

The Whitchurch CE Federation

Teaching and Learning Strategy



Implemented

September 2026

Reviewed

September 2028

1. Our aims

At The Whitchurch CE Federation, our view is that education is for life, and worship is at the very heart of nurturing this growth and supporting our vision for the Federation. Our children are immersed in our vision and values for living successful lives. 'Learning to love God and your neighbour as yourself.' Luke 10 25:37

Support Holistic Development

Provide a supportive environment in which pupils can develop confidence, discover their strengths and grow as individuals. We recognise that effective teaching supports not only academic progress but also pupils' personal, spiritual and emotional development.

Use Technology Thoughtfully

Make effective use of technology to support teaching and learning, enabling pupils to explore ideas, collaborate and deepen their understanding where appropriate.

Encourage Resilient Learners

Create a culture where pupils are try new things, learn from challenges and develop resilience over time.

Foster a Caring Community

Reflect our Christian values in daily school life, supporting pupils to build positive relationships, show respect and develop care for others.

Respond to Individual Needs

Recognise that pupils learn in different ways, and seek to provide appropriate support and challenge so that all can make progress.

Promote Wellbeing

Maintain a safe and nurturing environment where pupils feel able to express themselves and develop emotionally and spiritually.

Prepare Pupils for the Future

Help pupils to develop the knowledge, skills and attitudes that will support them in the next stage of their education and in wider life.

Our commitment is to provide a strong and supportive learning environment that promotes good progress and helps pupils develop as thoughtful, respectful and caring individuals.



2. Our Guiding Values

At The Whitchurch Church of England Federation, pupils and adults adhere to a set of core values. These are the values which our whole school community endeavours to refer to in everyday exchanges. Our values and expectations are taught and reinforced throughout the year. Our school values are rooted in our Love of God and our love for our fellow human beings as taught in the story of the Good Samaritan.

We create a welcoming and inclusive environment in which all children will flourish. Every child is encouraged to care for, respect and appreciate the ultimate worth of others, developing positive relationships as they take their first steps towards becoming responsible, thoughtful and confident adults of the future, making successful contributions to their local and global community.

September 2028

	LOVE Encourages our school community to put others first and show friendship and fellowship to all. LUKE 10: 25-37	
	COMPASSION Helps us to foster a nurturing environment, supporting one another, promoting empathy and inclusivity. LUKE 5: 17-26	
	COURAGE Gives us the skills to face challenges, develop resilience and encourage personal growth. 1 SAMUEL 17: 1-58 & DANIEL 6: 1-28	
	KINDNESS Creates a positive, harmonious atmosphere, fosters empathy, friendship, and a sense of belonging. LUKE 6: 27-31	
	PERSEVERANCE Teaches us the importance of determination and hard work. Help us to overcome obstacles and achieve our goals. MATTHEW 2: 1-12	
	RESPECT Helps us treat others with kindness to listen and consider everyone's feelings. It is important we're all valued. 1 PETER 2: 17	

3. Responsibilities

Staff at our Federation will:

- Plan high-quality lessons from the long and medium term curriculum, in line with Federation expectations and philosophy of effective teaching and learning.
- Adapt learning to meet the individual needs of pupils.
- Provide timely feedback to pupils to ensure all learners are making progress against age and stage expectations.
- Conduct regular assessments to ensure all learners are making progress against age and stage expectations.
- Report on pupil progress to parents throughout the year.
- Teachers will effectively deploy support staff to support pupils in making progress
- Support teaching and learning as directed by teachers and senior leaders.
- Provide appropriate feedback to pupils to support learning.
- Liaise with teaching staff about the progress and development of pupils.
- Develop a robust curriculum which is regularly monitored.
- Keep up to date with curriculum developments and initiatives.
- Support the development of teaching practices through coaching and mentoring and CPD.

Senior leaders at our Federation will:

- Monitor the teaching and learning practices that take place across all subjects.

- Monitor and refine inclusive practices of team teaching, coaching and feedback to create a continuous cycle of improvement, in line with the SEN Code of Practice.
- Keep up to date with curriculum developments and initiatives.

