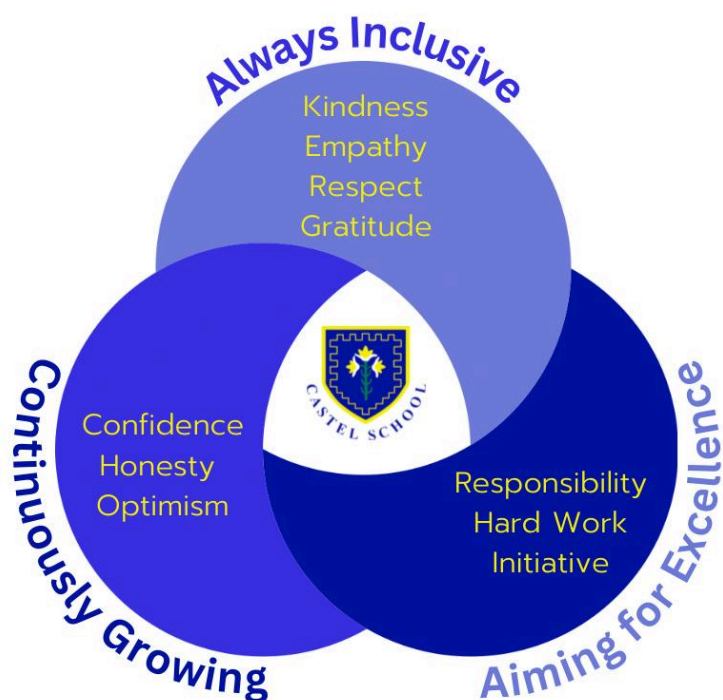


Castel Primary School



Teaching and Learning Policy (Draft)

Devised: Spring 2026

Review Date: Autumn 2028

Shared with and agreed by all staff.

Introduction

This Teaching and Learning Policy is a working document that reflects and celebrates the effective practice already embedded at Castel Primary School, while clearly setting out our commitment to High Quality Inclusive Practice (HQIP) for all learners. It articulates our shared beliefs about teaching and learning and demonstrates how these beliefs are enacted consistently across the school.

High Quality Inclusive Practice underpins everything we do. It ensures that every learner, including those with Additional Learning Needs (ALN), can access rich learning opportunities, feel a sense of belonging, and achieve their full potential. Inclusive practice is not an add-on or dependent on diagnosis; it is the foundation of high-quality teaching for all.

This policy supports parents, staff and pupils in understanding how learning is planned, delivered, adapted and evaluated so that barriers to learning and participation are reduced or removed.

Aims

This policy aims to:

- Create a learning environment where all pupils learn well, feel safe, and enjoy learning
- Secure a consistent, inclusive approach to teaching and learning across the school
- Promote high expectations and ambitious outcomes for every learner
- Embed adaptive teaching as the first response to meeting diverse needs
- Ensure early identification, support and review of barriers to learning
- Strengthen partnerships with pupils, parents/carers and the wider community

Our Approach to High Quality Inclusive Practice

At Castel Primary School, we recognise that:

- Every child is unique, with individual strengths and needs
- Every teacher is a teacher of ALN
- High quality teaching is the most effective way to support all learners
- Provision is needs-led, not diagnosis-led

Inclusive practice means:

- Removing barriers to learning and participation
- Making reasonable adjustments so pupils can access the curriculum
- Using evidence-informed strategies that benefit all learners and are vital for some
- Ensuring learners belong, participate and are valued members of the school community

In line with the ALN Code of Practice, barriers to learning are considered within four broad, overlapping areas of support: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; and Sensory and Physical needs. These inform planning, adaptation and review, without limiting expectations for any learner.

HQIP is aligned with:

- The Bailiwick of Guernsey Professional Teaching Standards
- The Additional Learning Needs (ALN) Code of Practice
- The Prevention of Discrimination (Guernsey) Ordinance 2022

Roles and Responsibilities

Class Teachers

Class teachers are responsible for ensuring high-quality, inclusive teaching in their classrooms. This includes:

- Holding high aspirations for all learners
- Knowing pupils' strengths, starting points and potential barriers to learning
- Planning knowledge-rich, sequenced lessons that build on prior learning
- Using adaptive teaching strategies to meet a range of needs
- Making reasonable adjustments so all learners can access learning
- Using explicit instruction, modelling and guided practice
- Supporting pupils to develop independence and self-regulation
- Identifying when learners need additional support and seeking advice promptly
- Working closely with support staff, parents and the ALNCo

Teachers use strategies such as:

- Scaffolding that is gradually removed
- Chunking learning into manageable steps
- Flexible grouping
- Retrieval practice and revisiting prior learning
- Visual, verbal and practical supports

Support Staff

Support staff play a vital role in inclusive education. They:

- Know learners well and adapt support flexibly
- Promote independence rather than dependency
- Reinforce classroom teaching strategies
- Use agreed assessment and feedback approaches
- Share observations with teachers and leaders
- Model positive learning behaviours

Senior Leaders

Senior leaders provide inclusive leadership by:

- Promoting a clear, ambitious vision for inclusive education
- Ensuring HQIP is embedded across the school
- Supporting and challenging staff through coaching and CPD
- Allocating resources effectively

- Monitoring impact and addressing underachievement promptly
- Ensuring statutory duties around inclusion are met

Senior leaders ensure there is a planned programme of HQIP-focused professional development so that all staff continuously develop the knowledge and skills required to deliver high quality inclusive practice.

