



Quality First and Adaptive Teaching & Learning Policy

Rudyard Kipling Primary School and Nursery
"Where Learning is an Adventure"

Date: March 2026

Review: March 2028



1. Vision for Teaching and Learning

At Rudyard Kipling Primary School, we are committed to ensuring that every child receives a high-quality education within a safe, inclusive and ambitious learning environment.

We believe that all children, regardless of their starting points, abilities or backgrounds, can succeed when provided with excellent teaching, strong relationships and appropriate support.

Our teaching approach is underpinned by:

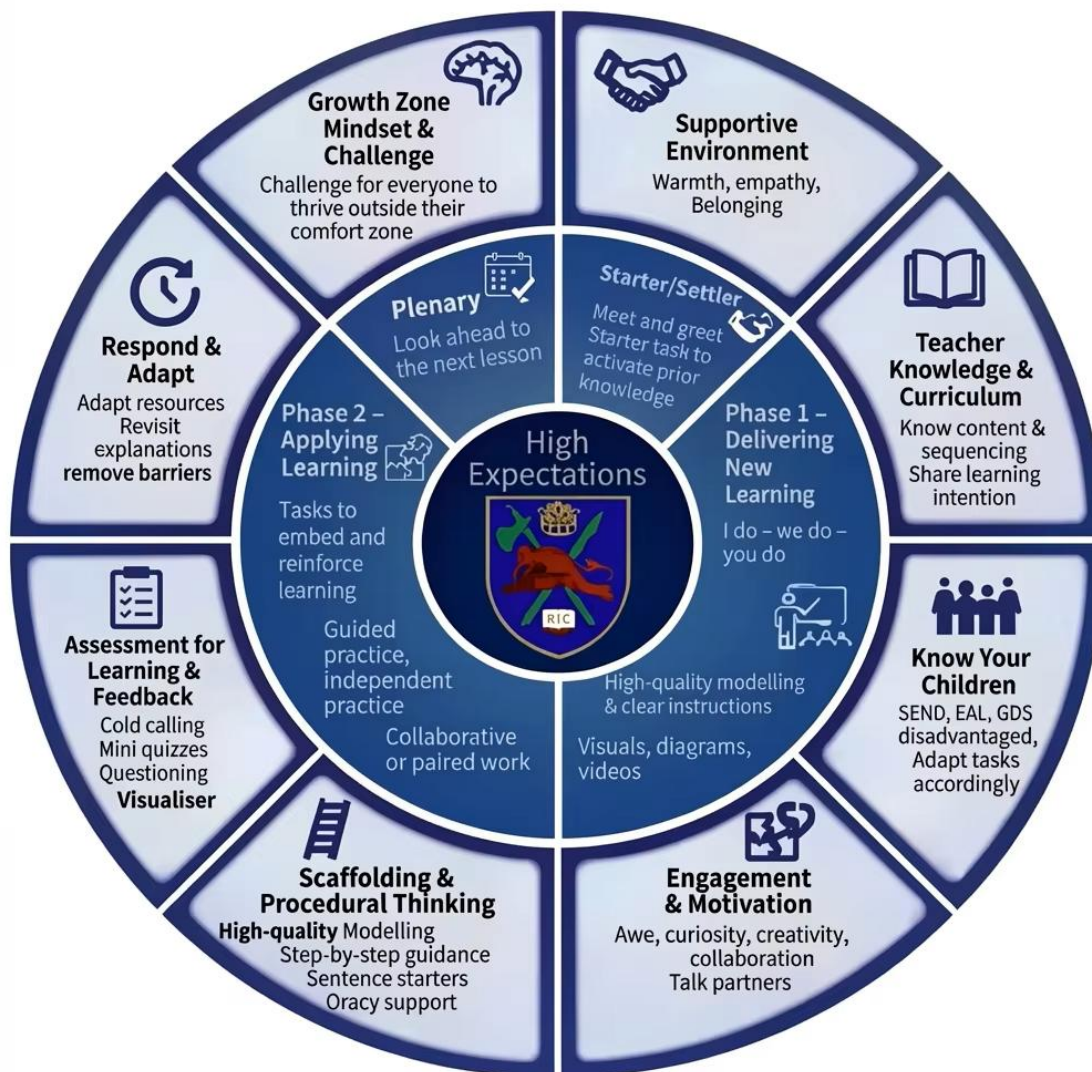
- *high expectations for all learners*
- *evidence-informed teaching practice*
- *an ambitious and inclusive curriculum*
- *a commitment to developing confident, independent learners.*

Through our curriculum and teaching practices, we aim to develop children who are knowledgeable, resilient, reflective and prepared for the next stage of their education and life beyond school.



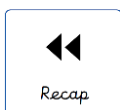
2. Our Teaching and Learning Model

Teaching at Rudyard Kipling Primary School follows a consistent model designed to support effective learning and long-term knowledge retention. Teaching supports the carefully sequenced curriculum, enabling children to build knowledge cumulatively over time. Our approach draws on evidence-informed practice including research from the **Education Endowment Foundation (EEF)** and principles from **Rosenshine's Principles of Instruction**.



Lessons typically include the following phases:

Retrieval / Starter

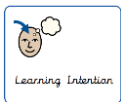


- Activates prior knowledge
- Supports recall of previously taught content
- Prepares children for new learning

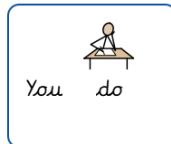
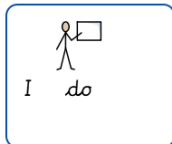


Phase 1: Delivering New Learning

Teachers introduce new knowledge through:



- clear learning intentions
- explicit teaching and explanation
- Teachers explicitly teach and revisit key vocabulary.
- high-quality modelling of processes and thinking



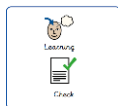
- visual representations such as diagrams and examples

Teachers check understanding and address misconceptions before children move on to independent application (e.g. through hinge questions).

Phase 2: Applying Learning

Children develop and deepen their understanding through:

- guided practice
- independent practice
- collaborative discussion
- structured tasks that reinforce and extend learning

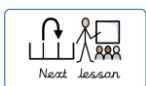


Pit Stops / Mini Plenaries/Learning Checks

Throughout this phase, teachers incorporate regular, purposeful pauses to:

- check understanding and address misconceptions in real time
- revisit key concepts or model thinking where needed
- adapt teaching in response to children's needs
- provide immediate feedback to move learning forward
- encourage children to articulate their thinking and reflect on progress

These short review points ensure that learning is secure before moving on and support all children to remain on track.



Plenary / Reflection

At the end of lessons, children reflect on their learning by:

- reviewing key knowledge
- identifying next steps
- connecting new learning with prior learning
- responding to feedback from mini plenaries and teacher input

This lesson structure reflects principles from cognitive science and research into effective instruction, including Rosenshine's Principles of Instruction and guidance from the Education Endowment Foundation on effective classroom practice.



3. High Expectations for All

We believe that every child can thrive.

Teachers maintain consistently high expectations for behaviour, effort and academic achievement. Children are encouraged to take pride in their work and develop resilience when faced with challenge.

We ensure that:

- all children access an ambitious curriculum
- learning is appropriately challenging
- effort and perseverance are recognised
- mistakes are viewed as opportunities for learning.
- children are expected to take pride in the presentation of their work and use their best handwriting appropriate to their stage of development.

4. Inclusive and Adaptive Teaching

Teaching is responsive and adaptive to meet the needs of all learners.

Adaptive teaching involves making responsive adjustments to teaching approaches, scaffolding and support to ensure that all children can access learning while maintaining high expectations.

Strategies include:

- pre-teaching key vocabulary
- breaking learning into manageable steps
- modelling thinking processes
- use of visual representations and scaffolds
- flexible grouping
- targeted questioning
- adjusting the level of support during tasks.

Teachers carefully consider the needs of:

- children with SEND
- children with English as an Additional Language (EAL)
- disadvantaged children
- children's prior knowledge
- social and emotional needs.

