Ferring CE Primary School		
Policy:	**Teaching and Learning Policy**	
Policy date:	Autumn 2026	
Review date:	Autumn 2027	
Person responsible	Headteacher	

1. Our vision for teaching and learning

At Ferring Church of England Primary School, our vision is:

> An inspiring place to grow, believe and achieve life in all its fullness.

Our values of Love, Hope and Joy and our motto:

> Grow with Love, Believe with Hope, Achieve with Joy - underpin everything we do.

We want all pupils to experience success, belonging, challenge and enjoyment in their learning. We want them to become curious, resilient, motivated and increasingly independent learners who have the knowledge, skills, confidence and character to make a positive contribution to the world.

We believe that every child can learn, achieve challenging objectives and make progress when the right support is in place. High expectations and inclusion are therefore not competing priorities: high expectations are fundamental to inclusive practice.

Our aim for our pupils is to:

- Believe they grow with love, hope and joy
- Belong to our school community
- Behave as ‘agents of change’ and live out ‘courageous advocacy’

Our approach is designed to ensure that pupils:

- achieve academically and personally;
- develop a love of learning;
- acquire secure and increasingly sophisticated knowledge;
- remember and apply what they have learned;
- develop independence;
- ask questions and think critically;
- communicate effectively;
- experience appropriate challenge;
- develop resilience and confidence;
- feel safe, respected, valued and included;
- participate fully in the life of the school.

This policy builds on Ferring's existing commitment to ambitious, rich and engaging teaching and learning.

2. Purpose of this policy

This policy sets out the principles and expectations that underpin teaching and learning at Ferring CE Primary School.
It provides a shared framework for:

- curriculum design;
- lesson and sequence planning;
- high-quality teaching;
- adaptive and inclusive practice;
- assessment;
- feedback;
- intervention;
- deployment of teaching assistants and other adults;
- pupil independence;
- professional development;
- monitoring and evaluation.

It is intended to support professional consistency without unnecessarily prescribing individual teachers' methods.

The school recognises that there is no single teaching approach that is appropriate for every subject, class, lesson or pupil. The school's approach to curriculum, teaching, assessment and intervention will be informed by professional expertise, relevant research and the best available evidence, including evidence relating to effective provision for pupils with SEND, disadvantaged pupils and pupils facing other barriers to learning.

This is consistent with the September 2026 Ofsted framework, which states that inspectors do not prefer a particular method of planning, teaching or assessment, do not require a specific planning format and do not require individual lesson plans to be produced for inspection.

3. Our curriculum

Ferring's curriculum is ambitious, coherent, inclusive and rooted in our school context.

As a maintained primary school, we follow the statutory National Curriculum requirements for Key Stages 1 and 2. The National Curriculum forms part of the wider school curriculum, which includes all the learning and experiences planned for pupils.

Each subject curriculum will reflect the distinctive knowledge, concepts, vocabulary, disciplinary knowledge and ways of thinking associated with that subject. Leaders and teachers will use subject-specific expertise when designing, teaching and evaluating the curriculum.

Our curriculum is designed to:

- provide appropriate breadth and depth;
- build secure knowledge over time;
- develop subject-specific vocabulary;
- establish clear progression;
- make meaningful connections within and between subjects;
- build upon prior learning;

- provide opportunities for enquiry, discussion and application;
- develop reading, writing, oracy and mathematical fluency across the curriculum;
- provide appropriate enrichment and real-life experiences;
- reflect diversity and challenge stereotypes;
- prepare pupils for later life;
- promote spiritual, moral, social and cultural development;
- support pupils to become increasingly independent learners.

Curriculum planning at Ferring is organised through:

Long-term planning → Medium-term planning → Short-term/weekly planning →

Assessment and responsive adaptation: The school's Planning Guide 2026–27 provides the detailed operational expectations for this process. It requires planning to identify National Curriculum objectives, subject concepts, prior learning, learning intentions, vocabulary, resources, retrieval, modelling, guided practice, application, reflection and enrichment.

4. High expectations for every pupil

Teachers have a full professional responsibility for the learning, progress, participation and wellbeing of the pupils they teach.
We maintain high expectations for every pupil regardless of:

- starting point;
- attainment;
- SEND;
- disability;
- disadvantage;
- language or communication need;
- attendance;
- medical need;
- social or emotional need;
- caring responsibilities;
- background or family circumstances.