Pupils

Pupils are encouraged and supported to:

- Take responsibility for their learning
- Understand their strengths and barriers to learning
- Use strategies that help them succeed
- Show curiosity, resilience and ambition
- Respect others and contribute positively to the learning community

Learner Voice in Inclusive Practice

Learners are supported to understand how they learn best, recognise barriers to learning, and identify strategies that help them to succeed. Their views are valued and, where appropriate, inform planning, review and the evaluation of support, helping learners to develop confidence, independence and self-advocacy.

Parents and Carers

Parents and carers are valued partners. They:

- Are encouraged to share insights about their child
- Are kept informed about learning and progress
- Are involved in setting and reviewing targets where appropriate
- Support learning routines, attendance and home learning

Teaching and Learning Strategies (HQIP in Practice)

Teaching and learning at Castel Primary School is underpinned by evidence-informed inclusive practice, including the 'Five-a-Day' principles:

- Explicit instruction
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible grouping
- Purposeful use of technology

Teachers:

- Present learning in small, manageable steps
- Check for understanding and respond in the moment
- Model thinking and learning processes explicitly
- Teach vocabulary, oracy and literacy across the curriculum
- Reduce cognitive load through clear explanations and well-designed resources
- Build memory through retrieval and revisiting

Learners are supported to:

- Develop metacognitive skills (planning, checking, evaluating)

- Reflect on their learning
- Become independent and resilient learners

Assessment for Learning

Assessment is inclusive, diagnostic and purposeful. Staff:

- Use assessment to identify strengths, needs and barriers
- Adapt teaching based on assessment evidence
- Use a cycle of Identify – Plan – Do – Review
- Evaluate the impact of interventions and adjustments
- Ensure reasonable adjustments to assessment arrangements where needed

Learners are given opportunities to:

- Understand success criteria
- Reflect on progress
- Contribute to setting learning targets

Adaptive Teaching and Reasonable Adjustments

Adaptive teaching is the first response to meeting diverse needs. This includes:

- Adjusting instruction, resources, grouping and pace
- Using visual supports, alternative recording methods and assistive technology
- Modifying environments to reduce sensory overload
- Supporting routines, transitions and emotional regulation

Adjustments are:

- Needs-led
- Reviewed regularly
- Designed to promote access, participation and independence

Classroom Environment

Inclusive classrooms:

- Are calm, purposeful and well organised
- Support routines and predictability
- Have accessible resources and flexible seating
- Use displays that are purposeful and reduce cognitive overload
- Consider sensory needs such as light, noise and space

Behaviour, Wellbeing and Pastoral Support

We take a relational and inclusive approach to behaviour:

- Behaviour is understood as a form of communication
- High expectations are paired with strong support
- Responses are calm, respectful and solution-focused

Staff focus on the 3 Rs:

- Relationships
- Routines
- Responses

We ensure:

- Learners feel safe, valued and listened to
- Pastoral needs are identified early
- Support is personalised and reviewed regularly

Transitions

Transitions are carefully planned and supported, including:

- Daily transitions
- Year group changes
- Movement between activities or settings

Additional support is provided where needed to ensure learners feel secure and prepared for change.

Monitoring and Evaluation

Teaching and learning are monitored through:

- Learning walks
- Planning and book scrutiny
- Pupil progress meetings
- Pupil and parent voice

Monitoring focuses on:

- Quality of inclusive practice
- Impact on learner progress
- Consistency across the school

Home–School Partnership

Strong partnerships underpin inclusive practice. We:

- Communicate openly and regularly
- Value parent insights and contributions

- Work collaboratively to support pupil progress
- Liaise with external professionals when appropriate

13. Linked Policies

- SEN Policy
- Inclusion Policy
- Behaviour Policy
- Feedback Policy
- ALN Code of Practice

This policy reflects our shared commitment to high-quality, inclusive teaching and learning that enables every child at Castel Primary School to succeed.

Appendix One

In line with HQIP expectations, staff will plan and deliver lessons with consideration of the following:

Promote Self-Esteem and Motivation

Build confidence through respect, celebration of success, early achievement, high expectations, and a safe culture for learning from mistakes.

Purposeful Participation and Behaviour

Establish clear routines, high behavioural expectations, calm environments, and consistent responses that support engagement and dignity.

Positive Learning Environment

Ensure classrooms are orderly, purposeful, well-resourced, and promote strong speaking, listening, and respectful interactions.

Managing Cognitive Load

Reduce unnecessary complexity by presenting information clearly, in small steps, and minimising distraction to support working memory.

Explicit Teaching – Visual Information

Use clear visuals to support verbal explanations, carefully designed materials, and uncluttered displays to enhance understanding.

Explicit Teaching – Effective Explanations

Deliver clear, structured explanations using simple language, links to prior learning, and planned misconceptions.

Adaptive Teaching

Adjust content, pace, scaffolding, and challenge to meet diverse needs, ensuring all learners can access and progress in learning.

Explicit Teaching – Modelling

Demonstrate learning clearly through worked examples, thinking aloud, and gradual release of responsibility.

Checking for Understanding

Use questioning, response systems, and feedback to ensure all learners understand and adapt teaching in real time.

Guided and Independent Practice

Provide supported practice followed by planned independence, using scaffolding that is gradually withdrawn.

Cognitive Strategies

Support learners to connect new knowledge to prior learning using graphic organisers, flexible grouping, and structured practice.

Metacognitive Strategies

Explicitly teach learners how to plan, monitor, evaluate their learning, seek help, and use retrieval to strengthen learning.

High Standards of Literacy and Oracy

Promote strong speaking, listening, reading, and writing skills, including explicit vocabulary instruction and writing for thinking.