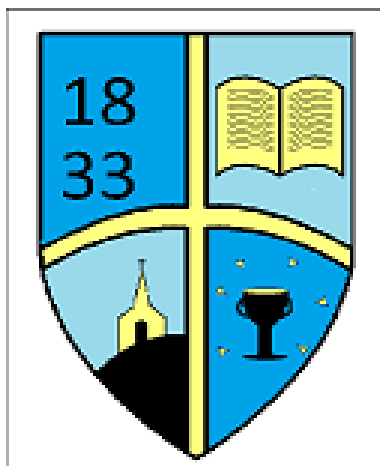


Mellor St Mary CE Primary School



Believing, Learning

& Sharing Together

Inclusive Teaching and Learning Policy

Date: September 2026

Teaching and Learning Policy

School Vision and Ethos

Mellor St Mary Church of England Primary is a school rooted in Christian values and committed to nurturing the whole child—spiritually, academically, socially, and emotionally. Our teaching and learning approach reflects our belief that every child is a unique individual, created in the image of God, with the potential to flourish.



'I praise you, for I am fearfully and wonderfully made.' (Psalm 139:14)

Our vision, inspired by **Luke 1:37 "For with God nothing shall be impossible"**, it guides us to enrich lives and show love and respect within our school family. We aim to equip our children to live life today and for tomorrow, rooted in Christian love.

Teaching and learning in school takes place collaboratively between staff, pupils, parents and community members, ensuring that by **'Believing, Learning and Sharing Together'** we are able to develop the whole child, mind, body and spirit.

We pride ourselves on providing rich and varied opportunities for children to help them discover the world and themselves by unlocking their hidden skills and talents in a fun and nurturing way. Teaching and Learning in school is designed to actively engage, excite and enthuse our children and develop the unique potential of each child, whatever their gifts, abilities or needs.

Ultimately, our intention is to:

- **Develop our heads and bodies: What we learn**

- **Develop our hearts and character: Who we are**
- **Develop our actions and attitudes: How we live and learn**
- **Develop our moral compass: Where we fit in the world**

This policy should be read alongside the school's policies on **curriculum, assessment, SEND, behaviour, feedback, marking, and safeguarding.**

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1. Purpose

This policy sets out the shared approach to teaching and learning at Mellor St Mary. It is our commitment to an inclusive, ambitious and nurturing approach to teaching and learning. As a Voluntary Aided Church of England primary school, our Christian ethos underpins all that we do. We believe every child is unique, loved by God and entitled to access a curriculum that is challenging, supportive and adaptive, enabling them to flourish.

Our aim is to ensure that all pupils:

- experience consistently high-quality teaching
- make strong progress from their starting points
- develop confidence, independence and a love of learning
- are supported to thrive academically, socially, emotionally and spiritually
- learn in an environment rooted in our Christian values and ethos so every pupil is supported to achieve their very best.
- high expectations are maintained for all learners
- barriers to learning are identified and removed quickly
- teaching is carefully adapted so that all children can succeed
- our school remains a welcoming, inclusive Christian community at the heart of the village

“For with God nothing shall be impossible.” - Luke 1:37

2. Christian vision and values

Our school is rooted in Christian belief and practice. We seek to reflect Christ’s love in our relationships, in our curriculum and in the way we care for one another.

Our core Christian values are:

- Compassion
- Courage

- Kindness
- Joy
- Responsibility
- Love

These values shape our inclusive practice by helping us to:

- show compassion towards those who face barriers or disadvantage
- act with courage when challenge or change is needed
- respond with kindness in our words, actions and attitudes
- celebrate learning and achievement with joy
- take responsibility for our own learning, behaviour and contributions to school life
- build a community founded on love, respect and service to others

3. Legal and statutory framework

This policy should be read alongside:

- The Equality Act 2010
- The Children and Families Act 2014
- The SEND Code of Practice: 0 to 25 years
- Keeping Children Safe in Education
- The National Curriculum in England
- Church of England guidance on inclusive education and Christian distinctiveness

4. Aims

We aim to:

- provide a high-quality education for all pupils
- maintain high expectations and ambition for every child
- deliver high-quality adaptive teaching in every classroom
- ensure all pupils, including those with SEND, disadvantaged pupils and those learning English as an additional language, can access learning successfully
- create an environment where difference is respected and every child feels safe, valued and included
- develop resilience, independence and confidence through carefully planned challenge
- work in partnership with parents, carers, governors, the parish and wider community

5. Principles of inclusive teaching and learning

Our inclusive practice is based on the following principles:

- Every child can learn and make progress
- High Quality Teaching is the first and most important response to need
- Curriculum planning should be ambitious, coherent and accessible
- Adaptations should support independence, not create dependency
- Challenge should be present for all pupils, including the most able
- Reasonable adjustments will be made where needed
- Inclusion is everyone's responsibility
- We recognise and respond to the individual strengths, needs and aspirations of each child

6. High-quality adaptive teaching

All teachers are responsible for ensuring that lessons are adapted so that all pupils can participate and achieve.

Adaptive teaching may include:

- clear explanations and modelling
- chunking instructions into manageable steps
- checking understanding regularly
- pre-teaching key vocabulary
- use of visual supports, concrete materials and practical resources
- structured talk partners and guided discussion
- planned scaffolds such as sentence stems, prompts or worked examples
- careful questioning to stretch and deepen thinking
- flexible grouping according to learning need
- varied approaches to recording responses
- removing unnecessary barriers while keeping expectations high

We do not lower expectations for pupils who find learning difficult. Instead, we adapt the route to success.

Teaching Strategies (EEF-Informed)

Based on EEF research we will:

Use explicit instruction, scaffolding, and flexible grouping to support all learners.

Teach metacognitive strategies to help pupils plan, monitor, and evaluate their learning.

Apply retrieval practice and diagnostic assessment to support long-term retention.

Adapt instruction to pupils' prior knowledge and use formative assessment to guide next steps.

In mixed-age settings, older pupils model learning behaviours and support younger peers.

7. Challenge and raising expectations

As a small rural community school, we value the opportunities that come from close relationships, but we also recognise the need to ensure that every child is stretched academically.

We will:

- plan lessons that include depth, reasoning and problem-solving
- expect pupils to think, explain, justify and apply their learning
- ensure higher-attaining pupils are challenged through greater complexity, independence and open-ended tasks
- avoid work that is repetitive, undemanding or tokenistic
- use assessment information to identify pupils who need additional challenge
- celebrate perseverance and effort as well as achievement

8. Inclusive environment

Our school environment will:

- be welcoming, calm and respectful
- reflect the diversity of God's world
- support pupils to feel secure and ready to learn
- promote positive images, books and resources that help children see themselves and others represented
- be accessible wherever reasonably possible
- support children with sensory, physical, communication or emotional needs

We recognise the importance of our rural context and will use it to enrich learning through:

- outdoor learning
- local history and geography
- links with the parish and local community

- use of the natural environment to support enquiry, creativity and wellbeing

9. Special educational needs and disabilities

We are committed to meeting the needs of pupils with SEND through a graduated approach:

- Assess
- Plan
- Do
- Review

We will:

- identify needs early
- involve parents and pupils in planning support
- maintain clear records of provision and impact
- ensure intervention is purposeful, time-limited and monitored
- promote independence and self-advocacy
- work closely with external professionals where appropriate

SEND Provision (EEF-Informed)

Following EEF's SEND guidance we will:

Create a positive and supportive environment for all pupils.

Ensure high-quality teaching is accessible to pupils with SEND.

Use diagnostic assessment to identify needs and plan targeted support.

Promote positive relationships, engagement, and wellbeing.

Collaborate with families and external agencies to develop and review support plans.

Provide ongoing professional development for staff to support inclusive practice.

10. Disadvantaged pupils

We recognise that some pupils may face additional barriers to learning. We will:

- identify barriers quickly
- provide targeted support where needed
- monitor progress carefully
- ensure access to the full curriculum
- use funding and resources strategically to improve outcomes and participation

11. Pupil voice, wellbeing and pastoral care

We believe that inclusive teaching and learning must support the whole child.

