

Teaching and Learning Policy



September 2025

To be reviewed 2027 or as required

Aim

We are committed to training, managing and developing staff to maximise opportunities for children to learn. We work together to ensure that all children receive a sustained high quality opportunity to learn, providing learning opportunities which challenge, inspire, develop and deepen understanding, a range of knowledge and skills.

Rationale

Effective learning involves processes of making connections about what has been understood in different meaningful contexts, reflecting on what has been learned then applying that learning to new situations with the aim that learners become self sustaining and independently inquisitive in seeking new challenges, understanding, knowledge and skills. The quality of teaching is central to high educational standards and pupil achievement. Our schools seek to recruit, retain and develop teachers and support staff who are ambitious for pupils and who strive to constantly improve and develop their own practise. We ensure that staff receive continuous quality professional development opportunities and meaningful, developmental performance feedback.

Quality of Learning

Quality learning can take place when:

- There is a **welcoming, nurturing, happy, respectful, attractive and purposeful** learning environment.
- Where there are **high expectations** of what pupils can achieve and many varied opportunities for them to express this.
- It is **child directed** and where possible stems from a child's own experience and ideas.
- The planned focus is **on learning** rather than activity.
- Objectives, aims and skills to be taught are **shared explicitly and reviewed** at the end of a session.
- Links are made between **topic knowledge and taught skills**.
- There is an element of **surprise or mystery**.
- The **contexts of learning are clear** and related to the wider world.
- The outcomes of pupil learning are **varied and reflect individual skills** and successes.
- There are many opportunities for **pupils to reflect on their own achievements**.
- Pupils have a clear understanding of **how they can improve their work and become better learners**.
- Teachers feel **valued and have opportunities for their own role as lead learners**.
- **Parents and the community feel involved** and part of the learning community.

Curriculum Intent

We provide rich and varied learning experiences designed to expand both the children's knowledge and understanding of the world, and to develop the skills they need to navigate it.

We structure experiences to inspire creative and critical thinking to ensure learners who are both resilient and motivated to succeed in the world they live in.

We provide an engaging curriculum that is relevant to the children, celebrating the wide range of cultures and diversity our families bring and the variety of entry points into the use

of the English language that our communities present through a focus on subject specific vocabulary and the many links that can be found between subject disciplines.

The inclusive nature of the curriculum allows a range of access points that ensure all children to access and succeed, regardless of their circumstances, with high expectations set for everyone. We expect children to reflect on their own understanding and achievement and be confident enough to share this with others during their learning.

A cyclical/layered approach results in an understanding that is both scaffold and deepened; it allows children to rehearse, revisit and build on taught skills and make links, resulting in the learning 'sticking' with them as they continue their education. We provide a range of practical experiences which bring to life taught knowledge and skills which are essential to a wider understanding of the concepts being taught.

In order to build on and nurture children's prior learning and experiences, our curriculum is structured through a progression of skills: across units of work, year groups and Key Stages. Children are challenged and pushed to reach their full potential, in order to take advantage of opportunity and to take on responsibility in later life.

Children are equipped with the skills to effectively communicate knowledge and understanding in a wide variety of ways, through expression and articulation of their own thoughts, as well as those of others.

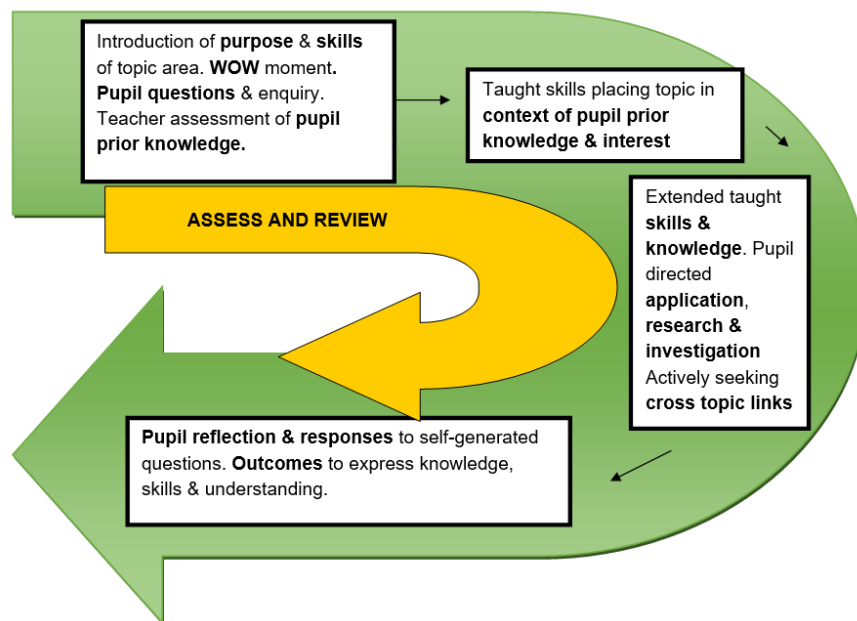
The Curriculum Map

The curriculum map outlines the areas of learning that children will experience in each year group. It is intended to provide range and progression of key skills, knowledge and understanding as the children move through the school.

