteacher and school leaders on any action needed
- Monitor the pedagogical principles and standards of teaching and learning as part of the annual school performance development cycle
- Take responsibility for the purchase and organisation of central resources for their subjects to ensure high standards of teaching and learning
- Use release time to support colleagues in subject specific pedagogical approaches
- Keep up-to-date through reading and attending relevant courses.

Teachers will:

- **Consistently follow the Pedagogical Principles with fidelity**
- recognise and be aware of the needs of each individual child according to ability and aptitude; ensure that learning is adapted, ambitious, progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues and pedagogical research including Rosenshine's Principles for Instruction and Cognitive Load theories;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the positive behaviour and restorative practice approach within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;

- informing the school of reasons for their child's absence;

Pupils are encouraged to support the school's aims by:

- following the school values every day
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- showing positive attitudes to learning in their listening, attention and posture in class.
- making positive behaviour choices in line with the positive behaviour policy; • taking increased responsibility for their own learning

The school Governing Board will ensure oversight of the school's aims by:

- ensuring they have read and understood the pedagogical principles as set out in this policy.
- regularly attending governor days in each long term with a regular focus on teaching and learning
- read the school improvement plan (SIP), the School Evaluation Form (SEF) and the Headteacher's Report to Governors and ask appropriate questions to ensure oversight of the teaching and learning policy

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

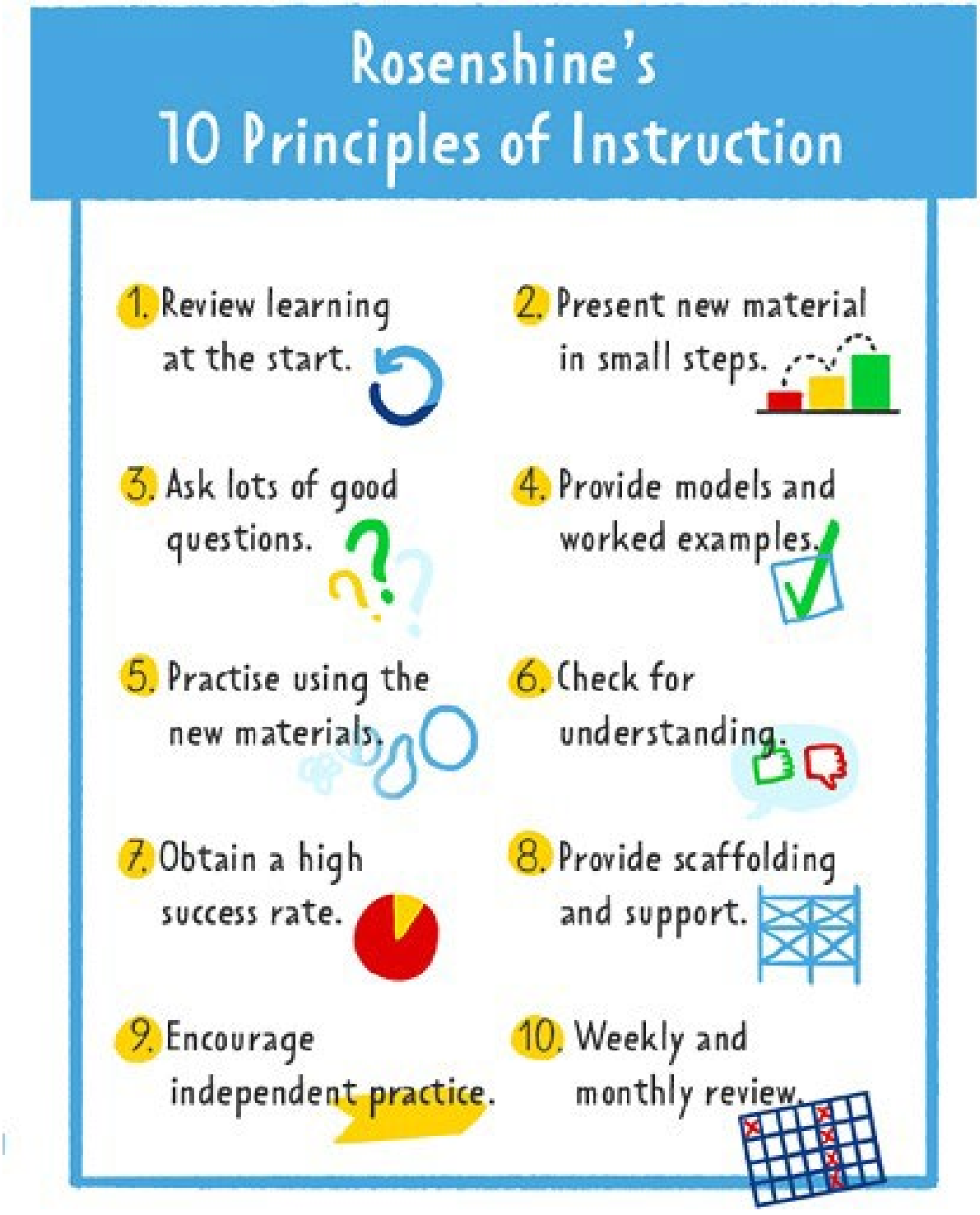
This policy should be read in conjunction with the following:

- Curriculum Policy
- Subject Policies
- Assessment Policy
- Homework Policy
- Feedback and Marking Policy

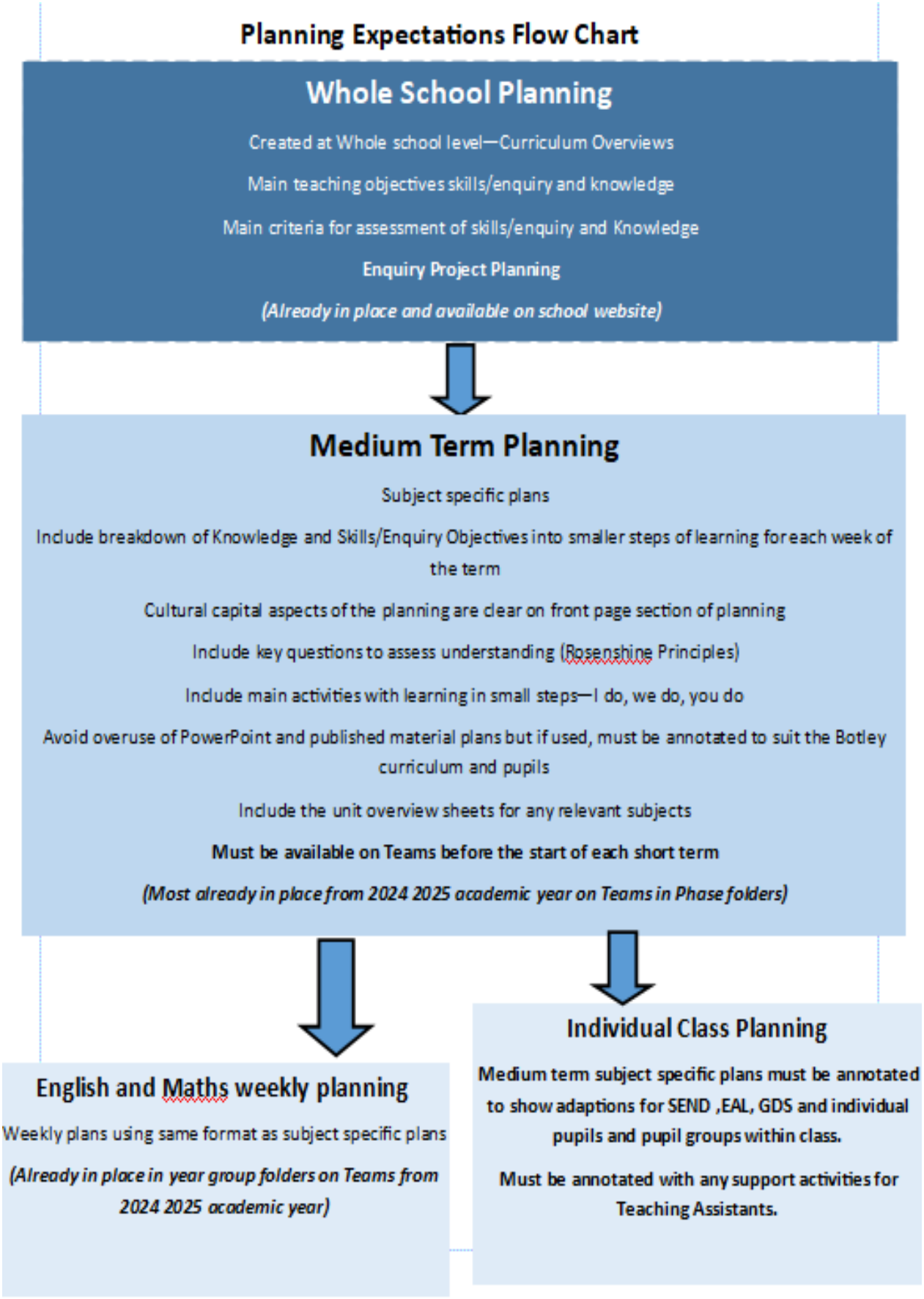
Appendix A: Pedagogical Principles Overview

Environment	Plan	Do	Assess	Review
• Building respectful relationships and kind positive interactions • Establishing a creative, language-rich environment • Establishing effective learning behaviours • Establishing consistent routines and systems • Creating an inclusive environment for all learners	• The whole school curriculum is sequenced and ambitious built within curriculum concepts • Blooms Taxonomy is utilised within sequenced learning and tasks • Lessons build towards an ambitious outcome for all • Adaptation is at the forefront of planning to ensure access for all learners • Opportunities for dialogic talk are purposefully planned • Tier 2 and Tier 3 vocabulary is purposefully planned and linked to the curriculum.	• Clear Instructions, Explanations and modelling • Effective use of questioning • Facilitating time for dialogic talk in lessons • Small steps(Rosenshine) • Consider use of individual, pair and group work to create a dynamic environment	• Impactful range of feedback strategies used to move learning forward and build resilience • Assessment tools to inform and impact on outcomes • Formative assessment in every lesson to check for understanding and address misconceptions dynamically	• Planning is responsive and misconceptions are pro-actively identified and addressed • Allowing time for practice and review • Summative data analysis directly feeds into planning for next steps • Children are involved in the review of their learning

