



TORKINGTON

PRIMARY SCHOOL

Torkington Primary School: Teaching and Learning Policy

Nurturing Potential, Inspiring Excellence

1. Introduction & Philosophy

At Torkington Primary, we believe that intelligence is not fixed but expandable. Our teaching and learning policy is rooted in a **Growth Mindset** culture, ensuring that every child is equipped with the resilience and optimism to meet new challenges. We are committed to **"No Child Left Behind,"** providing an inclusive environment where all pupils—regardless of starting point—are nurtured to achieve their best.

2. Core Principles of Teaching

To achieve "Inspiring Excellence," our teaching is **characterised** by:

- **Inclusion at the Forefront:** We embrace a 'Universal Design' approach to learning, where our recently awarded Dyslexia Friendly strategies—such as multi-sensory instruction and reduced cognitive load—are not just interventions for some, but are woven into the fabric of high-quality teaching for all pupils.
 - **High Expectations:** Challenging all pupils to reach beyond their perceived limits.
 - **Expert Instruction:** Utilising evidence-based pedagogy, including the "Singapore" mastery approach for Mathematics.
 - **Metacognition:** Explicitly teaching children *how* to learn, encouraging them to reflect on their own thinking and progress.
 - **Active Engagement:** Lessons are designed to be "hands-on" and "fun," utilising immersion days and outdoor learning to ignite curiosity.
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3. Curriculum Organisation

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- **Phonics:** We follow the DfE-validated **Super Sonic Phonic Friends** scheme, delivering daily 30-minute sessions to build fluent readers.
- **Mathematics Mastery:** As a strategic partner for the North West 1 Maths Hub, we utilise mastery-led approaches to ensure deep, sustainable understanding.
- **Wider Curriculum:** We value the "Arts" and "Foundation" subjects equally, ensuring a broad and balanced experience.

4. The Learning Environment

Our classrooms and shared spaces are designed to support inclusivity and independent learning:

- **Working Walls:** Live displays that reflect current learning journeys in English, Maths, Humanities and Science.
- **Reading Richness:** Inviting book areas that promote a "reading for pleasure" culture.
- **Growth Mindset Displays:** Celebrating effort and "the power of yet" rather than just final outcomes.

5. Assessment and Feedback (AfL)

We believe feedback should be "at the point of learning."

- **Peer & Self-Assessment:** Children are taught to evaluate their own work against success criteria.
- **Responsive Teaching:** Teachers use "formative" checks within lessons to identify and remedy misconceptions immediately.
- **Inclusive Monitoring:** We use the "Ordinarily Available Inclusive Provision" framework to ensure SEND pupils are supported effectively.

6. Inclusion

At Torkington Primary, inclusion is not a "bolt-on" but the **forefront** of our pedagogical approach. Having achieved the Dyslexia Friendly Award, we recognise that high-quality, inclusive teaching benefits all learners by removing barriers and fostering independence.

6.1 The Adaptive Environment



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We ensure our learning environments are cognitively accessible by:

- **Visual Supports:** Using "dyslexia-friendly" fonts, cream-coloured backgrounds for digital displays to reduce visual stress, and consistent use of icons alongside text.
- **Scaffolding:** Providing word banks, sentence starters, and "Writing Frames" to support vocabulary and structural organisation.
- **Multi-Sensory Learning:** Delivering lessons that engage visual, auditory, and kinaesthetic pathways, ensuring that information is "stuck" in the long-term memory.

6.2 Inclusive Pedagogy

- **Quality First Teaching (QFT):** Our primary strategy for inclusion is exceptional classroom teaching where tasks are appropriately pitched and support is "scaffolded up" rather than "differentiated down."
- **Alternative Recording:** Recognising that a child's ability to communicate knowledge should not be limited by their literacy skills. We encourage the use of voice recording, mind-mapping, and oral presentations.
- **Metacognitive Strategies:** Teaching pupils to use "Checklists" and "Learning Journeys" to self-monitor their progress, reducing the cognitive load on working memory.