High expectations mean that pupils are expected to engage positively, think hard, make progress and produce work of an appropriate standard.

High expectations do not mean identical provision for every pupil.

Where pupils experience barriers, teachers adapt teaching and make reasonable adjustments so that pupils can access ambitious learning.

Teaching should be adapted in response to pupils' needs rather than lowering expectations or unnecessarily narrowing the curriculum. This is a central principle of Ferring's Inclusion Strategy.

5. High-quality first and adaptive teaching

Our approach

High-quality teaching is our primary mechanism for inclusion.

We use the terms **Quality First Teaching** and **Adaptive Teaching** rather than relying on a traditional model of fixed differentiation.

Adaptive teaching means that teachers:

- know what pupils already know and understand;
- anticipate predictable barriers;
- identify misconceptions;
- adapt explanations;
- adapt modelling;
- adjust resources;
- use scaffolding appropriately;
- use flexible grouping;
- explicitly teach vocabulary;
- use retrieval and rehearsal;
- adjust pace where appropriate;
- provide appropriate challenge;
- provide additional practice where necessary;
- use formative assessment to determine next steps;
- support regulation and participation;
- gradually remove scaffolds as pupils become more independent.

These expectations directly reflect Ferring's 2026 Inclusion Strategy.

Adaptive teaching is not:

- routinely giving different work to different groups;
- lowering expectations for pupils who find learning difficult;
- creating permanent ability groups;
- unnecessarily removing pupils from the main curriculum;
- providing excessive adult support;
- relying on worksheets or simplified tasks instead of effective teaching.

6. Our universal inclusive offer

All pupils should benefit from high-quality inclusive teaching before additional intervention is considered.

Our universal offer includes, where appropriate:

- clear explanations;
- explicit teaching;
- effective modelling;
- worked examples;
- guided practice;
- independent application;
- retrieval and rehearsal;
- explicit vocabulary teaching;
- structured opportunities for talk;
- visual supports;
- appropriate use of concrete resources;
- scaffolding;
- flexible grouping;

- pre-teaching;
- appropriate repetition;
- manageable learning steps;
- opportunities for movement and regulation;
- accessible resources;
- appropriate use of technology;
- formative assessment;
- timely feedback;
- opportunities for independent learning.

West Sussex County Council's OAIP guidance identifies inclusive quality-first teaching and reasonable adjustments as ordinarily available provision in mainstream settings.

Ferring's own Inclusion Strategy establishes high-quality first and adaptive teaching as the primary mechanism for inclusion and identifies improved consistency in this area as a key 2026–27 priority.

7. Removing barriers to learning

When a pupil experiences difficulty accessing learning, staff should consider:

1. What is the barrier?
What is making it difficult for this pupil to access the learning?

2. What does the pupil need?
What support would enable them to participate and learn successfully?

3. What can we change?
Can the task, environment, communication, transition, resource or adult response be adapted?

4. What additional support may be required?
Would targeted teaching, intervention, pastoral support, specialist advice or another provision be appropriate?

5. How will we know whether it is working?

What evidence will demonstrate whether the adaptation or support is making a difference?

These questions are consistent with the five inclusion questions already established in Ferring's Behaviour and Anti-Bullying Policy.

They should become part of the school's shared language for responding to barriers to learning, behaviour and participation.

Where alternative provision is used, leaders retain responsibility for the pupil's education, safeguarding, attendance and wellbeing. Provision will be suitable, safe, appropriately monitored and used in the pupil's best interests.

8. Reasonable adjustments

Ferring recognises its legal responsibilities under the Equality Act 2010 to make reasonable adjustments for disabled pupils.

Reasonable adjustments may be required to ensure that a pupil is not placed at a substantial disadvantage in comparison with other pupils.

Adjustments may include, for example:

- alternative presentation of information;
- enlarged or otherwise adapted print;
- visual supports;
- additional processing time;
- adapted recording methods;
- use of technology or assistive technology;
- alternative equipment;
- adjustments to the classroom environment;
- sensory adaptations;
- changes to the way instructions are communicated;
- additional preparation for transitions;
- adaptations to assessment arrangements;
- adjustments to participation in practical activities.

The school's Accessibility Policy and Accessibility Plan provide the detailed statutory framework for accessibility and curriculum access.
Reasonable adjustments should:

- be based on an identified barrier;
- support access to ambitious learning;
- promote independence;
- be proportionate and sustainable;
- be reviewed for effectiveness;
- avoid unnecessary dependency;
- be communicated to relevant staff.

Ofsted's September 2026 inspection toolkit specifically considers whether reasonable adjustments and adaptations are well targeted and effective in reducing barriers and whether they support pupils' long-term success.

9. SEND and emerging needs

Ferring recognises that pupils may have identified or emerging SEND and that needs should be responded to promptly.

Staff should not wait for a formal diagnosis before addressing an identified barrier to learning.

Teachers will use:

- professional observation;
- formative assessment;
- pupil voice;
- parent/carer information;
- previous educational information;
- assessment data;
- advice from the SENCo/Inclusion Lead;

- advice from external professionals where appropriate.

Our approach is needs-led rather than diagnosis-led.

This reflects Ferring's Inclusion Strategy, which states that decisions should be based on evidence of need and impact rather than diagnosis alone.

10. Assess–Plan–Do–Review

Where additional provision is required, Ferring uses the graduated approach:

Assess
Identify the pupil's strengths, needs, barriers and desired outcomes using a range of evidence.

Plan
Agree appropriate provision and reasonable adjustments with the pupil, family and relevant professionals.

Do
Implement agreed provision consistently and monitor the pupil's response.

Review
Evaluate progress and impact, involving the pupil and family, and adapt provision as required.

This approach is established within the school's Inclusion Strategy.

The purpose of the cycle is to ensure that provision is responsive, evidence-informed and effective.

11. Targeted intervention

Where a pupil's needs cannot be sufficiently met through the universal offer, targeted support may be provided.

This may include:

- teacher-led small-group teaching;
- individual teaching;
- pre-teaching;
- vocabulary development;
- literacy intervention;
- speech and language programmes;
- scaffolded learning;
- social and emotional support;
- pastoral support;
- attendance support;
- transition support;
- specialist equipment;
- assistive technology;
- advice from specialist professionals.

Targeted provision should be:

planned → delivered → monitored → evaluated → adapted or discontinued according to impact.

This reflects Ferring's Inclusion Strategy.

Intervention should not automatically continue simply because it has been established. Leaders and teachers should consider whether it is making a meaningful difference.

12. Early identification

During 2026–27, particular attention will be given to the early identification of:

- speech, language and communication needs;
- literacy difficulties;
- emerging SEND;
- barriers affecting engagement and participation.

Ferring will strengthen:

- appropriate screening and assessment;
- teacher observation;
- vocabulary development;
- pre-teaching;
- teacher-led targeted support;
- evaluation of intervention effectiveness.

Where an intervention does not demonstrate sufficient impact, the approach should be reviewed rather than simply continued.

13. Teaching and learning sequences

Effective learning should normally include a coherent progression from introducing new learning towards increasingly independent application.

Ferring's Planning Guide identifies a useful shared model:

I DO – Modelling
The teacher explicitly demonstrates the knowledge, skill or process, using worked examples and appropriate explanation.

WE DO – Guided practice
Pupils practise the new learning with structured adult guidance, questioning, feedback and scaffolding.

YOU DO – Independent application

Pupils apply the learning with an appropriate level of independence, challenge and adaptation.

This model should not be treated as a rigid formula for every lesson. Teachers should use their professional judgement according to the subject, learning intention, age of pupils and stage of learning.

14. Retrieval and prior learning

Teachers should identify and build upon pupils' prior learning.
Teaching should include opportunities, where appropriate, to:

- retrieve important knowledge;
- revisit vocabulary;
- connect current learning with previous learning;
- address misconceptions;
- practise essential skills;
- strengthen long-term retention.

Ferring's Planning Guide explicitly requires consideration of prior knowledge and regular low-stakes retrieval opportunities.
Retrieval should have a clear purpose and should inform teaching rather than become an end in itself.

15. Vocabulary, communication and oracy

Teachers explicitly teach the vocabulary pupils need to understand and communicate within each subject.

Teachers should consider:

- which words are essential to the learning;
- whether pupils have encountered the words previously;
- how new vocabulary will be explained;
- opportunities for pupils to hear, rehearse and use vocabulary;
- visual and contextual support;
- pre-teaching where appropriate;
- opportunities for structured talk.

The Planning Guide requires key vocabulary to be identified within planning and provides for explicit opportunities for oracy and reflection.