Governors at our Federation will:

- Receive regular updates on curriculum practices.
- Take feedback from staff, parents and pupils.
- Support senior leaders in making best practice developments.
- Challenge school leaders on the expectations of teaching and learning



4. Planning

National Curriculum Aims

Planning for all ages and stages of development begins with the National Curriculum Subject aims. Each long term plan is created to ensure that there is a broad and balanced coverage of all National Curriculum subject areas, and the specific aims within each subject. Many subject aims will be visited multiple times over the curriculum at the Whitchurch CE Federation, in a spiral model. This means that each time pupils revisit knowledge, the expectations will have deepened or widened to progress from previous learning, and build upon previous learning.

Long term planning

Long term planning is in place for every curriculum area, and is written by subject leaders, with oversight from senior leaders. The long term plans show what will be taught in each subject, in each half term. This gives a long term overview of a subject from beginning to end.

Medium term planning

Medium term plans break the long term plans down into a lesson-by-lesson overview. This will show the entire half-term's lessons for one subject, and a brief overview of what the focus of each lesson will be. These plans may vary from subject to subject, based on specific needs. For example, the computing

medium term plans show what will be taught in each lesson, but they also show the key e-safety learning focus from each session as well.

Short term planning

Short term plans are the plans that cover, in detail, what will be in each lesson. These often take the form of a keynote, using our slide deck, which has a set structure. This ensures key elements such as vocabulary, recall, reflect sessions etc. are present in every lesson.



4. Planning examples

Reflect



Look at your marking. Do you have anything to fix? Do this first.

Then, move on to today's retrieve.

Address whole class misconceptions here.

Shareable Feedback

- I have secured the skill or understanding.
- I am developing the skill or understanding.
- I have not yet demonstrated the skill or understanding.
- I have teacher feedback to address.

Reflect check Retrieve Learning pathway Vocabulary Let's learn Apply Exit ticket

Retrieve

Colour all the multiples of 2.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$0 \times 4 =$
 $1 \times 4 =$
 $2 \times 4 =$
 $3 \times 4 =$
 $4 \times 4 =$
 $5 \times 4 =$
 $6 \times 4 =$
 $7 \times 4 =$

$8 \times 4 =$
 $9 \times 4 =$
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Reflect check Retrieve Learning pathway Vocabulary Let's learn Apply Exit ticket

Learning pathway

Big Write: To write your own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story.

Greater depth: To write the story from the mountain God's point of view.

- hot seating to infer characters' thoughts, feelings and emotions
- write sentences recounting feelings
- zone of relevance
- letter writing

Mastery Keys	Feature Keys
Expanded noun phrases	Sequence stories appropriately
Choose nouns or pronouns appropriately	Create dialogue between characters
Direct speech punctuated correctly	Use 1st or 3rd person consistently
Mark fronted adverbials with commas	Use small details to describe characters and for time, place and mood

Reflect check Retrieve Learning pathway Vocabulary Let's learn Apply Exit ticket

Vocabulary

climbed
smallest
shuddering
pulse
wrist
frozen





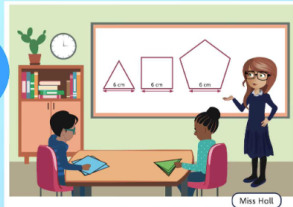



Reflect check Retrieve Learning pathway Vocabulary Let's learn Apply Exit ticket

Let's learn

What is the same and what is different about each shape?

What do you think the measurement labels are telling us?



What calculation will be the most efficient?

Calculate the perimeter of each shape.

Regular polygon Perimeter

Reflect check Retrieve Learning pathway Vocabulary Let's learn Apply Exit ticket

Apply

Answer these questions. You DO NOT need to write in a full sentence but you MUST start with a capital letter.

How did Ariki get back to the boat?

How did Ariki help Bad Boy in the water?

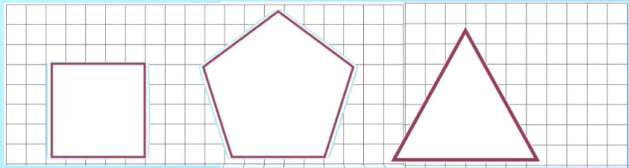
Reflect check Retrieve Learning pathway Vocabulary Let's learn Apply Exit ticket

Exit ticket

Regular polygon Perimeter

Reflect

Voice record an explanation of how you would find the perimeter of a regular polygon.



Reflect check Retrieve Learning pathway Vocabulary Let's learn Apply Exit ticket

Some lesson decks, such as English and guided reading have slight adaptations. For example, English has additional slides for handwriting and the learning pathway. Guided reading has additional slides for choral, echo and solo reading, as well as quick comprehension check questions. Some lessons, such as music or MFL, use their own subject specific websites to support high-quality teaching.