We will:

- listen to pupils and value their views
- create opportunities for pupils to share how they learn best
- build positive relationships based on trust and respect
- support emotional wellbeing through consistent routines and pastoral care
- promote resilience, forgiveness and reconciliation through Christian teaching and example

12. Behaviour and relationships

Our behaviour approach is rooted in our Christian values and in the belief that every child should be treated with dignity.

We will:

- teach and model positive behaviour
- maintain consistent expectations
- respond calmly and fairly
- use restorative approaches where appropriate
- make reasonable adjustments for pupils whose needs affect behaviour

- work with families to support pupils' success

13. Assessment, feedback and progress

Assessment will be used to inform teaching and support progress.

We will:

- use ongoing formative assessment in lessons
- check understanding regularly
- use summative assessment to identify gaps and next steps
- give feedback that helps pupils improve
- track the progress of individuals and groups carefully
- use assessment information to improve future teaching

14. Roles and responsibilities

Governing Board

The governing board will:

- ensure the policy reflects the Christian character of the school
- monitor inclusion, achievement and provision
- ensure statutory duties are met
- support leaders in maintaining high standards

Headteacher

The headteacher will:

- lead the inclusive vision of the school
- ensure effective deployment of staff and resources
- monitor the impact of inclusive teaching and learning

- report to governors on progress and priorities

SENCO / Inclusion Lead

The SENCO will:

- coordinate SEND provision
- support staff with adaptation and intervention
- liaise with parents and external agencies
- oversee the graduated approach and provision mapping

Class teachers

Class teachers will:

- plan and deliver inclusive, adaptive and challenging lessons
- know the children in their class well
- make appropriate adaptations
- assess learning and respond to need
- communicate with parents and support staff

Teaching assistants and support staff

Support staff will:

- work under the direction of the teacher
- support pupil independence
- reinforce key learning and interventions
- contribute to observations and review

15. Staff development

Staff will receive ongoing training in:

- adaptive teaching

- SEND
- behaviour for learning
- assessment for learning
- curriculum design and challenge
- inclusive Christian practice

16. Partnership with parents and carers

We value the role of parents and carers as partners in education. We will:

- communicate clearly and respectfully
- share concerns and successes promptly
- involve families in planning support
- listen to parental insight and expertise
- encourage home-school partnership in the interests of each child

At Mellor St Mary Church of England Primary School, we firmly believe that the best outcomes for children are achieved through strong, trusting partnerships between home and school. We are committed to working closely with parents, carers, and families to support every child's learning journey.

Our approach to collaboration includes:

Open and Regular Communication:

Weekly newsletters to share updates, achievements, and upcoming events.

School website with curriculum information, policy documents, and learning resources.

Parent-teacher consultations held termly to discuss progress and next steps.

Digital communication tools including: Email for formal communication and information sharing.

Online learning platforms (e.g., Google Classroom) to support home learning and provide access to resources.

Annual reports summarising each child's academic and personal development.

Shared Responsibility:

Support reading and homework routines.

Engage with school-led initiatives such as curriculum workshops and family learning events.

Attend celebration assemblies, performances, and church services.

Inclusive Involvement:

Volunteering opportunities.

Curriculum enrichment activities.

Parent forums and feedback sessions.

Support and Guidance:

Workshops to help parents understand teaching methods and curriculum content.

SEND support meetings and resources.

Pastoral support and signposting to external services when needed.

Celebrating Success Together:

We celebrate achievements—academic, personal, and spiritual—with our families, reinforcing the message that every child is capable of amazing things.

This collaborative ethos is underpinned by our Christian foundation and the belief that: “For with God nothing shall be impossible” (Luke 1:37)

Together, we ensure:

Every child has the ability to do amazing things.

Every child has the right to the best opportunities in life.

Every child can reach their true potential.

17. Monitoring and review

The effectiveness of this policy will be monitored through:

- learning walks and lesson visits
- book scrutiny
- pupil progress meetings
- parent and pupil feedback
- SEND review processes

- governor monitoring visits

Assessment is ongoing and includes teacher observations, pupil self-assessment, and formal assessments. Progress is tracked using school-based systems aligned with National Curriculum expectations. Regular pupil progress meetings are held to review attainment and identify next steps. Feedback is specific, timely, and actionable, supporting pupils in improving their work. Assessment practices align with Ofsted's focus on pupil outcomes and curriculum impact.