This is particularly important for pupils with speech, language and communication needs and for pupils who may have gaps in vocabulary or language experience.

16. Modelling, questioning and explanation

Teachers should provide clear explanations and model the knowledge, skills and processes pupils are expected to learn.

Effective teaching may include:

- worked examples;
- live modelling;

- think-aloud;
- visualisers;
- demonstrations;
- guided questioning;
- checking for understanding;
- carefully sequenced questions;
- opportunities for pupils to explain their thinking.

Teachers should avoid assuming that pupils understand simply because they appear engaged or can repeat an answer.

17. Formative assessment

Assessment is integral to teaching.

Teachers continually gather information about pupils' learning through:

- questioning;
- observation;
- retrieval;
- discussion;
- practical activities;
- independent practice;
- written work;
- quizzes;
- assessment tasks;
- pupil explanations;
- review of previous learning.

Teachers use this information to:

- identify misconceptions;
- adjust explanations;
- adapt teaching;
- provide further practice;
- identify pupils who require additional support;
- provide appropriate challenge;
- determine future teaching.

Ferring's Planning Guide requires assessment opportunities to be mapped across the term and used alongside planning and curriculum sequencing.

Where pupils have not yet secured the foundational knowledge and skills required to access the curriculum, including in communication and language, reading, writing and mathematics, leaders will ensure that gaps are identified accurately and that timely, targeted teaching and practice are provided. The impact of this additional support will be reviewed regularly.

18. Feedback

Feedback should improve learning.

At Ferring: Feedback is for the pupil; assessment is for the teacher.

Feedback should be:

- meaningful;
- manageable;
- motivating;
- focused on learning;
- responsive to misconceptions;
- understandable to pupils;
- acted upon where appropriate.

Feedback may be:

- immediate/live;
- verbal;
- written;
- whole-class;
- group-based;
- individual;
- peer feedback;
- self-assessment;
- editing and reflection.

The school's Feedback Guide 2026–27 provides the detailed expectations for feedback and marking. It emphasises that feedback should inform future planning and that pupils should be given opportunities to act upon feedback.
Feedback should not become an administrative exercise. The purpose is always to improve learning.

19. Self-assessment and peer assessment

Pupils should increasingly understand how to evaluate and improve their own learning. Teachers will explicitly teach and model:

- self-assessment;
- peer feedback;
- editing;
- reflection;
- identifying success;
- identifying next steps.

Pupils may use approaches such as:

- learning-intention checklists;
- reflection prompts;
- peer discussion;
- structured feedback;
- editing stations;
- agreed marking systems.

The quality of self- and peer-assessment should be monitored and modelled by teachers.

20. Teaching assistants and additional adults

Teachers retain responsibility for the learning and progress of all pupils in their class, including pupils receiving additional adult support.

Teaching assistants and other adults should be deployed strategically to:

- enable pupils to access high-quality teaching;
- support agreed adaptations;
- facilitate participation;
- provide targeted practice;
- support specific interventions;
- reinforce vocabulary and understanding;
- provide appropriate challenge;
- develop pupils' independence.

Adult support should not create unnecessary dependency.

Where appropriate, adults should gradually reduce support so that pupils can apply learning independently.

This reflects both Ferring's Inclusion Strategy and the September 2026 Ofsted framework, which specifically considers whether additional adults enable access to high-quality teaching and develop pupils' independence over time.

21. Independence

Developing independence is an important outcome of effective teaching.

Teachers should progressively support pupils to:

- organise themselves;
- select appropriate resources;
- apply strategies;
- use classroom resources independently;
- check their own work;
- identify when they need help;
- explain their thinking;
- make choices;
- solve problems;
- reflect on learning;
- transfer knowledge and skills to new contexts.

Scaffolding should therefore be viewed as temporary support which is reduced when pupils are ready.

22. Behaviour and relationships for learning

Effective learning depends upon positive relationships and predictable expectations.

Our classroom culture reflects the school's behaviour expectations:



Teachers establish clear routines and explicitly teach expectations for learning.
Positive behaviour is taught through:

- modelling;
- explanation;
- rehearsal;
- consistent routines;
- positive recognition;
- restorative approaches;
- discussion;
- role play where appropriate;
- adult modelling.

