'A lifelong love of learning;
a love of life.'

Bramber Primary School

Teaching and Learning Policy

April 2026

Next Reviewed:
01/05/2029

Bramber Teaching and Learning Policy

Aims

At Bramber, our core purpose is to promote a *love of learning and a love of life*, so that every child can thrive and succeed.

This policy sets out how high-quality, evidence-informed teaching underpins that purpose.

We aim to:

- Create a learning environment where strong, positive relationships flourish and high expectations are held for all.
- Promote the principles of Quality First Teaching (QFT) through *The Bramber Way*, ensuring consistent and effective practice across the school.
- Ensure all members of the school community understand their role in securing high-quality teaching and learning.
- Equip staff with the skills and knowledge to identify and address gaps in pupils' learning through responsive teaching.
- Secure ambitious outcomes for all pupils, including those with SEND and disadvantaged pupils, through adaptive and inclusive practice.

Intent

At Bramber, our curriculum is:

- Ambitious for all pupils, particularly those with SEND and those who are disadvantaged.
- Broad, balanced and coherently sequenced, enabling pupils to build knowledge and skills over time.
- Designed to build on prior learning, ensuring that pupils know more, do more and remember more.
- Underpinned by *The Bramber Way*, placing high expectations, inclusion and equity at its core.

Leaders ensure that curriculum intent is clearly defined, shared and understood by all staff.

Implementation

High-quality teaching at Bramber is achieved through:

- Consistent application of *The Bramber Way* (our QFT model).
- Carefully planned, well-sequenced lessons that support progression.
- Effective modelling, explanation and questioning.
- Ongoing assessment for learning informing responsive teaching.
- Adaptive teaching that meets the needs of all pupils without lowering expectations.
- Strong relationships that support engagement, behaviour and learning.

Teaching is strengthened by:

- High-quality, evidence-informed professional development.
- Collaborative working and professional dialogue.
- Effective deployment of support staff and resources.

Impact

The impact of teaching and learning is demonstrated through:

- Strong progress from pupils' starting points.
- High levels of attainment across the curriculum.
- Pupils' ability to apply knowledge and skills independently.
- Improved outcomes for key groups, including SEND and disadvantaged pupils.
- Positive attitudes to learning, resilience and engagement.

Roles and Responsibilities

All Members of the School Community

- Value and respect each child as an individual.
- Promote positive relationships and a sense of belonging.
- Encourage and reinforce positive behaviours for learning.
- Work collaboratively to support one another.

Leadership Team

Leaders at Bramber will:

- Establish and communicate a clear vision aligned with Intent, Implementation and Impact.
- Ensure the curriculum is ambitious, inclusive and coherently sequenced.
- Model high expectations and exemplary practice.
- Ensure consistent implementation of *The Bramber Way*.
- Monitor teaching and learning rigorously and use findings to drive improvement.
- Provide high-quality, evidence-informed professional development.
- Support staff through coaching, mentoring and professional dialogue.
- Promote a culture of reflection, collaboration and continuous improvement.
- Ensure all statutory and policy expectations are met.

Teachers

Teachers at Bramber will:

- Follow the Teachers' Standards, West Sussex Code of Conduct and Bramber Staff Handbook.
- Plan and deliver teaching aligned with *The Bramber Way*.
- Provide a broad, balanced and engaging curriculum.
- Ensure learning is progressive and builds on prior knowledge.
- Use assessment to inform responsive teaching and close gaps.
- Adapt teaching to meet the needs of all learners.
- Maintain high expectations of behaviour and engagement.
- Engage in ongoing professional development.
- Meet expectations set out in associated policies (assessment, behaviour, SEND, marking and feedback).

Support Staff

Support staff will:

- Follow the expectations of the West Sussex Code of Conduct and Bramber Staff Handbook.
- Support teaching with flexibility and initiative.
- Apply QFT principles and agreed assessment strategies.
- Work collaboratively with teachers to support learning.
- Share observations to inform responsive teaching.
- Use resources effectively to support access to learning.
- Contribute to a positive learning environment.
- Follow school policies and expectations.

Parents and Carers

Parents and carers are encouraged to:

- Ensure regular attendance, punctuality and readiness for learning.
- Ensure pupils are equipped and in correct uniform.
- Support school initiatives and interventions.
- Engage in discussions about their child's progress.
- Uphold school values and policies.

Pupils

Pupils at Bramber will:

- Attend regularly and punctually.
- Be prepared and ready to learn.
- Follow the Behaviour Policy and our Bramber values
- Take responsibility for their learning and conduct.
- Engage positively and strive to improve.

Professional Development

Professional development at Bramber is central to effective implementation.

We ensure that staff:

- Engage in ongoing, evidence-informed CPD focused on classroom practice.
- Receive regular feedback through monitoring activities.
- Participate in coaching, mentoring and professional dialogue.
- Develop expertise in QFT, adaptive teaching and assessment.

Leaders will:

- Provide a coherent and sustained CPD programme aligned with school priorities.
- Use monitoring outcomes to identify development needs.
- Support early career and new staff through structured induction.
- Promote a culture of continuous professional learning.

Impact is evaluated through:

- Improvements in teaching quality and consistency.
- Stronger implementation of *The Bramber Way*.
- Improved pupil outcomes.

Monitoring and Evaluation

Teaching and learning are evaluated through the Intent, Implementation, Impact framework.

Leaders monitor:

Intent

- Curriculum design, coherence and ambition
- Alignment with Bramber's vision and values

Implementation

- Lesson observations and learning walks
- Work scrutiny and planning reviews
- Classroom practice aligned with *The Bramber Way*
- Use of assessment and adaptive teaching

Impact

- Pupil progress and attainment
- Outcomes for key groups
- Pupil voice and engagement
- Quality of work over time

Monitoring activities include:

- Lesson observations

- Learning walks
- Book scrutiny
- Data analysis
- Pupil Voice

Findings are used to:

- Inform school improvement priorities
- Shape professional development
- Ensure consistency and high standards

Governance and Review

Governors will:

- Receive regular reports on teaching and learning.
- Provide challenge and support to leaders.
- Monitor the impact of this policy.

This policy will be reviewed annually or in line with school priorities and national guidance.

Quality First Teaching at Bramber

All teaching is underpinned by *The Bramber Way* (our QFT model), ensuring:

- Inclusive and adaptive teaching
- Consistent high expectations
- Evidence-informed practice

Further detail of our approach is provided in **Appendix 1**.

Appendix 1

Appendix 1

Quality First Teaching at Bramber Primary School: *The Bramber Way*

Ambition: high expectations for all.



Inclusivity: learning for all



Relationships - knowing our pupils



Clearly Sequenced Curriculum



Our curriculum is designed to be logical, sequential and coherently structured. It builds progressively over time, ensuring that knowledge and skills are revisited, deepened and extended as pupils move through each phase of learning. Each unit connects meaningfully to what has come before and lays the foundation for what comes next, creating a cumulative learning journey. This carefully planned progression supports pupils in making links across subjects and concepts, strengthening their understanding and enabling them to apply their learning in increasingly sophisticated ways.

Adaption and Promoting Independence.



We recognise that all pupils may require additional support to achieve their learning goals. By developing strong relationships and knowing each child well, our teachers and teaching assistants are able to provide tailored support that meets individual needs. In addition to personalised strategies, we implement universal adaptations in line with West Sussex County Council's Ordinarily Available Inclusive Practice, ensuring that our learning environment is accessible and supportive for all.

Chunking



When learners encounter new information, we introduce it in small, manageable steps. This approach—often referred to as "chunking"—supports cognitive processing and helps prevent overload. After each step, we provide opportunities for focused practice, allowing pupils to consolidate their understanding. Breaking learning into chunks not only improves comprehension but also enables teachers to identify and address any gaps in knowledge more effectively.

Modelling



Effective modelling is central to our teaching approach. We use demonstrations, step-by-step explanations and worked examples to show learners ***what a good one looks like***, providing clear prompts and scaffolding to support understanding. A key element of this is thinking aloud, where teachers verbalise their thought processes to make implicit strategies explicit.
We consistently apply the ***"I do, we do, you do"*** model to guide instruction—beginning with direct teacher modelling, followed by guided practice and culminating in independent application by the learner.

Retrieval Practice



We use retrieval practice to strengthen memory and support long-term learning. To help pupils recall and retain key information, we regularly use strategies such as cumulative quizzes, questioning, concept mapping, discussion and other active recall techniques. These approaches not only reinforce prior learning but also inform our assessment for learning, enabling us to identify and address misconceptions promptly.



Retrieval practice is embedded into our curriculum design and takes place daily, weekly, monthly and termly—ensuring that knowledge is revisited and secured over time.

Effective Questioning



We use frequent and purposeful questioning to actively engage all pupils in their learning. A broad range of questioning techniques is employed to ensure full participation, with questions carefully planned and often targeted to specific individuals or groups to deepen understanding and challenge thinking.
To support this, we incorporate our Talk Moves and stem sentences—structured prompts that encourage pupils to explain, build on and reflect on their ideas—fostering a culture of dialogue and active engagement. This approach not only promotes inclusive participation but also provides valuable insight into pupils' thinking, enabling teachers to respond to misconceptions in real time.

Manipulatives and Concrete Examples





For many learners—including those with SEND—abstract concepts can be challenging to grasp. To support understanding, we make consistent use of concrete examples, pictorial representations and manipulatives. These tools help bridge the gap between abstract ideas and real-world understanding, making learning more accessible and meaningful.
Such resources are routinely available in our classrooms as part of our commitment to inclusive, high-quality teaching. Their use is embedded in our everyday practice to ensure that all pupils can engage with and succeed in their learning.

Dual Coding



We understand that working memory is limited, especially when learners are processing new information. This can affect attention and increase cognitive load. To support effective learning, we present new material using a dual coding approach—combining spoken or written words with images, diagrams or actions. This strategy helps reduce cognitive overload, enhances understanding and improves retrieval by engaging multiple pathways in the brain.

Quality First Teaching at Bramber Primary School: *The Bramber Way*

Ambition: high expectations for all.



Inclusivity: learning for all



Relationships - knowing our pupils



Vocabulary



We believe that explicit vocabulary instruction is essential for deepening understanding and supporting academic success. Time is dedicated to teaching new vocabulary and key terminology across the curriculum. When introducing new words, pupils engage with them in multiple ways: they read them, explore their etymology and morphology, encounter them in varied contexts and use them in speaking and writing.

To reinforce understanding, we use dual coding—pairing words with visuals or actions—and include non-examples to clarify meaning and prevent misconceptions. Key vocabulary is prominently displayed in every classroom, ensuring that it remains visible, accessible and regularly revisited as part of our inclusive and language-rich learning environment.

Pre-Teaching and Over-Learning



When pupils find new content challenging, we use pre-teaching to introduce key vocabulary and concepts in advance, building on what they already know. This proactive approach helps reduce cognitive overload and prepares learners to engage more confidently with new material.

We also use overlearning—the deliberate and repeated review of concepts beyond initial mastery—to strengthen memory and support long-term retention. This is particularly effective for foundational knowledge and skills that require automaticity, such as multiplication tables or phonics patterns. Regular opportunities for overlearning are embedded in our curriculum to ensure fluency and confidence over time.

Feedback



Feedback is integral to every stage of our teaching and learning process. Lessons begin with clear aims and objectives, setting the purpose and expectations for learning. Throughout the lesson, we use feedback to acknowledge accurate understanding, probe deeper thinking and address misconceptions in real time.

At the point of task completion, feedback is used to guide next steps—whether that is refining a response, extending thinking or consolidating knowledge. Our approach ensures that feedback is timely, specific and actionable, helping pupils to make meaningful progress.

Clear and Effective Learning Objectives and Intentions



Our learning objectives are derived from a clearly sequenced and well-structured curriculum, designed to build knowledge progressively over time. These objectives are pupil-focused, explicitly communicated and revisited throughout the lesson to ensure clarity and purpose.

They are measurable and used as reference points for both teaching and assessment. Throughout and at the end of each lesson—or sequence of lessons—we use these objectives to guide our formative assessment, helping us to monitor progress, identify misconceptions and inform next steps in learning.

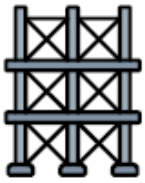
Challenge - High Expectations and Achievable Goals



We aim for all learners to achieve success in approximately 80% of their learning opportunities. This benchmark is grounded in educational research, which suggests that an 80% success rate strikes an effective balance between challenge, mastery, and motivation. It ensures that learners are appropriately stretched while still experiencing regular success, which builds confidence and resilience.

To monitor progress, we employ a variety of assessment and feedback strategies. When a learner's success rate falls below 80%, we interpret this as an indication that the learning objective has not yet been securely met. In such cases, we consider revisiting the concept through reteaching or adapting our approach to better meet the learner's needs.

Scaffolding



We use temporary supports, or scaffolds, to help pupils access and succeed with new learning. These include sentence starters, checklists, writing frames and live modelling—tools that provide structure and guidance while pupils develop confidence and competence.

As learners become more proficient, these scaffolds are gradually removed in a carefully sequenced way. This gradual release of support is essential to fostering independence. Much like stabilisers on a bicycle, scaffolds offer vital support during early learning stages—but to ensure true mastery, they must eventually come off.

Metacognition



We actively support the development of metacognition—pupils' ability to think about their own thinking. This is a powerful tool for fostering independence, self-awareness and more effective learning. By encouraging pupils to reflect on how they learn, we help them to plan, monitor and evaluate their approaches to tasks.

We create regular opportunities for metacognitive development through structured reflection, guided questioning and discussion. These practices enable pupils to become more strategic, resilient and self-regulated learners.



As learners, pupils are encouraged to consider:

Before the Task
What is the task asking me to do?
What do I already know about this topic?
What is my plan to complete the task?

During the Task
How is it going so far?
Am I following my plan? What's working well?
What challenges am I facing?
Is anything confusing or difficult?
What can I do to overcome these challenges?

After the Task
What did I learn from this task?
What went well?
What would I do differently next time?