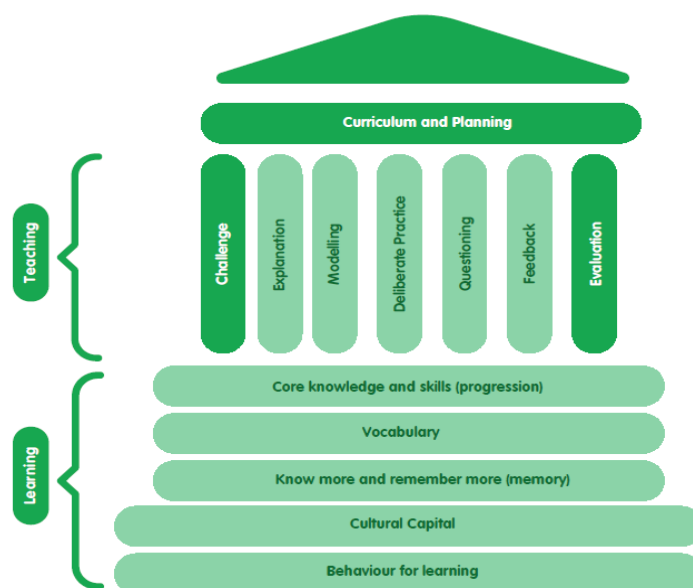
To prepare for a topic, teachers must first review the **key skills and knowledge** to be taught. This can then be **adapted to the needs of a particular cohort** of children.

Although Literacy and Mathematics are planned for discreetly in weekly plans there is the expectation **that many topic areas can be made relevant in these lessons, particularly through the choice of texts and writing outcomes in literacy**. A cycle of lessons needs to be developed using the children's own understanding and curiosity (e.g. as reflected through questions) as a starting point.

A cycle of assessment and reflection will inform both pupil and teacher of the direction the learning is taking and where it can go next.



Pillars of Pedagogy and Personalised Learning



Teaching

Challenge

Challenge in the classroom is the careful planning and delivery of difficult work that causes children to think deeply about what they are learning and to support the application of new learning independently. It is not just about challenging the 'most able.' Challenge means having high expectations for all children, all the time and using, where appropriate, differentiation of learning intentions for key groups to achieve this. Appropriate scaffolding during lessons will challenge and support all children to achieve the high levels of expectations set by teachers.

Explanation

A key element of effective explanation is to tether new knowledge to what is already known. Ways we do this in the classroom are through making comparisons, using analogies and using concrete examples. When introducing new learning, explanations are short and

introduce new information in manageable increments to ensure that children are not overloaded with information. The clarity and concision of the language used to explain topics is vital in helping our children understand and remember. Excellent explanation focuses on key learning points and explicit success criteria and is supported by demonstration, modelling and appropriate use of analogy.

Modelling

Modelling involves the deconstruction and co-construction of examples. For effective learning to take place, children need to watch and listen to experts in their subject as they guide them through the step by step process of applied learning, before supporting children make an attempt themselves. Our approach to modelling is supported by clear explanation, strong questioning and timely feedback. We recognise that it is important to share model examples of excellent work with for comparison and critique. The 'I do, we do, you do' approach to modelling ensures scaffolding is in place to maximise the learning for all children before they attempt to complete independent learning.

Deliberate Practice

Once children have had input from their teacher, time to practise the new knowledge and skills is used to embed their learning. The aim of deliberate practice is to create autonomous learners, who are able to fluently manipulate knowledge and skills independently, by applying them to new contexts. Through deliberate practice, mistakes can be observed by the teacher leading to swift intervention. During lessons it is used to support children to reflect on their learning, address any misconceptions and allow for further challenge or precision. Teachers offer regular opportunities to apply learning and share skills acquired e.g. through talk partners, open ended questions, effective use of plenary, variety of opportunities to respond in different ways e.g. as a group, using mini whiteboards, number fans etc, self and peer assessment, thinking skills.

Questioning

Good questioning allows our teachers and children to deepen and develop understanding. Effective questioning ensures a strong balance of pupil voice versus teacher voice. Questioning will involve a wide range of children and support both the development of thinking and checking for common misconceptions. Our approach to questioning causes our children to clarify thinking, challenges and probes assumptions about topics or ways of thinking.

Feedback

Feedback is a reciprocal process. Feedback is aimed at closing a specific learning gap. It can be written, or verbal, from teachers, peers or self-generated (see feedback policy for methods to ensure pupil responses and reflection).

Evaluation

Evaluation is concerned with assessing the effectiveness of teaching, teaching strategies, methods and techniques. It provides feedback to the teachers about their teaching and the learners about their learning. Teachers will use evaluation to inform future planning.

Learning

Core knowledge and skills (progression)

Teachers will define the key knowledge (e.g. information, date lines, terminology) and skills (e.g. sketching in charcoal, map-reading) for learning content. This is the minimum that needs to be known, rehearsed and stored in long-term memory in order for children to master the learning.

Vocabulary

Wide vocabulary is closely related to good reading comprehension; a lack of vocabulary can hinder children's ability to think, speak, read, comprehend and write. As a result, all curriculum planning identifies the subject specific words children need to access the content

and these will be explicitly taught by teachers with the expectation of storing in children's long-term memory.

Know more and remember more

Learning occurs when changes take place in our long-term memory. Therefore, our curriculum provides children with opportunities to ensure knowledge has been retained. Children need to be given time to return to previously studied topics for 'retrieval practice' and are given strategies to support them to remember key information.

Cultural Capital

A breadth of cultural knowledge and awareness is an important part of success in academic study and later life. This could be described as the essential, assumed prior knowledge that is needed to illuminate or fully understand a topic or concept. Our teachers recognise that our pupils come from a range of backgrounds and therefore some of this knowledge will need to be explicitly taught. Cross Curricular learning opportunities provide a variety of opportunities to practise and explore the same skills and understanding in different subject areas. E.g. humanities through literacy or maths through art. Learning is about making connections.

Behaviours for learning

Creating a context for learning that is safe, supportive and responsive to ongoing need is essential. E.g. high expectations of behaviour and engagement, actively supporting children in their social & emotional needs through pro-active teaching and exploration of related skills; changing displays that celebrate and explore learning; clear, clean & tidy learning environments that are stimulating and exciting. Remember children can spend up to 5 hours a day in one room.

The role of governors

Our governors support, monitor and review the school's approach to teaching and learning.

In particular they:

- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and external assessors, the head teacher's report to governors, and school visits.
- Ensure that the school buildings and premises are used optimally to support teaching and learning and is compliant with health and safety regulations.
- Seek to ensure that our staff development and our performance management both promote good quality teaching.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Monitor the school with regard to meeting the needs of the community it serves.
- Ensure that staff appraisal is undertaken systematically and according to school policies.

The role of parents

Parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding induction meetings to explain our school strategies for teaching the national curriculum and Early Years Foundation Stage Curriculum to new parents.
- Sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school.

- Sending termly reports to parents in which we explain the progress made by each child and indicate how the child can improve further.
- Explaining to parents how they can support their children with homework and holding workshops and sessions for parents in how to maximise the effectiveness of the time spent on home learning tasks.
- Providing home school learning diaries in which pupils and parents can record home learning.
- Holding termly parents' evenings which provide an opportunity to discuss progress children are making.
- Ensuring that our school websites contain up to date information about our curriculum and how learning can be supported at home.

Parents have the responsibility to support their children and the school in implementing school policies:

- To ensure that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during term-time
- To read with and/or to their child regularly and ensure that home learning tasks are completed on time and to a good standard.
- To attend parents evenings and strive to work positively in partnership with school staff.
- To promote a positive attitude towards school and learning in general by taking an active interest in the life of the school and their child's learning journey.
- To ensure that their child is equipped for school with the correct uniform and PE kit.
- To inform school if there are matters outside of school that are likely to affect a child's performance or behaviour.

Related Documents

- School Curriculum Guidance
- The National Curriculum
- Monitoring & Evaluation Policy
- Assessment Policy
- Spelling Policy
- Homework Policy
- Literacy Policy
- Mathematics Policy
- Classroom Organisation & Display Policy
- Inclusion Policy
- Marking & Feedback Policy
- Appraisal Policy
- Capability Policy
- Safeguarding Policy
- Inclusion Policy
- Equality Policy
- CPD Policy