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# **Teaching and Learning Policy**

## **1. Purpose**

At Fenland Schools Federation we are committed to high quality teaching and learning to raise standards of achievement for all children. It reflects what has been agreed in terms of curriculum 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 our vision. This policy replaces individual subject policies.

To ensure all pupils in our small school community experience high-quality, connected, cumulative, and coherent learning in line with the Curriculum Unity Schools Partnership (CUSP) curriculum, which has been adapted and delivered through a carefully planned two-year rolling programme that prevents repetition of content and ensures progression across mixed-age classes.

## **2. Principles & Ethos**

Quality First Teaching is essential for all children to learn and make progress. We expect all teachers to adhere to the Teacher Standards, with high aspirations for all children. Successful teaching takes account of children's prior learning and must ensure continuity and progression. Learning is the purpose of the whole school and is a shared commitment. At Fenland Schools Federation we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work collaboratively to support the process of learning.

Our approach is rooted in the CUSP model, which emphasises:

- Connected learning — new knowledge builds on prior learning so that pupils make meaningful links across subjects and over time.
- Cumulative learning — core knowledge and vocabulary are revisited, retrieved and built upon through systematic sequencing and a rolling two-year cycle.
- Coherent learning — knowledge is taught in a logical order, avoiding unnecessary repetition while ensuring depth and progression across mixed-age classes.
- Evidence-informed pedagogy — including retrieval practice, explicit instruction, scaffolding, and immediate feedback.
- Vocabulary, oracy and literacy as central to all learning, enabling every child to access, retain and apply knowledge.
- Ambition for all — the curriculum is designed to be inclusive, ensuring that children of all abilities and backgrounds succeed.

## **3. Curriculum Structure**

- Our curriculum follows a two-year rolling programme to ensure pupils in mixed-age classes access the full breadth of CUSP content without unnecessary repetition. Our curriculum is carefully curated using other schemes such as the Cambridgeshire PSHE Service, Kapow to ensure full coverage of the National Curriculum for Years 1 to 6. In EYFS at Townley we use a Planning in The Moment approach. At Friday Bridge in EYFS we use CUSP. The Federation follows Little Wandle for its phonics programme.
- Each subject is carefully mapped across the cycle to ensure knowledge and vocabulary are sequenced, revisited, and built upon.
- Subject leaders oversee the long-term plan to guarantee coherence and progression across the phases.
- Teachers adapt CUSP modules as needed to fit the mixed-age context, ensuring that:
  - No child repeats identical content in consecutive years.
  - Retrieval and reinforcement remain central, so knowledge is revisited in different contexts.

#### **4. Teaching & Learning Aims**

- To deliver a broad and balanced curriculum that is connected, cumulative and coherent.
- To ensure mixed-age planning fosters progression for all learners.
- To embed vocabulary and retrieval as part of every lesson.
- To provide immediate, actionable feedback that enables children to address misconceptions quickly and improve their work within the lesson.

#### **5. Feedback & Marking**

We follow the principle of “live feedback” to ensure misconceptions are addressed promptly and pupils make immediate progress.

- Feedback is primarily given during lessons, through verbal feedback, mini-plenary, modelling and scaffolding.
- Children edit and improve their work in blue ink.
- Adults provide written comments, guidance or corrections in green ink.
- Where appropriate, teachers may record key feedback points for monitoring, but the emphasis is on dialogue, action and improvement rather than lengthy written marking.

Feedback is designed to:

- Be immediate, so children know how to improve during the learning process.
- Be specific, highlighting success and next steps.
- Be actionable, with time provided for children to respond.

#### **6. Roles & Responsibilities**

- Senior Leadership Team: Ensure the rolling curriculum is effectively designed and implemented; monitor consistency; support staff with CPD.
- Subject Leaders: Adapt CUSP modules into a coherent two-year rolling plan; monitor progression and coverage; support staff in mixed-age delivery.
- Teachers: Plan lessons from the rolling programme; ensure retrieval, vocabulary and connections are embedded; deliver live feedback and adapt teaching in response to pupil needs. Teachers must ensure that they identify specialist curriculum equipment materials they need are ordered well in advance e.g. food technology and art supplies as orders are typically made monthly, with last orders for the new financial year before February half term (dates for ordering are identified on the Termly Calendar).
- Support Staff: Scaffold and reinforce learning; support live feedback; help pupils act on feedback immediately.
- Governors: Monitor how the curriculum is implemented in mixed-age settings; ensure ambition for all pupils is maintained.

#### **7. Lesson Expectations**

Daily planning is based upon previous assessment data, pupil need and subject expectation. At Fenland Schools Federation we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use mathematics at a proficient level to facilitate learning across the curriculum.

There is no set proforma for planning, it is for individual teachers to decide how best works for them. Teachers will need to ensure they plan in a way that support staff know what their role is in

supporting learning so all children can make progress. Staff who job share will need to ensure they communicate with their job share partner to enable a seamless transition between staff for the benefit of the children.

Every lesson should:

1. Begin with retrieval of prior knowledge, connecting old and new learning.
2. Introduce and explicitly teach key vocabulary.
3. Use visuals, manipulatives (in maths), modelling, scaffolding and worked examples to support new learning.
4. Provide challenge and depth for all pupils, with adaptations as needed for SEND.
5. Include live feedback, with pupils editing in blue and teachers marking in green.
6. Allow pupils to apply knowledge and reflect on their progress.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- collaborative learning in pairs or groups;
- peer work;
- independent learning.

## **8. Learning Environments**

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence.

- book corners should be set up in every classroom, these should be comfortable and attractive.
- Every classroom must have a number line appropriate to the age and development of the learners in the classroom. This number line must be of appropriate size and located for children to be able to use this to support their learning.
- Every classroom, and intervention area must have a suitable Little Wandle phonics display.
- Labels and posters should be used wherever possible/appropriate to reflect the language and cultural diversity or our society.
- Areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- Pupils must be involved in the maintenance and care of all equipment and resources.
- Classrooms provide a stimulating and purposeful learning environment, including working walls, which must be updated regularly, and reflect current learning to enable children to use these to support and scaffold their learning.

Excellence is celebrated in display and performance. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.

### **General Environment Expectations**

- Clear pathways for safe movement.

- Tidy desks and chairs – regularly checked throughout the day.
- No clutter – surfaces and floors should be clear.
- Safe storage of sharp tools and equipment.
- Clean and organised teacher area.
- Classrooms must be left tidy when pupils leave to ensure cleaners can clean classrooms.

**Health and Safety issues are the responsibility of all who work in the school.**

### **9. Monitoring & Evaluation**

- Subject leaders and SLT monitor teaching, learning and feedback through lesson observations, book looks (checking for evidence of live feedback and edits), and pupil voice.
- Progress is evaluated over time, focusing on whether pupils can remember and apply prior learning from the two-year cycle.
- Governors receive reports on curriculum coverage and impact, particularly on how mixed-age planning supports progression.

### **9. Review**

This policy will be reviewed every three years, or sooner if significant curriculum or pedagogical developments occur.