5. Teaching

At the Whitchurch CE Federation, we recognise that high-quality teaching and effective questioning is the cornerstone of effective learning and academic success. Our commitment to evidence-based teaching strategies ensures that every pupil receives the best possible education, enabling them to achieve their full potential.

To maintain the highest standards of teaching and learning, we actively engage with the latest guidance from the Department for Education (DfE) and the Education Endowment Foundation (EEF). Through continuous professional development, collaborative practice and reflective teaching, we ensure that our approaches are informed by the most up-to-date research and best practices in education.

We embrace technology as a tool to enhance teaching and learning, making education more engaging, inclusive and accessible. We use our technology to provide additional accessibility through tools like voice noting, verbal marking and translation support for EAL pupils. We also use exciting and engaging apps and tools to enhance learning.

Lessons follow a tight structure to support learning, retention and progress. Each lesson includes:

- **Reflect Check** - teachers revisit previous concepts and skills to address misconceptions, fill gaps and consolidate learning. Teachers work with pupils who were given eyes in their marking and feedback (see marking and feedback section).
- **Retrieve** - tasks that draw on and activate prior learning from previous lessons, terms and years to support the retention of past learning and prepare for new learning.
- **Learning Pathway** - an opportunity to show pupils where the learning has come from, where it is now and where it is going to. This includes the I can statement for the lesson.

- **Vocabulary** - key language required during the lesson and unit, accompanied by Widgit images for dual coding, where applicable.
- **Let's Learn** (I do, We do) - high-quality modelling, explanation and guided practice with scaffolding.
- **Apply** (You do) - Independent learning activities adapted for all learners.
- **Exit Ticket** - mini-assessment of learning from the lesson. This could be an explanation, multiple choice quiz, a test paper question or other appropriate task.

N.B. - Not every lesson uses the same format. Sessions like English and guided reading have additional elements. Some lessons such as music and Spanish have their own dedicated learning resources.



5a. Teaching with Showbie

Using Showbie

Work is set on Showbie, a digital platform that allows teachers to enhance learning through images, videos, voice recordings and links to online content.

We use Showbie as an essential tool to enhance teaching and learning, prioritising accessibility and inclusion across all classes. Showbie enables teachers to personalise and adapt learning resources to meet the diverse needs of pupils while providing them with a platform to share their thinking in the ways that suit them best.

Teachers can create, store, assign, mark and assess work digitally, using tools such as digital canvases, recorded feedback and interactive worksheets and quizzes.

Through Showbie, pupils receive real-time personalised feedback that supports their progress and helps them stay engaged with their learning. Pupils can submit assignments in a variety of formats, promoting independence and creativity.

Again, while most sessions will utilise Showbie in some way (be this to record, store, or mark pupils' work), teachers have the flexibility to adapt what is recorded and how. This is in order to support creative and transformational teaching and learning in their phases.



6. Feedback and assessment

During and after lessons, timely feedback is essential for effective teaching and learning, helping pupils understand their progress and identify next steps. According to the EEF, high-quality feedback has a significant impact on learning, particularly when it is specific, actionable and given promptly. Immediate feedback during lessons allows misconceptions to be addressed in the moment, preventing errors from becoming embedded. With the support of iPads and Showbie, teachers can share pupils' examples of work on screen, address misconceptions, live-model and share examples directly to pupils' devices and provide accessible feedback through features such as voice notes.

Staff will mark work in Showbie and some books will be live-marked during lessons. Showbie will be marked using as outlined below on the poster - pupils will upload an image of their bookwork to Showbie at the end of a lesson. Marking could take the form of green and pink highlighters, as well as spelling, punctuation and grammar corrections. In other lessons, this might highlight misconceptions or mistakes that need addressing.

Emoji feedback will be provided for every child in every lesson.

Formative and Summative assessments are used to support planning and to inform attainment judgements. Exit tickets aid teachers in assessing learning from each lesson and aid planning for gap-filling and addressing misconceptions in the next lesson.

Showbie Feedback



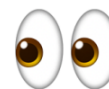
I have fully secured the skill or knowledge.

I have fully understood my learning intention.



I am developing the skill or knowledge.

I am almost there but I need to go a little bit further to show I fully understand.



I need adult support to develop the skill or knowledge.

I have struggled with my learning intention today and need my teacher to work with me so that I can develop my skills.

