



ENGLEFIELD CE PRIMARY SCHOOL POLICY FOR TEACHING AND LEARNING

Sowing the seeds for a flourishing future

ACHIEVE

At Englefield CE Primary School, our Christian vision, *Sowing the seeds for a flourishing future*, shapes our ambition for every pupil. We believe that every child is uniquely valued by God and has the potential to learn, achieve and flourish.

Our Christian vision is lived out through the curriculum, teaching, relationships and experiences we provide. We evaluate these in terms of the difference they make to pupils' learning, character, relationships, wellbeing, spiritual development and capacity to flourish.

We provide a high-quality, ambitious and inclusive education in which pupils are supported and challenged to achieve well from their individual starting points. Through our teaching, we aim to develop pupils who are curious, resilient, resourceful and increasingly independent, with the knowledge, skills and confidence to succeed in their next stage of education and beyond.

Our teaching aims to:

- enthuse and engage pupils in purposeful learning;
- provide appropriate challenge and encourage considered risk-taking;
- develop resilience, resourcefulness, independence and self-regulation;
- inspire curiosity and creativity;
- develop self-respect and respect for others; and
- enable pupils to understand their community, their place in the wider world and their responsibilities towards others.

Curriculum and teaching

Our curriculum is based on the National Curriculum and reflects our curriculum intent, subject-specific progression and the needs of our pupils.

Teachers build systematically on prior knowledge and ensure that learning is appropriately sequenced and ambitious. Teaching is adapted where necessary to enable all pupils to access the curriculum and achieve well.

Teachers use approaches appropriate to the subject, content, age and needs of learners, including:

- explicit instruction and explanation;
- modelling and guided practice;
- questioning and discussion;
- investigation and problem-solving;
- practical learning and manipulatives;
- collaboration;
- outdoor learning; and
- independent application.

Pupils have opportunities to investigate, question, communicate their thinking, apply knowledge and skills and develop creativity and critical thinking.

Learning is enriched through practical experiences, educational visits, visitors, technology, debate, performance, presentation and outdoor learning.

Planning, assessment and responsive teaching

Teachers plan in accordance with the school's curriculum frameworks, long-term plans and subject-specific progression. Planning identifies the essential knowledge and skills pupils need to acquire and builds systematically on prior learning. Teachers make the purpose of learning clear and, where appropriate, use success criteria and agreed non-negotiables.

Teachers use formative and summative assessment to identify what pupils know and understand, address misconceptions, identify gaps and inform subsequent teaching. Short pre- and post-unit activities may be used to assess prior knowledge and progress.

Teachers monitor progress against curriculum objectives using assessment grids, which are passed to the next teacher alongside summative information.

Teaching is responsive to pupils' needs. Scaffolding, resources and support are used where appropriate while maintaining high expectations.

Feedback and marking

Feedback is used to celebrate success, address misconceptions and move learning forward.

All work in pupils' books is reviewed by an adult. Positive feedback is highlighted in pink ('Tickled Pink') and development points in green ('Green for Growth'). Pupils are then given opportunities to respond to feedback and improve their work.

We aim to for written feedback to be provided weekly in English and mathematics; and twice each term in other subjects.

Where appropriate, pupils contribute to setting and reviewing personal learning targets.

Inclusion, SEND and equal opportunities

Every pupil is valued, treated with dignity and respect, and entitled to participate, achieve and flourish.

Teachers maintain high and ambitious expectations for all pupils, irrespective of gender, ethnicity, culture, background, ability or individual need. Teaching is adapted where appropriate to remove or reduce barriers to learning.

Provision for pupils with SEND is informed by assessment, individual plans and identified outcomes. Teachers work with the SENCo, teaching assistants, external professionals and families to ensure that support is appropriate and responsive.

Additional adult support is deployed strategically to facilitate access to learning and promote independence. Its effectiveness is reviewed regularly.

Presentation of learning

Pupils are encouraged to take pride in their work and develop consistently high standards. Teachers model neat and legible handwriting, including joined handwriting where appropriate.

Key Stage 2

- Work should be dated.

- A short, underlined title should be written in pencil.
- Blue pen should be used for final or published work.

Stickers may be used in KS1 where appropriate to support the presentation and organisation of learning.

BELONG

At Englefield, we want every pupil to feel safe, valued, respected and that they belong.

