

# Lavant C.E. Primary School

## Teaching and Learning Policy



*Learning together in faith – always aiming for the best*

Lavant CE Primary School is an inclusive and ambitious school at the heart of our local community. Our vision is to inspire & support every child (and adult) to aim for and achieve their very best, loving one another and '**living life in all its fullness**' (John 10:10).

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## *Quality First Teaching at a glance at Lavant CE Primary School*



### **Retrieval**

Revisiting prior learning



### **Vocabulary**

Explicitly Teaching Language



## **Ambition**



### **Sequencing**

Building blocks towards end goals



### **Talk / feedback**

Verbal rehearsal and giving advice



### **Questioning**

Assessing and develop understanding



### **Hands on**

Concrete, pictorial, abstract



## **Relationships**



### **Adaptation**

Adjusting to meet individual needs



### **Modelling**

Demonstrating and showing learning



### **Manipulatives**

Resources to aid learning



## **Love of Learning**

### **Adaptation**

Adjusting to meet individual needs



### **Scaffolding**

Temporary prompts and support



### Ambition

Ambition refers to a strong desire and determination to reach goals, excel and complete significant achievements. This involves setting high aspirations for all, and working to fulfil them, often driven by a sense of purpose. At our school, we believe that fostering ambition encourages learners to set high goals, embrace challenges, and develop resilience in the face of setbacks.



### Relationships

Relationships are at the heart of all we do at our school, as shown by the following excerpt from our [2024 SIAMS inspection](#): "There is a remarkable depth in relationships at all levels within this small school community. By supporting each other to experience life in all its fullness, adults and pupils show love, compassion and trust..."



### Love of Learning

We strive to foster a love of learning in our pupils that will last a lifetime. Through exciting, inspiring and meaningful learning journeys, we aim to make the process of learning explorative, enjoyable and personally meaningful. Our aim is that children's education becomes not just "something we do at school" but a lifelong journey of discovery.



### Vocabulary

Explicitly Teaching  
Language

Pupils in our school are explicitly taught the meaning of words in different contexts and subjects. This is done by ensuring pupils have the opportunity to learn new words and explore ways to use familiar words in a range of situations. Vocabulary is taught to pupils both implicitly, through modelling high-quality oral language, and explicitly, via the direct teaching of new words.



### Hands on

Concrete, pictorial,  
abstract

This approach uses physical and visual aids to build a child's understanding of abstract topics (such as maths concepts). Pupils are introduced to new concepts through the use of **concrete** resources, before being given **pictorial** representations of the concrete objects they were using. Then, in maths for example, they are asked to solve problems using only the **abstract** concept i.e. numbers or other symbols. Building these steps across a lesson or lessons helps pupils better understand the relationship between numbers and the real world, and therefore helps secure deep understanding.



### **Retrieval**

Revisiting prior  
learning

Retrieval Practice involves actively recalling information from long-term memory to improve learning and recall. This research-based approach is a powerful learning strategy which students can use to help retain information. It supports children to build their knowledge and physical skills through engaging in many different types of retrieval techniques and practice.



### **Questioning**

Assessing and develop  
understanding

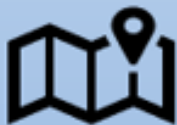
At our school, we recognise that effective questioning is essential for promoting high-quality teaching and learning. We use purposeful and varied questioning strategies to engage all learners, assess understanding, and encourage deeper thinking. Through well-structured questions, we create opportunities for pupils to articulate their ideas and for teachers to identify gaps in knowledge, clarify misconceptions, and inform responsive teaching.



### **Manipulatives**

Resources to aid  
learning

Manipulatives provide a concrete representation of abstract ideas, helping learners to visualise and make sense of key concepts. By exploring and experimenting with physical resources, pupils can develop stronger connections between ideas, identify patterns, and build a more secure and flexible understanding. We use manipulatives purposefully to support all learners, enabling them to reason, justify, and explain their thinking with confidence.



### **Sequencing**

Building blocks  
towards end goals

Thoughtful sequencing and spiral curriculum progressions are fundamental to effective learning, enabling pupils to build knowledge and skills systematically over time. We carefully design our curriculum to revisit key concepts and skills at increasing levels of complexity, reinforcing prior learning while introducing new challenges. This approach helps learners make meaningful connections, deepen their understanding, and retain information more effectively.



### **Adaptation**

Adjusting to meet  
individual needs

We ensure that all learners can access the curriculum through thoughtful and responsive adaptation. We recognise that students have diverse needs, and we adapt our teaching approaches, resources, and learning environments to support meaningful participation and strong progress for everyone. Across the curriculum, we make purposeful adjustments to content, delivery, and outcomes to remove barriers and provide appropriate challenge.



### **Talk / feedback**

Verbal rehearsal and  
giving advice

Pupil talk and verbal rehearsal are powerful tools that support deep learning by allowing students to process, clarify, and articulate their understanding. We encourage learners to engage in meaningful discussions and verbalise their thinking, which helps to reinforce concepts and develop critical language skills. Through purposeful talk, pupils can explore ideas, ask questions, and receive immediate feedback, deepening their comprehension and confidence. This approach is integrated across the curriculum to foster active participation and a richer learning experience.



### **Modelling**

Demonstrating and  
showing learning

Through clear and purposeful modelling, teachers provide pupils with quality examples of expected skills, processes, and thinking. This helps learners understand what success looks like, build confidence, and develop their own abilities by observing expert practice. We use modelling across the curriculum to guide pupils step-by-step, support skill acquisition, and promote independent, high-standard work.



### **Scaffolding**

Temporary prompts  
and support

Scaffolding is the process of providing temporary support to learners as they develop new skills or understand complex concepts. By breaking down complex tasks into manageable steps and offering timely support and guidance, we help learners build on prior knowledge and develop new skills progressively. Scaffolding enables pupils to engage with challenging content more effectively, gradually increasing their independence and resilience.