This is a strength in my work.

This shows how I have met the learning intention.



There are things to fix here.

I must correct this in blue pen.



Love - Perseverance - Kindness - Respect - Compassion - Courage

7. The learning environment

At the Whitchurch CE Federation, we recognise that the learning environment plays a crucial role in supporting and enhancing pupils' educational experiences. Our classrooms and shared spaces are carefully designed to create a stimulating yet calm atmosphere that fosters independence, curiosity and high expectations for all learners.

Displays are purposeful and conducive to learning. They serve as interactive tools that reinforce key concepts, model high standards of handwriting and support pupils in developing their knowledge and skills. Working walls are an integral part of our classrooms, providing a visual scaffold that evolves with the learning journey, enabling children to reflect on past learning, engage with present challenges and anticipate future learning.

The Early Years embraces a curious approach within its teaching and learning approaches, promoting independence and engagement. As part of this approach the use of natural materials and colours creates the calm and engaging environment. This approach reduces sensory overload and encourages exploration, creativity and deep thinking. Across the wider school, corridor displays showcase a broad range of subjects, ensuring the representation of all pupils over the academic year. These displays celebrate achievements, promote inclusivity and highlight the breadth of our curriculum.

Through our carefully considered learning environment, we aim to inspire curiosity, promote independence and create spaces that support all children in reaching their full potential.

Every classroom contains a visual timetable to ensure that all pupils are aware of the learning for the day.

Each classroom also has a key communication board with visual Widgeits that support pupil communication of key messages about wants and needs.

Every classroom has a federation values poster which represents the 6 Christian values of the school. They are also in the school halls and in other communal spaces.

The 4 houses are represented in the school hall and in the communal spaces around school.



7. The learning environment - SEND spaces

At the Whitchurch CE Federation, we recognise that some pupils benefit from access to spaces that support their emotional regulation, communication, sensory needs and readiness to learn.

Our SEND spaces (part of our Hub provision) provide calm, structured environments where pupils can receive targeted support, access interventions or take part in planned regulation activities. These spaces are designed to reduce barriers to learning and promote independence, confidence and inclusion.

SEND spaces may be used to:

- Support pupils with Special Educational Needs and Disabilities (SEND).
- Deliver targeted interventions and small-group teaching.
- Provide sensory regulation and emotional wellbeing support.
- Enable pupils to access learning in a way that meets their individual needs.
- Support communication, language and social interaction development.
- Facilitate structured nurture and pastoral provision.

The use of SEND spaces is planned carefully and reviewed regularly to ensure pupils remain connected to their class community and curriculum learning. Access to these areas is based on individual need and forms part of the graduated approach outlined within the SEND Code of Practice.

Where appropriate, pupils may also access The Hub, nurture provision or other specialist spaces to support their learning, wellbeing and successful participation in school life.

Through the effective use of SEND spaces, we aim to create an inclusive environment where all pupils feel safe, valued and able to achieve their full potential.

The Hubs

The Hub provides additional support for pupils requiring longer-term provision to meet identified needs. The Hub offers a structured environment where pupils can access targeted academic, social, emotional or behavioural support whilst maintaining strong links with their mainstream classroom. Individual programmes are reviewed regularly to ensure pupils are successfully included and able to access the wider curriculum.



8. Home learning

We recognise the vital role that home learning plays in supporting our pupils' education and future aspirations. Reading is central to our ethos, as we believe it is fundamental to lifelong learning and future success.

We are committed to ensuring that home learning is manageable for children and their families, striking a balance between structured tasks and independent exploration. It is important that home learning does not overwhelm children but instead supports their development at an appropriate level. We also value the involvement of parents in their child's education and seek to provide meaningful opportunities for them to engage with their child's learning journey.

As children progress through the Federation, the amount and expectation of home learning will gradually increase. This is designed to build their independence and responsibility in preparation for secondary school, where they will be expected to take greater ownership of their learning.

Staff will work closely with parents to provide feedback on home learning, fostering a strong partnership between school and home. We will celebrate and reward children who demonstrate exceptional effort and commitment to their home learning. This may include the awarding of Dojos in the Class Dojo app or recognition as a Rainbow Reader, with the opportunity to be entered into a raffle for a free book.

Children in Foundation stage will be expected to practice reading or phonics at least 3x per week (where appropriate).