The policy will be reviewed every two years, or earlier if required by changes in legislation or school priorities.

18. Complaint and concerns procedure

Any concerns about inclusion, teaching or learning should first be discussed with the class teacher. If needed, they should then be referred to the SENCO or headteacher in line with the school's complaints procedure.

19. Statement of commitment

As a VA Church of England school, we are committed to an education that combines academic ambition, compassion and Christian love. We believe that through high expectations, inclusive practice and faith-filled hope, every child can thrive.

"For with God nothing shall be impossible." - Luke 1:37

Review and Evaluation

This policy will be reviewed annually by the Headteacher and Governing Board to ensure it remains aligned with statutory guidance, Ofsted priorities, EEF research, and the Mellor Vision, and reflects the evolving needs of the school community.

Policy owner: Headteacher / SENCO / Governing Board

Approved by: Curriculum Committee October 2026

Next review date: October 2028

Appendix 1 – Adaptive teaching quick reference sheet

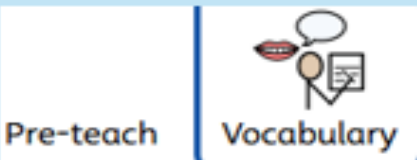
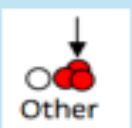


Mellor St Mary CE Primary School

Believing, Learning and Sharing Together



Strategy	What it looks like in the classroom
Seating Plans	- Using seating plans strategically to support learning e.g. placing students who need more support near the teacher, grouping students in mixed abilities for collaborative tasks. - Regularly review and adjust seating plans based on student progress and classroom dynamics. - Communicate the purpose of the seating plan to students to foster understanding and avoid perceptions of unfairness.
Task Planner	- Standard template for task planners and used across all subjects e.g. numbered tasks, key dates, learning objectives, assessment methods. - Regularly review and adapt the template based on feedback from student and staff to ensure it remains effective.
Knowledge Organiser	- A visually clear KO outlining key facts, vocabulary, concepts and subject specific information for the unit/ theme/ term. - Knowledge Organisers are created using simple, accessible materials e.g. electronic or printed A3/A4, dual coded whenever possible using <u>Widgit</u>.
Modelling	- Adults model expectations for learning - Use live modelling or visualisers to demonstrate the process live e.g. solving a maths problem, annotating a text, conducting a science experiment. - Excellent examples of student work are shared to model expected standards and different approaches. - Pre prepared examples of answer, structures or techniques explicitly highlight key features. - Meaningful feedback includes specific examples from the students work alongside a

	modelled 'next step' for improvement which can be verbal.
	• Begin each lesson/session with a low stakes quiz or quick-fire questions on previously learned concepts. • Integrate regular 'brin dumps' where students record everything they can remember about a topic / theme/ unit. • Used spaced repetition techniques e.g. revisiting topics at increasing intervals, through homework, or in class activities. • Combine with Knowledge Organisers.
	• <u>Identify key</u> vocabulary for upcoming subjects and topics/ themes/ units and introduce them explicitly before the lesson using dual coding symbols using student friendly definitions and examples. • Use visual aids, such as images or diagrams to support understanding of new vocabulary. • Use of colourful semantics to link vocabulary to categories.
	• Provide differentiated home learning tasks that cater to different learning needs and levels of understanding. • Use online learning tools and support programmes linked to core learning.
	• Use active listening techniques to ensure students are actively listening before instructions are given. • Incorporate structured pair or small group discussions into lessons providing clear prompts and expectations for talk. • Use techniques like '<u>think</u>- pair-share' to encourage all students to articulate their ideas. • Model effective questioning and listening skills and explicitly teach students how to engage in respectful and productive dialogue.
	• Use AI for automatic adaptations • Provide alternative recording devices e.g. talking tins, voice note recorder, speech to text type etc • Provide alternative reading devices e.g. reading pen, Windows365 / Office text reader function.
	• Add other A. T techniques here: