

Salcombe CE Primary School



Teaching for Learning Policy

Summer 2026

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Overview

“We say WHAT we do, we sometimes say HOW we do it, but we rarely say WHY we do WHAT we do.” Simon Sinek

Children at Salcombe CE Primary School really matter; they have a true sense of belonging due to the nurture and support that they receive whilst in our care on their academic journey. Every learning experience we provide, and the pedagogy behind it, is designed and chosen to scaffold our students: guiding them through the learning process until they display automaticity with their learning. This Teaching **for** Learning policy provides the ‘whys’ that are behind everything we do; it outlines the ways in which we plan, teach and assess in order for our pupils to learn most effectively; and it provides a set of research-led, non-negotiables to ensure that the children at our school experience a high-quality, consistent approach to an excellent education.

Guidelines for Implementation

Christian Vision and Values

“The common focus [of values] draws teachers together to create a collaborative and cohesive school community which supports teachers to do their job more effectively. This has important ramifications for students’ academic progress and wellbeing.” Dr Neil Hawkes

At Salcombe CE Primary School, we feel that a strong set of Christian values is key to ensuring that children develop into well-rounded individuals who go on to contribute positively to society. Not only this, but our core values help us to establish positive relationships – creating conditions to learn effectively. It is for this reason that our vision and values – created with pupils, staff and the wider school community – permeate our curriculum and school life. Our school values of Service, Aspiration, Integrity and Love are the positive principles that are interwoven in our school culture through:

- Weekly celebration certificates, presented in worship, to those children who have displayed the core values.
- The Class Dojo reward system is linked to the values and Dojos are awarded when children display them.
- The class with the highest average Dojos per child each term has special rewards.
- Weekly worships incorporate our school values.
- Our school Christian values are incorporated into co-created displays through our school to remind us of our shared language and commitment.

Oracy

‘Talk is essential to children’s thinking and learning, and to their productive engagement in classroom life, especially in the early and primary years.’ Professor Robin Alexander.

Even if our students have strong values and morals to live their lives by, without a voice to communicate their thoughts and knowledge, they will face significant challenges. Oracy, or the speaking and listening skills of which it comprises, alongside our Christian vision and values, is at the core of our curriculum here at Salcombe. Our staff are dedicated to ensuring that our pupils thrive in their education and are determined to close the disadvantage gap, reduce speech anxiety and reduce mental health problems – which are just a few of the benefits of teaching Oracy. We provide high-level thinking, deeper understanding and confidence in communicating by:

- Co-creating talk rules with each class and having them on display.
- Learning how to actively listen.
- Having Oracy strategies built into every lesson across the curriculum to ensure the lessons are active and the children are engaged (Would you rather?/Pose Pause Pounce Bounce/TTYP/think pair share/ABC/consensus circle/silent summariser/vote with your feet/talking points etc).
- Providing opportunities for big questions to be covered in lessons and use debates, discussions and thinking opportunities to explore these.
- Provide and display sentence stems to frame children’s thoughts and responses.
- Insisting on full responses; use the ‘say it again better’ technique.
- Use non-bidding protocols to contribute to questioning and discussions: hand on shoulder, lolly pop sticks, name generators etc.
- Frequently work in triads and partners – a focus on collaborative learning.
- Provide activities that involve collaborating with others.
- Using the 9 Talk Moves, created by Robin Alexander, to clarify, extend and challenge children’s responses.
- Using talk roles to structure discussions.
- Have a whole-school focus on vocabulary where Words of the Week are built into daily reading sessions and are on display in class too.

Communication Friendly Spaces

“Learning environments should be dynamic and a reflection of organisational culture and aspirations. They inform us about how learning happens, what and who is valued and how the learners and visitors in that space are regarded.” Elizabeth Jarman.

Unless our environment is designed to enable talk and communication, then Oracy skills will be slow to progress and our learners will not be able to reach the highest academic standards of which they should be capable of or contribute to society in the way in which we all hope. Using Elizabeth Jarman’s CFS principles throughout the school, creates attractive, well thought-out spaces for children to talk, read, interact and learn whilst also considering their emotional well-being and physical development. At Salcombe, our learning environments and communal spaces:

- Are calming and welcoming
- Are not overwhelming and are free of clutter
- Minimise sensory overload through the use of neutral, clean and pale tones
- Are free from excessive noise
- There are soft, comfortable, cosy communal spaces in classrooms, corridors and the wider school grounds.
- Larger spaces are broken up and zoned where feasible to define and protect areas.
- Are matched to the developmental phase of our learners.
- Use natural light where possible to avoid over stimulation and where not possible, calming, atmospheric lighting is used.
- Have resources displayed in useful, accessible ways.