Children in Key Stage one and Key stage two will be expected to practice reading or phonics at least 3x per week (where appropriate). They will also be expected to engage with Times Tables Rock Stars. Children will also be expected to practice weekly spellings.

Children in year 6 will begin to receive some additional work to support their transition to secondary school. This may include additional expectations, but pupil wellbeing and appropriacy of work will always be considered.



9. Monitoring, evaluation and feedback to staff

The Whitchurch CE Federation operates on a learning walk model, where unannounced short visits are used to gain a snapshot of teaching and learning in all areas and subjects, across the federation. A weekly focus is given, as well as a year group focus in some weeks.

Where appropriate, more in depth observation and lesson visits take place. This may be to provide additional support, or as part of an Early Career Teacher's mentoring programme. The cycle works through an entire year, with SDP focuses and whole school areas for improvement as a key factor.

Feedback to staff may be provided verbally, or in written form. In some cases, feedback is individual, in some cases, year group or phase feedback is given. Where a whole school theme is seen, time in staff meetings or staff briefings may be used to provide consistent feedback to all. Learning walk feedback and book look feedback have proforma to use, where necessary. They outline areas of development and areas of strength. All information gathered is added to a central tracking sheet, used by senior leaders. This information supports judgements and the development of the staff development plans. Leaders use professional judgement to identify what feedback will be given and why.

Autumn 1
The value of the half-term is: **Love**

Week Commencing	01/09/26	07/09/26	14/09/26	21/09/26	28/09/26	05/10/26	12/10/26	19/10/26
Staff meeting focus	-	School Development Plan breakdown & Year group intervention planning - Inclusion tracker (TL and AP)	Spelling development - Juniors Phonics development - Infants (SC, TL and AP)	Spirituality development (SB, NLB and TL) Y6 staff not in	EEF maths update (ED, BW and AP)	Moderation session until 5:30pm	Subject leadership development (AP and TL)	Parents evening - No staff meeting
Support staff follow up	-	Yes (TL/AP)	Yes (SLT)	Yes (NLB/SB)	Yes (ED/BW)	N/A	N/A	N/A
SLT focus	Routines and expectations Planning check - 1 week in hand Working walls and environment learning walk New teacher support	Routines and expectations Behaviour and attendance review - add to tracker LAC/PLAC review - lesson walks, books looks, pupil voice, document review English book look and feedback - Early expectations Year group feedback Tech café sessions for new staff	Year 6 deep dive (funding, allocation, curriculum and teaching, intervention, PD) Pupil premium deep dive (funding, allocation, curriculum and teaching, intervention, PD) Maths book look and feedback - Early expectations Year group feedback	Inclusion deep dive. Intervention tracking, pupil focused. Book look, Showbie, lesson walks, pupil voice and staff voice. SEND team to support. AP/TL - Maths learning walks with maths leads - feedback in EEF staff meeting Tech café sessions for new staff	Year 5 deep dive Whole federation reading book look and feedback - Early expectations Spelling progress analysis Spelling session learning walks Showbie looks Informal feedback	Spirituality review - evidence in planning, books, Showbie and learning walks. Reading book look and feedback Year group feedback SLT reading sampling - 3 pupils per class - compare to tracked book bands and pathways	Year 4 deep dive Maths learning walk, book looks and pupil voice - Impact from EEF project and staff meeting feedback Year group feedback RAF style - Pupil progress check in sessions (pupil movement, SEND etc.) Tech café sessions for new staff	Attendance review for the half term Behaviour review for the half term Review subject leadership and professional growth progress Ensure updates: - Reading tracker - Newsletters - Environment changes (working walls etc.) Focus on behaviour end of half term standards
Key Events	Tuesday & Wednesday - INSET SEND Friday - Coffee morning @ Juniors 9:15		Parent reading sessions: EYF - KS1 - KS2 -	Year 6 @ Condoover		Thursday - Harvest worship for 1,3 & 5		

Learning Walk

Expectations		Year group: Class:
Reflection and Retrieve		What we are looking for:
Timely interactive teacher talk		
Challenge and adaptations (at all levels including SEND)		
Use of other adults		What Went Well (linked to HQT and outcomes)
Discussion opportunities		
Presentation of work		
Pupil voice - lesson/ sequence of lesson / progress		Even Better If (targets)
Feedback to pupils - live feedback in the session and on Showbie		
N/A to be provided if expectation is not applicable for this learning walk. Focus area Meeting expectation Exceeding expectation		