



Bishop John Robinson CofE Primary School

Teaching and Learning Policy

Our School Vision

Be the best we can. Join in learning, play and prayer. Remember God's word.

Planning

At BJR we plan according to Rosenshine's Principles of Instruction. Our curriculum is appropriate to the children's age and stage of learning as well as compliant with National Curriculum requirements. Planning starts from knowledge of pupils.

- Planning considers prior learning and is ambitious about achieving next steps.
- Investigative activities with scope for children to explore.
- Key questions are considered and planned for within our lesson structure and used to address misconceptions.
- Additional adults are deployed effectively and purposefully.

Behaviour for learning

- Our children actively support their learning by:-
- Following our school rules according to our behaviour policy. Children are aware of the consequences of their choices and understand the tier system.
- Actively listening intently.
- Asking appropriate questions and making helpful suggestions.
- Contributing actively to discussions.
- Explaining their thinking and reasoning.
- Responding positively to the learning dialogue with regards to marking and other forms of feedback.
- Supporting the learning of others, especially in group situations.

Our Core Values



Trust, Forgiveness,
Compassion

Learning

Effective Learning...

Takes place in an atmosphere of care and respect where children's contributions to the learning are valued and explored. Children have the confidence to explore learning and also to make mistakes.

At Bishop John Robinson CofE Primary School, staff know each child as an individual and use this knowledge to plan engaging and meaningful activities.

Learning is adapted to suit the needs of both individuals and groups, ensuring that every child can access the curriculum. Pre teaching, scaffolding and intervention are used to enable children to keep up with their peers.



Teaching

Our teaching demonstrates:

- Strong subject knowledge, supported by subject leaders through CPD and curriculum mapping.
- Clear use of Rosenshine's Principles of Instruction to scaffold learning effectively.
- Engaging and stimulating lesson delivery that inspires pupils.
- Efficient classroom management and well-structured systems that optimise learning time.
- Planned and purposeful questioning to explore pupil understanding, address misconceptions, and deepen knowledge.
- Opportunities for oracy that enhance understanding, build confidence, and promote effective communication.
- Consistent use of schemes and curriculum structures.
- Constructive feedback and meaningful dialogue through marking to support ongoing learning.



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Our Learning Environment

The learning environment at Bishop John Robinson CofE Primary School is vibrant, inclusive, and designed to foster curiosity, independence, and a love of learning.

Classroom book corners celebrate reading for pleasure, while communal areas in the library and corridors provide opportunities for children to share, discuss, and choose books that interest them.

Displays throughout the school showcase children's achievements, reflect the school's Christian values, and celebrate diversity. Corridor displays also set high expectations and recognise pupil success.

Curiosity is actively encouraged through dedicated "I Wonder..." walls, prompting children to explore, question, and think critically.

Resources are thoughtfully organised and easily accessible, supporting all children to engage fully, work independently, and make sustained progress in their learning journey.

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Pupil Engagement

At Bishop John Robinson CofE Primary School, pupils take an active and positive role in their learning, participating enthusiastically in every lesson.

Exploratory talk is highly valued, with discussion and collaboration promoted through talk partners, 'talk tactics', group work, child-led explanations, and presentations.

Children's work reflects consistently high standards, demonstrating clear progress and achievement over time.

Assessment for Learning

Teachers make effective use of ongoing assessment to identify strengths and next steps for every child via the use of marking, whiteboards for AFL, targeted questioning.

Feedback is purposeful and, where possible, instant, enabling pupils to understand how to improve and celebrate their successes.

Children are encouraged to take ownership of their learning by assessing their own progress and supporting their peers, developing independence and responsibility.

Misconceptions are identified addressed as soon as possible.



Update and Review: This policy was updated in January 2026

It is due for review in January 2027