Appendix B: Rosenshine's Principles of Instruction



Appendix C: Planning Expectations



Appendix D: Useful Checklists

	Checklist for Quality of Teaching & Learning	Adaptations for Quality First Inclusion
1	Children and Teachers are excited by learning	Planning is adapted to include all and excite all learners' all success is celebrated.
2	The specific curriculum subject learning is clear to all children (For example: do they know it is a geography lesson?) and is displayed throughout the lesson	Use of knowledge organisers; subject specific language mats; visual clues
3	Learning expectations are clear in the learning objective (WALT) and specific to the subject being taught and is displayed and referred to throughout the lesson	Key knowledge organisers on desks; partner talk for pupils to rehearse prior knowledge/learning; targeted questioning and repetition to ensure understanding of expectations/task; TA sitting with pupils to reinforce input; Preteaching to support engagement
4	Specific vocabulary is discussed with the objective and is displayed clearly throughout the lesson so pupils use correct vocabulary to explain their learning	Individual vocabulary banks and word mats; bilingual visual dictionaries available; teacher checking with individuals to reinforce instructions; instructions broken down into smaller steps; now next boards;
5	The success criteria is clear so children know when they are successful in their learning and are doing well	Adapted success criteria; adapted, core, extended; TAs discuss with 1:1
6	Activities are ambitious and well matched so all children are engaged in their learning throughout the lesson	Worksheets are adapted; deepening tasks are clear; small steps and mini plenaries to keep engagement;
7	STEM style sentences are scaffolded, modelled and verbally rehearsed to enhance learning	Sentence starters; adults use call and response to refer back to sentences; grammar is corrected in spoken sentences; pupils provided with lots of opportunities to rehears sentences.
8	Children are learning in ways appropriate to the range of learning styles and individual pupil needs within the class	Paper is adapted (colour/size/cropped texts) Use of colour overlays; use of line trackers; Individual vocabulary banks/vocab books; adapted resources readily available
9	Children make links between different subjects/topic areas/concepts so that knowledge skills and understanding in one area is consolidated and extended in others	Scaffolded and targeted questions drawing links; attention drawn to linked knowledge in classroom displays; higher order questioning/thinking opportunities adapted for all learners (ambitious for all)
10	Rosenshine's 10 principles of instruction are clearly planned into the lesson, with particular attention paid to small steps, modelled learning and questioning for understanding	Are children given opportunities to explain their answers? Is the new information/knowledge/skill broken down? Is there evidence of teacher modelling of the expected learning/work

	Checklist for Learning Environment	Adaptations for Quality First Inclusion
1	The environment is organised, clutter free and tidy (including Pupil and Teacher work spaces)	Classroom furniture is labelled in home language for pupils who are new to English
2	The furniture is appropriate for pupils' ages and needs.	Use of Writing slopes; lower tables and chairs if required; boxes under feet for foot rests; left handers sitting to the left side of a desk to avoid elbow clashes; quiet workstations for pupils to withdraw to avoid cognitive overstimulation
3	Routines, monitor jobs and timetables are displayed clearly	Use of visual timetables; use of photos for job roles; now/next boards; timers and physical aids
4	Children's resources are organised, clearly labelled and accessible, including concrete manipulatives for maths.	Labels in home language for pupils who are new to English; topic and general word mats printed on dyslexia friendly backgrounds; coloured paper and acetates for dyslexic pupils Triangular pencils and grips; List of high frequency words; Line trackers; Sentence starters
5	Access and movement around the classroom is safe	Clear walkways; space between tables; all pupils can hear and see from their seat; dyslexic pupils sit near the front; medical and access needs are supported.
6	There will be common displays within phase groups in every class: English working wall; Maths working wall; Topic; Map; Curriculum concepts; School Values; Behaviour expectations and Class Charters	Self-regulation charts (zones of regulation) Specific displays for SEN pupils where appropriate; celebrate all pupils' work
7	Displays are bright and inviting with clear titles that reflect learning, key knowledge and key vocabulary – they are kept in good order	Titles and information are dyslexia friendly – no clashing colours. Calm and peaceful; displays with limited distractions for ASD
8	Display contain a mix of knowledge, interactive questions and pupils' work being celebrated.	Adapted displays to match needs and objectives for SEN pupils close to where pupil is based
9	Text on display is a mixture of typed and handwritten – where handwritten it is clear and follows the handwriting policy. Teacher's model good presentation.	Text is large enough to be read from all parts of the classroom; text on PowerPoint presentations is clear; fonts used are dyslexia friendly;
10	Cloakrooms and shared workspaces are kept tidy and safe. Pegs are clearly labelled Labels are clear and accessible.	Pictures used as appropriate for the child