5. Questioning and Participation

Active participation is essential for effective learning.

Teachers use questioning strategies that ensure all children are engaged and thinking.

These include:

- (warm) cold calling to involve all children
- providing thinking time before responses
- talk partners and collaborative discussion



- mini whiteboards for whole-class participation
- follow-up questions to deepen thinking.

(Warm) cold calling is used sensitively and supportively to encourage participation and build confidence.

6. Metacognition and Self-Regulated Learning

The Education Endowment Foundation highlights that explicitly teaching children strategies to plan, monitor and evaluate their learning can significantly improve outcomes by helping children regulate their thinking and learning processes. We support children to become reflective and independent learners through the development of metacognitive strategies.

Plan

- What is the task?
- What strategies will help me?

Monitor

- Is my strategy working?
- Do I need to change my approach?

Evaluate

- What helped me succeed?
- What will I do differently next time?

Teachers model thinking processes and encourage children to reflect on their learning.

7. Learning Behaviours – The 5Rs

Positive learning behaviours are developed through the **5Rs**:

- **Reflectiveness** – thinking about how we learn and improve
- **Readiness** – being prepared and focused for learning
- **Resourcefulness** – using strategies and tools to solve problems
- **Resilience** – persevering when learning becomes challenging
- **Remembering** – revisiting and embedding knowledge over time

These behaviours are celebrated through weekly recognition assemblies.

8. Executive Functioning – The 5Cs

The **5Cs** support children's emotional wellbeing and readiness to learn.

They help children feel secure, confident and engaged in learning.

The 5Cs are:

- **Counted** – feeling valued and included
- **Capable** – believing in the ability to succeed
- **Connection** – positive relationships with peers and adults
- **Control** – developing independence and self-regulation
- **Comfortable** – feeling safe and supported in school.



9. Assessment and Feedback

Assessment information is used to adapt teaching, identify misconceptions and ensure that children secure key knowledge before moving on.

Teachers regularly use formative assessment strategies including:

- questioning
- retrieval practice and quizzes
- observation and discussion
- mini whiteboards
- self and peer assessment.

Effective feedback is:

- timely – live feedback whenever is appropriate
- specific
- focused on improvement and building children to feel capable to challenge themselves
- supportive of further effort.

Children are given opportunities to respond to feedback and improve their work.

10. Learning Environment

Classrooms provide a calm, safe and stimulating environment that supports learning.

Effective learning environments include:

- clear routines and expectations
- visual timetables
- working walls that support current learning
- displays celebrating children's achievements
- accessible resources that promote independence
- inclusive representation of cultures and communities
- reading areas with a range of high-quality books.

All learning environments support the school's safeguarding culture and ensure children feel safe, respected and valued.

11. Cultural Capital

We provide a rich and varied curriculum that broadens children's knowledge and experiences.

Opportunities include:

- educational visits
- visiting speakers and workshops
- sporting opportunities
- music and performance
- enrichment clubs – free clubs and inclusive
- community events

These experiences help children develop confidence and a deeper understanding of the world.



12. Inclusion

Inclusion is central to the ethos of the school and underpins all teaching, curriculum design and support provision. We aim to ensure that all children feel supported, valued and able to succeed.

Support may include:

- early identification of need
- targeted interventions
- SEND provision
- support for EAL learners
- pastoral support
- collaboration with external agencies.

13. Partnership with Families

Strong partnerships with parents and carers support children's learning and wellbeing.

Communication includes:

- parent consultation meetings
- curriculum events
- newsletters and school communications
- celebrations of learning
- opportunities for parental involvement

14. Monitoring and Evaluation

Teaching and learning are regularly monitored to ensure consistency and high standards.

Monitoring activities may include:

- learning walks
- lesson observations
- book looks
- pupil voice
- data analysis
- professional dialogue and learning conversations.

These processes support continuous school improvement and professional development.

Evidence Base

This policy is informed by educational research including:

- Education Endowment Foundation (EEF)
- Rosenshine's Principles of Instruction
- Cognitive science research on memory and retrieval practice
- EEF guidance on metacognition and self-regulated learning.