Direct Instructional teaching (I do, We do, You do)

‘The most effective teachers ensured that their students efficiently acquired, rehearsed and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in manageable amounts, modelling, guiding student practice, helping students when they made errors and provided for sufficient practise and review.’ Barack Rosenshine.

At Salcombe, we are determined that our students enjoy their learning opportunities and we feel that this partly comes from being successful in what they are learning. In order for our learners to be successful, we ensure that our lessons are structured around direct teaching. We employ a strategy of I do, We do, You do in our lessons to guarantee explicit modelling and explaining of tasks/skills which then are faded out, gradually releasing control to the students to allow them to practise their new skills independently. This method of direct teaching provides feelings of competence and self-assurance so that even those children who struggle with their learning have a scaffold to ensure success and gain confidence – all of which leads to enjoyment! Through our direct teaching we:

- Develop concepts through demonstration of live modelling

- Ensure children are listening and watching only at the I do stage where teaching is explicit and steps are unambiguous.
- Use the 'We do' stage as guided practise and then step back and review the process; show the children how to self-check and review their work.
- Use the 'You do' stage for teachers to check understanding through circulating the room; refer back to modelled examples in 'I do' and 'We do' stages to reinforce steps.
- Use pre-prepared examples
- Develop student's metacognitive skills by teachers demonstrating their own thought processes through thinking aloud strategies
- Release control gradually from teacher to student – from 'I do' to 'You do'
- Explain the stages of a concept following the principles of the school's Steps to Success/Toolkit theories (see below)
- Steps to Success/Toolkits are displayed and revealed throughout the explicit modelling and guided practice
- Ensure that the independent tasks are the same or very similar to what has been modelled in the 'I do, We do, You do' phases.
- Use the 'I do' and 'We do' examples to anticipate misconceptions in the processes.
- Provide Chilli Challenges that allow plenty of practise to gain fluency and over-learning as well as challenges which extend thinking and encourage mastery skills
- Ensure that children have chosen the correct level of challenge for their independent work and teachers will guide them if necessary.

Steps to Success (S2S) and Toolkits

***'Visible learning is when students know what success looks like before they start.'* John Hattie**

Hand in hand with our instructional teaching methods are success criteria; at Salcombe CE Primary, these are known as 'Steps to Success' (S2S) in most lessons – but 'Toolkits' in English sessions. We very much feel that breaking learning up into manageable chunks means that the learning is not overwhelming and that it is therefore more likely to be committed to long-term memory. S2S are a sequence of process driven stages that the teacher not only follows, but thinks aloud, in order to complete the task presented. The language used for the steps is unambiguous and precise so that it can act as a scaffold enabling everyone to understand. Tom Needham discusses how by doing this you can create a situation where only one interpretation is possible. But it's not only the children who benefit from S2S: teachers are able to ensure consistency between classrooms and within their subject knowledge. For us at Salcombe, S2S and toolkits are:

- Essential in every lesson where a skill is being taught
- The first thing you create when planning a lesson; they are your opportunity to practise and think through the skill before teaching it.
- The basis of your modelling- it must match it.

- Displayed and talked through during the 'I do, We do, You do' and whole lesson; revealing it is preferable as it slows down your steps and doesn't overload the learners.
- Ticked off as you go - training the children into a checking system.
- Clear and as concise as possible; bullet pointed and using the exact same language you will say out loud.
- Used to scaffold the children who are struggling
- Faded out over the year
- At times, co-created and this activity used as a higher-level challenge
- Used as a peer assessment tool between the children as well as an assessment tool for the teachers to easily identify next steps, misconceptions and errors
- Used to build children's independence
- Pictorial writing toolkits for R+ Y1, fading into written toolkits for Y2/Y3 throughout the year where appropriate.
- Separated into grammatical toolkits and toolkits to create an effect on the reader in writing lessons
- Vital in the use of editing, peer and self-assessment and teacher assessment during and after lesson

Scaffolding

***'Rather than setting lower expectations for students, [teachers] support them to reach ambitious goals using a range of scaffolding.'* Tom Sherrington.**

We feel that scaffolding, in its many forms, is the key to developing successful, confident learners. Scaffolds can make learning less overwhelming and therefore reduce the cognitive load so the brain is freed up to focus in on learning new knowledge and processes. It is the reason we can have high expectations and teach to the top with quality modelling: as long as there are scaffolds in place, the majority can achieve the whole-class learning objective. In Rosenshine's words, scaffolding provides a 'cognitive apprenticeship': it supports learners until they are capable of working independently. The scaffolding should not remain forever – else the learning will not take place properly or be transferred to the long-term memory. It is vital that this 'fading' of support occurs at the right time. If it is removed too quickly, then learning does not have the chance to enter the long-term memory; however, if removed too slowly, then pupils become dependent on the supports and do not internalise the learning. Some of the ways we scaffold our learners are by:

- Breaking down the learning into steps – using steps to success and toolkits.
- Using direct instruction with live modelling of worked examples, so children know what success looks like. In English, we use exemplars of What A Good One Looks Like.
- Using 'I do, We do, You do' as a method of fading our instructional teaching.
- Providing support sheets and working walls which contain sentence stems, vocabulary, genre features, writing tools, aide memoirs and examples.