Our Behaviour and Anti-Bullying Policy establishes that high expectations can be maintained while appropriate support and reasonable adjustments are provided.
Where behaviour interferes with learning, staff should consider whether there are barriers associated with:

- SEND;
- communication;
- sensory needs;
- emotional regulation;
- learning;
- transitions;
- medical needs;
- disadvantage;
- attendance;
- caring responsibilities;
- significant changes in circumstances;
- the learning environment itself.

23. Regulation, wellbeing and belonging

Teachers recognise that pupils' emotional wellbeing, sense of safety and belonging can affect their readiness and ability to learn.
We will:

- establish predictable routines;
- support successful transitions;
- provide appropriate opportunities for regulation;

- consider sensory needs;
- respond sensitively to dysregulation;
- maintain high expectations;
- listen to pupils;
- promote positive relationships;
- address bullying, prejudice and discrimination.

These expectations reflect the Inclusion Strategy's commitment to safe, respectful and inclusive learning environments.

24. Equality, diversity and representation

Teaching and learning should promote equality and respect for difference.
Teachers should:

- challenge stereotypes;
- avoid discriminatory assumptions;
- use resources appropriately representing diversity;
- provide opportunities to explore different cultures, identities and perspectives;
- promote fairness and social justice;
- ensure that all pupils have equal opportunities to participate;
- address prejudice and discriminatory language.

The school's Equal Opportunities Policy establishes that the curriculum should reflect diversity, challenge stereotypes and prejudice and provide equal access to learning.

25. Accessibility and learning environments

Classrooms should be organised to promote:

- participation;
- independence;
- accessibility;
- safety;
- positive relationships;
- effective learning.

Teachers should consider:

- seating;
- movement;
- lighting;
- noise;
- sensory demands;
- access to resources;
- visual information;
- classroom layout;
- technology;
- specialist equipment;
- accessible recording methods.

The Accessibility Policy commits the school to improving access to the curriculum, making reasonable adjustments and providing specialist aids and equipment where appropriate.

26. Educational visits, enrichment and wider participation

Inclusive teaching extends beyond the classroom.

Pupils should have equitable opportunities to participate in:

- educational visits;
- residential opportunities;
- clubs;
- sport;
- music;
- leadership;
- worship;
- performances;
- celebrations;
- enrichment;
- community activities.

Where barriers exist, the school will consider reasonable adjustments and practical or financial support.

Participation of vulnerable groups will be monitored to identify under-representation.

27. Disadvantage and other barriers

Inclusion at Ferring includes pupils experiencing disadvantage as well as pupils with SEND.

Teachers should consider the interaction between:

- disadvantage;
- SEND;
- attendance;
- wellbeing;
- family circumstances;
- access to resources;
- access to enrichment;
- educational outcomes.

Teachers and leaders recognise that children who are known or previously known to children's social care may experience barriers to learning, attendance, wellbeing and participation.

Staff will have regard to relevant plans, including Individual Support Plans (ISPs) where applicable, and will work with the Designated Teacher, DSL, Virtual School and other professionals as appropriate to ensure that barriers are identified and addressed.

High expectations will be maintained and appropriate academic, pastoral and inclusion support will be provided according to need.”

Pupils who are learning English as an additional language will be supported to develop their English proficiency while maintaining high expectations of their academic achievement.

Teachers will identify pupils' language needs, explicitly teach relevant vocabulary, provide opportunities for purposeful talk and use modelling, visual support, repetition and scaffolding where appropriate.

Pupils' existing languages and knowledge will be recognised as strengths rather than barriers to achievement."

The Pupil Premium Strategy provides the detailed approach to disadvantage, while this policy ensures that barriers experienced by disadvantaged pupils are considered within everyday teaching.

The school will monitor attainment, progress, attendance, participation, enrichment, behaviour, wellbeing and access to resources for relevant groups.

28. Young carers

Staff should be aware that caring responsibilities may affect:

- attendance;
- punctuality;
- concentration;
- emotional wellbeing;
- participation;
- homework;
- access to enrichment.

Where appropriate, teachers should consider reasonable flexibility and adjustments in partnership with the pupil, family and Inclusion Lead.

Ferring's Inclusion Strategy identifies young carers as a particular group for strengthened identification, support and monitoring during 2026–27.

29. Reading

Reading is central to learning at Ferring.

We believe that a love of reading opens doors to all areas of education.
Teachers will:

- promote a love of reading;
- model fluent and expressive reading;
- develop vocabulary;
- teach comprehension;
- support pupils to read increasingly complex texts;
- identify pupils who require additional support;
- provide opportunities for reading across the curriculum;
- encourage pupils to read regularly.

