



Wellstead Primary School
Sowing the Seeds of Success

Teaching and Learning Policy 2026

1. Vision and Aims

At Wellstead Primary School, we value each child as an individual with a unique set of strengths and needs. We pride ourselves on knowing our children well, understanding their social, emotional and academic needs, and meeting them through High Quality Inclusive Teaching (HQIT), targeted support and strong pastoral care.

Our overarching aim is for all children to achieve their full potential academically and pastorally. We ensure that gaps are identified and addressed, and that all pupils leave Wellstead with the social, emotional and academic skills required for secondary education.

We aim to develop independent, reflective learners who understand that challenge, resilience and making mistakes are a natural and valuable part of the learning process.

2. Curriculum Principles

Our curriculum is carefully sequenced to develop knowledge, skills and concepts progressively from Year R to Year 6. It is underpinned by our Wellstead Values and deliberately builds on pupils' prior knowledge so that new learning is meaningful, connected and memorable. Information about our curriculum can be found at:

<https://www.wellsteadprimary.co.uk/curriculum-overviews>

The curriculum is broad, balanced and ambitious for all pupils, ensuring full coverage of the National Curriculum while also being shaped to meet the specific needs and context of Wellstead pupils.

Subject leaders ensure that curriculum plans clearly identify the knowledge, vocabulary and concepts to be learned and revisited over time to support long-term retention and application.

3. Teaching and Learning Overview

Learning is a cumulative process where knowledge, skills and understanding are built over time. Effective teaching ensures that pupils remember more and are able to apply their learning in different contexts.

Teaching at Wellstead is underpinned by High Quality Inclusive Teaching and effective formative assessment. It is based on an agreed and consistent whole-school pedagogy, which is outlined in the Appendix.

Through a metacognitive approach, pupils are supported to take increasing responsibility for their learning by planning, monitoring and evaluating their own progress.

4. High Quality Inclusive Teaching (HQIT)

High Quality Inclusive Teaching:

- Is based on effective ongoing assessment
- Builds on what pupils already know
- Matches tasks to individual needs
- Establishes strong foundations for future learning
- Identifies and addresses gaps through responsive teaching
- Uses intervention where necessary
- Creates engaging and appropriately challenging learning

HQIT is underpinned by effective formative assessment and responsive feedback, delivered primarily through live marking.

Metacognition plays a central role in teaching and learning at Wellstead. Teachers explicitly model thinking processes, including planning, monitoring and evaluating, through strategies such as thinking aloud, skilful questioning and structured reflection.

5. Classroom Practice

Teachers and support staff will:

- Build on prior learning to secure knowledge over time
- Maintain aspirational expectations for all pupils
- Use modelling, scaffolds and visuals effectively
- Use skilful questioning to deepen thinking
- Design tasks that are matched to need
- Adapt teaching in response to assessment for learning
- Promote independence and resilience
- Use retrieval practice to strengthen memory
- Explicitly model metacognitive strategies
- Provide timely live feedback to move learning forward
- Support pupils to reflect on their learning strategies and next steps
- Provide meaningful and engaging learning contexts
- Demonstrate strong subject knowledge to present content clearly, anticipate misconceptions and deepen pupils' understanding.
- Identify and address misconceptions promptly through questioning, feedback and adaptation.

6. Task Design (SOLO)

Tasks are informed by ongoing assessment and are designed to ensure all learners can access learning based on their starting points. Pupils move through tasks based on continuous assessment of their progress, ensuring appropriate challenge for all, with no ceiling on achievement.

Task design is structured using a colour-coded approach:

- Scaffolded support: Red/Orange
- Year group expectation: Green
- Challenge and deeper thinking: Purple/Blue

These task groupings are fluid and responsive. Pupils should move between levels within and across lessons based on ongoing assessment.

7. Inclusion

Most additional needs are met through high quality teaching, scaffolding and adaptive task design. Where required, targeted interventions and SEND plans provide further support. All pupils are supported to develop metacognitive strategies, with additional scaffolding provided where necessary to enable pupils to plan, monitor and evaluate their learning effectively.

8. Assessment for Learning

Assessment for Learning takes place before, during and after lessons. It enables teachers to:

- Reinforce learning objectives and success criteria
- Identify the need for support or challenge
- Adapt teaching in real time
- Support pupil self-evaluation
- Inform next steps in planning

Pupils are supported to understand both what they have learned and how they learn.

9. Feedback and Live Marking

Feedback is an integral part of high-quality teaching and is rooted in effective assessment. At Wellstead, live marking and verbal feedback are the primary methods used. Feedback is provided during lessons wherever possible so that pupils can respond and improve immediately.

Effective feedback:

- Is timely and moves learning forward
- Is linked to clear success criteria
- Addresses misconceptions in real time
- Identify and address misconceptions promptly through questioning, feedback and adaptation
- Promotes reflection and metacognition
- Provides opportunities for pupil response
- Prioritises verbal feedback, with written feedback used only where it adds value

Feedback approaches are designed to be meaningful, manageable and focused on impact rather than volume.

Please read in conjunction with the [Wellstead Feedback Policy \(2026\)](#).

10. Learning Environment

Effective learning environments:

- Are built on strong relationships and mutual respect
- Are purposeful, engaging and inclusive
- Promote confidence, resilience and risk-taking
- Encourage reflection and adaptation

- Foster independence and critical thinking
- Support creativity and curiosity
- Create a culture where pupils understand how to improve

11. Monitoring, Consistency and Implementation

Monitoring is ongoing and focuses on improving outcomes through:

- Lesson observations and drop-ins
- Book scrutiny
- Planning reviews
- Pupil conferencing
- Data analysis
- Performance management
- Pupil progress reviews

Monitoring evaluates the impact of teaching, including how effectively metacognitive strategies are embedded, how well misconceptions are identified and addressed, and how effectively classrooms support a culture of resilience and learning from mistakes.

Leaders evaluate the impact of the curriculum by considering how well pupils know more, remember more and apply their learning over time.

Leaders also monitor the consistency of curriculum implementation across classes, year groups and subjects, ensuring that the agreed whole-school pedagogy is embedded effectively.

Consistency is achieved through:

- Shared professional development
- Coaching and support for staff
- Alignment between policy, practice and monitoring

Monitoring is supportive and informs school improvement and professional development.



Document Information			
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Appendix:

