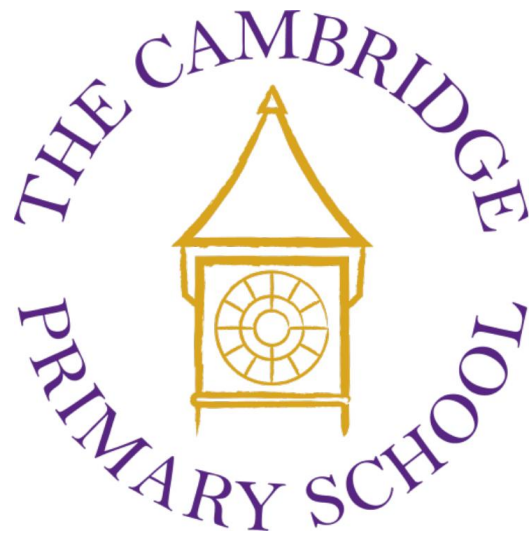




TEACHING AND LEARNING POLICY

Date of Approval:	October 2026
Date of Next Review:	October 2028

1. Our approach to teaching and learning

We show that we care.

At Cambridge, excellent teaching means every child is known, included, challenged and supported to belong and learn.

This policy sets out the shared approach to teaching and learning in Years 1–6. Early Years practice is covered by the separate EY policy. The Teaching and Learning Handbook provides the detailed guidance for putting this policy into practice.

We hold The Cambridge Standard high for everyone. Teachers plan ambitious learning from the curriculum, build on what pupils already know and make the next steps clear. They know pupils' strengths, starting points, needs and barriers, including those of children who join during the year. They plan appropriate challenge for every learner, including those ready to deepen or extend their learning.

Our values are visible in learning and relationships.

Value	Expectation	What this means in practice
Kindness	We look after each other	We notice others, help, include, speak kindly and repair relationships.
Respect	We look after the world we live in	We care for people, property, our school, our community and our environment.
Determination	We try our best	We keep going, accept help, learn from mistakes and approach challenge positively.
Responsibility	We are here to grow and learn	We take ownership, reflect, make safe choices and support learning.

Adults teach and model these expectations through warm interactions, clear routines, purposeful challenge and their response when learning is difficult.

Relationships are part of effective teaching. Adults greet, know and notice children, create predictable learning environments and use PACE as their stance in interactions. They listen and respond with care while maintaining clear expectations. Children are supported to participate, learn from mistakes, accept help and develop independence.

Return to Belonging and Learning. When a child becomes disconnected from learning, adults follow the school's relational approach. They support regulation where needed, reconnect, make the next step clear and achievable, and help the child rejoin the class, group or activity. They notice progress and review whether further teaching, adaptation or support is needed. Every child remains an accepted member of our school community.

2. The Cambridge Framework

A Cambridge lesson provides a consistent structure for teaching. Its elements remain recognisable, while their duration, balance and expression respond to the subject, learning and needs of the pupils. Teachers use professional judgement and assess understanding throughout.

Part of the lesson	Policy expectation
1a. Meet and Greet at the Lesson	Adults welcome and notice pupils, establish a positive tone and help them enter the learning routine.
1b. Initiate Lesson	Adults make the lesson and its immediate expectations clear, including what pupils need in order to begin.
2. Do Now Task (Activate Minds and Retrieve Prior Learning Activities)	Pupils retrieve relevant knowledge and revisit earlier learning over time. Adults use responses to identify gaps and misconceptions and connect learning to what follows.
3. Direct Instruction (Including Modelling with “I Do”)	Adults make the learning and its purpose clear “so that” children can talk about their learning. Adults do this by teaching relevant knowledge and vocabulary, breaking down complex ideas and modelling the thinking or process pupils need.
4a. Independent Practice: We Do (Guided Practice)	Adults and pupils work through learning together. Questioning, scaffolding, feedback and checks for understanding guide the next steps, including further modelling where needed.
4b. Independent Practice: You Do (Independent Practice)	Pupils apply learning with appropriate challenge, adaptations and accessible resources and support that enables successful participation and growing independence. Adults monitor understanding and adapt support. Independent practice includes continued access to appropriate resources and reasonable adjustments.
5. Assessment (Including Self-Assessment)	Adults and pupils establish what has been understood, use clear success criteria, act on feedback and identify next steps. Assessment also informs teaching throughout the lesson.
6. End of Lesson	Adults bring learning to a purposeful close, address remaining misconceptions, help pupils reflect and prepare them for the next learning or transition.

Environments, participation, resources and routines are adapted to enable purposeful learning. There may be lessons where not all parts of this framework are necessary, however, it is expected that this framework forms the foundations of The Cambridge Standard.

3. Ordinarily Available Provision and adaptive teaching

At Cambridge, adapting teaching is an everyday responsibility. Class teachers proactively plan provision, adaptations, ways of engaging with learning and routines for all pupils. They anticipate barriers, maintain ambitious expectations and review the impact of their teaching. Pupils do not have to fail before support is provided.

What is essential for one can benefit all. Clear explanations, modelling, accessible resources, visual support and predictable routines can strengthen learning across the class. We make these approaches ordinarily available and provide individual adjustments where needed, so that every child can participate and progress.

Expectation	In practice
Plan for access	Identify the intended learning, pupils' starting points, likely barriers and the adaptations that will support participation. Plan vocabulary and resources, and share relevant approaches with adults supporting the lesson.
Adapt teaching	Use clear language, modelling, manageable steps and appropriate scaffolding. Adjust instruction, tasks, environment, communication, routines or ways of engaging with learning where needed. Maintain challenge and develop independence.
Check and respond	Use pupils' responses and work to evaluate learning and the impact of adaptations. Give feedback, allow time to act on it, reteach or adjust provision. Review support as pupils become more secure.

Class teachers lead provision for every learner in their class. They ensure that other adults understand how to support pupils. They seek advice from colleagues and other professionals when needed, put agreed recommendations into practice and check their impact, working with pupils and families. The SENCO supports this work and coordinates additional SEND provision where appropriate; the class teacher remains responsible for the pupil's day-to-day teaching, participation and progress.

Developing our practice. Staff improve teaching through collaborative planning, professional dialogue, CPD, coaching and team teaching. Leaders consider classroom practice, pupils' experiences and work, assessment and progress to identify strengths and support improvement. Reading, writing and communication are supported across the curriculum; current school development priorities guide professional learning and review.