In the early stages of reading, systematic phonics teaching will follow the school's adopted programme and statutory requirements. Pupils who do not yet have secure decoding skills will receive appropriate additional teaching and practice.

30. EYFS

Reception teaching and learning will reflect the EYFS statutory framework for group and school-based providers applying from 1 September 2026.

Teaching in Reception will maintain the principles of this policy while recognising the distinctive characteristics of effective early years practice.

Provision will:

- build on children's interests and prior experiences;
- develop communication and language;
- provide rich opportunities for play and exploration;
- include purposeful adult interaction;
- develop early literacy and mathematics;
- provide appropriate challenge;
- promote independence;
- use observation and assessment to inform teaching;
- ensure that pupils with additional needs are appropriately supported.

The EYFS approach will provide a strong foundation for pupils' transition into Key Stage 1.

31. Planning expectations

Planning should support high-quality teaching rather than become an end in itself. Teachers should ensure that planning:

- follows the agreed curriculum;
- builds on prior learning;
- identifies intended learning;
- sequences knowledge and skills;
- anticipates barriers;
- identifies key vocabulary;
- incorporates formative assessment;
- includes appropriate adaptations;
- provides appropriate challenge;
- identifies resources;
- considers adult deployment;
- provides opportunities for retrieval, modelling, guided practice and independent application;
- includes enrichment where appropriate.

The Ferring Planning Guide 2026–27 provides the operational planning expectations and formats.

Short-term planning should remain sufficiently flexible to respond to what pupils actually know and understand.

Ferring's Planning Guide explicitly recognises that short-term planning should be organic and responsive to individual outcomes.

32. Professional responsibility

Teachers and support staff are expected to:

- know the pupils they teach;
- understand the subjects they teach;
- maintain high expectations;
- prepare effectively;
- use assessment intelligently;
- adapt teaching;
- seek advice where appropriate;
- reflect on their practice;
- participate in professional development;
- work collaboratively;
- treat pupils with kindness, dignity and respect;
- contribute to an inclusive culture.

Professional development during 2026–27 will focus particularly on:

- adaptive teaching;
- inclusive pedagogy;
- SEND;
- speech, language and communication;
- effective use of teaching assistants;
- scaffolding;
- intervention;
- regulation and wellbeing.

This reflects the priorities in Ferring's Inclusion Strategy.

33. Working with parents and carers

Ferring recognises that effective teaching and inclusion depend upon strong relationships between school, pupils and families.
We will:

- communicate openly;
- share relevant information;
- listen to parent/carer knowledge;
- involve families where additional support is being considered;
- involve families in Assess–Plan–Do–Review where appropriate;
- provide accessible information;
- work collaboratively to address barriers;
- support successful transitions;
- seek parent/carer feedback.

Information will be provided in accessible, translated, visual or alternative formats where appropriate, in line with the Accessibility Policy.
Parents and carers are encouraged to:

- ensure regular attendance;
- support reading and learning at home;
- communicate relevant information with the school;
- attend relevant meetings and consultations;
- work collaboratively with the school where additional support is required;
- encourage positive attitudes towards learning.

34. Leadership responsibilities

The Headteacher and senior leaders are responsible for ensuring that:

- this policy is implemented;
- teaching reflects the school's curriculum;
- inclusive practice is developed;
- staff receive appropriate professional development;
- curriculum implementation is monitored;
- vulnerable groups are considered;
- reasonable adjustments are made where required;
- intervention is evaluated;
- pupil and parent voice inform improvement;
- leaders identify and address barriers to learning.

The Inclusion Lead/SENCo will support leaders and teachers in developing inclusive practice and in implementing the graduated approach.

Subject leaders are responsible for supporting:

- curriculum progression;
- subject-specific knowledge;
- curriculum implementation;
- appropriate assessment;
- professional development;
- identification of curriculum strengths and barriers.

35. Governors

Governors have strategic responsibility for ensuring that teaching and learning support the school's vision and statutory responsibilities.
Governors will:

- receive appropriate information about curriculum quality;
- consider the outcomes of vulnerable groups;
- monitor inclusion;
- consider the impact of professional development;
- challenge leaders about curriculum implementation and impact;
- monitor accessibility;
- consider pupil and parent voice;
- evaluate progress against strategic priorities.

This reflects the governance expectations established within the school's Inclusion Strategy.

36. Monitoring and evaluation

Ferring will not judge teaching primarily by the amount of planning produced, the quantity of marking undertaken or compliance with a particular lesson structure.
Instead, leaders will evaluate the quality and impact of teaching and learning.

Evidence may include:

- pupil voice;
- pupil work;
- assessment information;
- curriculum reviews;
- learning walks;
- discussions with teachers;
- discussions with pupils;
- planning where appropriate;
- classroom environments;
- attendance information;
- behaviour and wellbeing information;
- intervention evaluations;
- participation data;
- parent/carer feedback;
- professional dialogue.

No single source of evidence will be used in isolation.
This approach reflects Ofsted's September 2026 framework, which states that inspectors do not grade individual lessons or teachers, do not require a particular quantity of work, and do not use work scrutiny to evaluate teachers' marking.

37. Evaluating impact

Leaders will consider whether teaching and provision are making a meaningful difference.
Evaluation will consider:

Pupil outcomes

- attainment;
- progress;
- knowledge and understanding;
- engagement;
- independence;
- curriculum access;
- progress towards individual outcomes.

Quality of teaching

- adaptive teaching;
- formative assessment;
- classroom accessibility;
- effective adult deployment;
- curriculum access;
- pupil independence.

Inclusion

- access to the full curriculum;
- reasonable adjustments;
- participation;
- outcomes for pupils with SEND;
- outcomes for disadvantaged pupils;
- attendance;
- wellbeing;
- belonging.

Intervention

- baseline;
- intended outcome;
- duration;
- attendance;
- progress;
- impact;
- pupil voice;
- whether provision should continue, change or cease.

These measures directly reflect the evaluation framework within Ferring's Inclusion Strategy.

38. Pupil voice

Pupils should be active participants in their learning.

Teachers should provide opportunities for pupils to:

- explain what they are learning;
- discuss what helps them learn;
- reflect on their progress;
- identify barriers;
- contribute to decisions about appropriate support where possible;
- provide feedback about their experiences.

Pupil voice will contribute to leadership evaluation of teaching, learning and inclusion. This is particularly important where pupils have SEND or other barriers to learning, as West Sussex OAIP emphasises listening to children and young people and using their perspectives to inform inclusive practice.

39. Links with other school policies and guidance

This policy should be read alongside:

- Ferring Planning Guide 2026–27
- Ferring Feedback Guide 2026–27
- Inclusion Strategy 2026–27
- Accessibility Policy and Plan
- Equal Opportunities Policy

- Behaviour and Anti-Bullying Policy 2026–27
- Medical Policy
- RSHE Policy
- Safeguarding and Child Protection Policy
- Pupil Premium Strategy
- EYFS statutory framework

The detailed operational requirements should sit within these supporting documents rather than being duplicated unnecessarily in this policy.

40. Policy principles at a glance

At Ferring CE Primary School:



We believe that:

- Every pupil can learn.
- Every pupil deserves an ambitious curriculum.
- High expectations and inclusion belong together.
- High-quality teaching is the first response to additional need.
- Adapt teaching rather than unnecessarily lowering expectations.
- Identify barriers early.
- Make reasonable adjustments where required.
- Use assessment to inform teaching.
- Use evidence-informed interventions where additional support is necessary.
- Deploy adults to develop independence, not dependency.
- Listen to pupils and families.
- Evaluate impact rather than simply measuring provision.
- Help every pupil to Grow with Love, Believe with Hope and Achieve with Joy.

41. Statutory and professional reference framework

This policy has been developed with regard to:

- the National Curriculum in England, which maintained schools are required to follow at Key Stages 1 and 2;
- the EYFS statutory framework for group and school-based providers applying from 1 September 2026;

- the SEND Code of Practice and graduated approach;
- the Equality Act 2010, including duties relating to reasonable adjustments for disabled pupils;
- West Sussex County Council Ordinarily Available Inclusive Practice (OAIP) guidance;
- the West Sussex Inclusion Framework, including its expectations for quality-first teaching, formative assessment, reasonable adjustments and effective deployment of staff;
- the Ofsted State-funded school inspection toolkit for use from September 2026, particularly expectations concerning curriculum, inclusive teaching, adaptive practice, reasonable adjustments, additional adults and pupil independence.