6.3 Neurodiversity & Wellbeing

- **Celebrating Difference:** We actively promote an understanding of neurodiversity, ensuring pupils view dyslexia and other learning differences as "different ways of thinking" rather than "disabilities."
- **Social & Emotional Support:** Utilising our NHS Mental Health Service provision to ensure that the emotional barriers to learning—such as anxiety or low self-esteem—are addressed alongside academic needs.

7. Roles and Responsibilities

Learning and teaching is a shared responsibility. Every member of the Torkington community has a specific role in upholding our inclusive, high-expectations culture.

7.1 The Governing Board

- **Strategic Oversight:** To hold the Headteacher to account for the educational performance of the school and its pupils.



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- **Link Governors:** To conduct regular monitoring visits focused on the School Improvement Plan (SIP) and the impact of the Dyslexia Friendly status on pupil outcomes.
- **Support & Challenge:** To review termly data reports, ensuring that all pupil groups (including SEND, Disadvantaged, Higher Attainers and Summer Birthdays) are making strong progress.

8.2 The Headteacher and Senior Leadership Team (SLT)

- **Visionary Leadership:** To foster a culture where "Inclusion is at the Forefront" and to ensure the policy is lived out in every classroom.
- **Quality Assurance:** To manage the annual Monitoring and Evaluation Cycle, identifying school-wide trends and directing resources/training where needed.
- **Staff Development:** To provide high-quality CPD (Continuing Professional Development) that empowers staff to use evidence-based pedagogies.

8.3 Subject and Middle Leaders

- **Curriculum Intent:** To ensure their specific subject is sequenced logically and is accessible to all learners through "scaffolded-up" planning.
- **Action Planning:** To use "Lesson Observations", "Work Scrutiny" and "Pupil Voice" to evaluate the impact of their subject across the school.
- **Mentoring:** To support colleagues in refining their practice, sharing inclusive best practices within their discipline.

8.4 Class Teachers and Support Staff

- **Accountability:** To be responsible for the progress and development of every child in their class, including those supported by TAs or specialists.
- **Reflective Practice:** To engage in "Peer Observations" and "Instructional Coaching" to constantly improve their teaching craft.
- **Inclusive Environment:** To maintain an inclusive classroom and ensure that Support Plans/EHCPs are used dynamically to remove barriers.

9. Monitoring & Evaluation of Teaching and Learning

We do not monitor to "judge" teachers, but to **evaluate the impact** of our teaching on the children's learning. Our monitoring cycle is systematic, transparent, and focused on growth.

9.1 The Monitoring Cycle



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Our termly Operational Overview includes:

- **Learning Walks:** Frequent, informal visits by SLT and Subject Leaders to observe the "living" curriculum, with a focus on engagement, environment, and inclusive scaffolds.
- **Book Looks (Work Scrutiny):** Termly reviews of pupil work to ensure high expectations, consistency in feedback, and evidence of progress over time for all ability groups.
- **Pupil Voice:** Regular interviews with children to understand their learning experience—asking them not just "what are you doing?" but "what are you learning, and how do you know if you are successful?"
- **Data Narrative Meetings:** Termly "Pupil Progress Meetings" where teachers and SLT look behind the numbers to identify children who need a change in approach or a targeted intervention.

9.2 Evaluation for Improvement

- **Self-Evaluation Document (SEF):** Findings from monitoring are synthesized into the school's SEF, which determines our future priorities.
- **Feedback Loops:** Following any monitoring activity, staff receive "Strengths and Even Better Ifs" to ensure professional growth.
- **Appraisal Links:** Monitoring evidence informs the annual appraisal process, ensuring that personal professional targets align with the school's mission for "Inspiring Excellence."

Monitoring and effectiveness of the policy

The effectiveness of this policy will be reviewed annually or when the need arises and the necessary recommendations for improvements will be made to Governors.

Headteacher: Mr A Buckler

Chair of Governors: Mr A Hirst

Adopted & Approved : 22/04/2026