- Using our extra adults to pre-teach material to those children who need it.
- Flexibly arranging our tables and groups in ways which support each other - whether this is working in mixed pairs, triads, etc
- Activating our learners' prior knowledge with 'Reviews' and creating memorable hooks.
- Thinking out loud and using metacognitive techniques to model how to think to our learners.
- Questioning the class very often to check for understanding, aid retrieval practice and construct knowledge.
- Working the room: Frequently stopping and sharing the learning throughout lessons gives the perfect opportunity to celebrate, assess and mark work. Consequently, it provides a scaffold for those who are yet to start, those who are struggling, those who want to up-level their vocabulary choices etc

Questioning

***'By asking questions that draw links with prior learning, you are effectively modelling for the pupils how they should use knowledge they've already learned when engaging with new texts or topics...Well designed questions will still force pupils to think and synthesise what they know and test methods, but won't ask them to stab in the dark with no sense of whether they are right or wrong.'* Sarah Cullen.**

Questioning is not only a tool to check on children's understanding - although Tom Sherrington reminds us that because we cannot see the learning that is going on always, we should look for clues and constantly ask 'How's it going?' – it also has the power to make students feel secure and successful as they retrieve their past learning and gain confidence in what they know. As the questions asked check understanding and provide assessment for learning, they minimise the opportunities for misconceptions and the act of retrieving this information is all the time moving the new learning into the long-term memory. Our questioning expectations are that:

- Each lesson contains quality questions which have been pre-prepared and include a range of styles – probing, process, higher order etc.
- Include a range of Oracy strategies so that children are involved in non-bidding answering
- Thinking time is always given.
- The principles of a dialogic classroom are followed and responses are extended using the 9 talk moves which are displayed in every classroom.
- An environment is created where learners can explore their ideas verbally without fear of being embarrassed.
- Learners are encouraged to respond to their peers and use the displayed sentence stems as a scaffold to do so.
- Teachers have high expectations of pupils' responses and use the 'Say it Again Better' technique to re-shape and up-level responses where necessary.

- Questions are asked which pre-prepared partners, groups and triads can respond to.
- Whiteboards or table-tops are used to jot down thoughts in order to support feedback if required.
- Teachers model their own answering of questions and thinking out loud to develop pupils' metacognitive skills.
- Questions are used to share and celebrate learning in the classroom.
- Questions are used to gain feedback on each other's learning.
- Low stakes quizzes and questioning is planned into lessons for retrieval practice and this is followed up with spaced learning.
- Children are encouraged to question each other and pose questions to the group themselves.

Planning Expectations at Salcombe

We recognise that when planning lessons for the curriculum, there will always be an element of personal style and flair to sessions as we all have a variety of strengths and passions which will be demonstrated. However, we also feel that there is a need to maintain high standards and a high level of consistency across the school. To enable this to happen, we have created a set of non-negotiable expectations for our PowerPoint planning: a proforma to support the structure of our sessions. In doing this, we have streamlined our thinking and provided clarity across our teaching team, for support staff, for supply teachers and above all for the learners. This has been achieved by:

- Using the same pale off-white, dyslexic-friendly background for all of our PowerPoint presentations across all subjects.
- Using the same blue dyslexic-friendly fonts (Balsamiq or Comic Sans) across all subjects mostly no smaller than size 20.
- Displaying the date (long for English, short for Maths) written on the top left of the slides above the learning objective – both underlined. The learning objective should feature on the majority of slides – not just the opening one.
- Having dual-coded icons displayed relating to different aspects of the teaching and learning non-negotiables.
- A 'review' slide to find out what children know, gather AfL, build a context, check understanding and tap into prior knowledge.
- Dual-coded vocabulary slide with definitions taught using 'My Turn, Your Turn'
- Oracy strategies and questioning
- Following the questioning, there may well be slides which contain knowledge/stimuli in a range of media.
- Then the direct instructional teaching, through the 'I do' takes place and S2S are present and used to structure the order of modelling and the language used.
- The modelling process continues with the 'We do' and 'You do' slides which again contain the S2S as a scaffold.

- Challenges for the children to apply their learning during guided practice will be provided with the Chilli Challenges designed with progression in mind so that all needs are catered for.
- Lastly, the final slide is a reflection on the learning – or aspects from it.

Our daily PowerPoint planning is derived from our Medium and Long Term Plans for both core and foundation subjects which is a bespoke curriculum that has been created by the school based around the National Curriculum, high-quality schemes of work and our town, community and context.