We believe strong relationships, mutual respect and a sense of belonging provide the foundations for successful learning and personal growth. As a Church of England school, we seek to reflect kindness, compassion, forgiveness, respect and service.

The learning environment

Classrooms and shared learning spaces should be calm, welcoming, purposeful and well resourced. They should support learning, independence and wellbeing without unnecessary visual or sensory distraction.

Learning environments should:

- provide accessible and well-organised resources;
- reflect current learning and curriculum content;
- celebrate pupils' learning and contributions;
- promote independence, responsibility and pride; and
- support wellbeing.

Displays should be purposeful and linked to current learning and reviewed and updated at least termly.

All classrooms have dedicated Working Walls for English and mathematics, providing accessible learning tools such as key vocabulary, models, success criteria, strategies and relevant prompts.

Pupils are encouraged to contribute to and use Working Walls as part of their learning.

Each classroom also has a dedicated Prayer Space, alongside a clear and purposeful display of our school vision and values, providing opportunities for reflection and reminding pupils of the principles that shape our school community.

Resources should be organised, maintained and used safely and responsibly.

Behaviour for learning

All staff implement the school's Positive Behaviour for Learning Policy and promote our three core expectations:

- Be safe.
- Be respectful.
- Be ready to learn.

Teachers establish clear routines and expectations and support pupils to develop self-regulation, responsibility and positive attitudes towards learning.

Praise and recognition celebrate effort, progress, positive learning behaviours and achievement. House Points are awarded across the school and recorded through ClassDojo and Stars of the Week and Headteacher Awards are celebrated in Celebration Assemblies, recognising pupils who demonstrate our school values and expectations.

Where behaviour does not support learning or wellbeing, staff respond consistently and restoratively in accordance with the school's Behaviour Policy.

Pupils should feel safe to ask questions, make mistakes, share ideas and persevere when learning is challenging.

Pupil voice and partnership

Pupils are encouraged to express their views and participate in classroom discussion, collaborative learning and leadership opportunities. Every pupil should feel that their voice matters and that they have a valued contribution to make.

Parents and carers are valued partners in pupils' education and wider development. The school communicates regularly with families about learning, progress, wellbeing and development and supports them to understand the curriculum and how they can help at home.

Parents and carers are expected to support regular attendance and punctuality, positive attitudes towards school and learning, and the expectations set out in the school's Home-School Agreement.

THRIVE

At Englefield, education is about more than academic attainment. We seek to nurture the whole child and support pupils' academic, social, physical, creative, emotional and spiritual development.

We want pupils to develop the knowledge, skills, character and confidence to live life in all its fullness, appreciate the world as God's creation and contribute positively to their community and the common good.

Learning beyond the classroom

Outdoor learning and wider experiences enrich pupils' education and deepen their understanding of the world. Pupils have opportunities to learn through the school grounds and local environment, educational visits, fieldwork, nature-based activities and practical experiences.

Outdoor learning supports our value of 'Love of God's World' and develops knowledge, curiosity, confidence, independence and wellbeing.

Educational visits and outdoor learning are planned in accordance with school procedures and are accessible, inclusive and appropriately challenging.

Character and personal development

Our teaching and wider provision support pupils to develop:

- curiosity and a love of learning;
- resilience and self-regulation;
- independence and responsibility;
- creativity and critical thinking;
- confidence and self-esteem;
- positive relationships;
- respect for themselves, others and the environment; and
- an understanding of their place in the world and responsibility towards the common good.

Professional development and resources

Staff engage in professional development, professional learning and reflective practice. Priorities are informed by school self-evaluation, appraisal, curriculum priorities and individual professional needs.

The school supports the development of subject knowledge, pedagogical expertise and wider professional skills.

Resources are allocated in line with curriculum and school priorities, the School Development Plan and available budget.

Leadership, governance and evaluation

The Headteacher, senior leaders and subject leaders are responsible for the quality and effectiveness of the curriculum and teaching.

School leaders use self-evaluation, professional dialogue and a range of information to identify strengths, areas for development and priorities for improvement.

Monitoring may include:

- lesson visits and learning walks;
- scrutiny of pupils' work;
- assessment and progress information;
- pupil voice and learning conversations;
- curriculum reviews;
- professional dialogue and moderation;
- evaluation of interventions and additional support; and
- feedback from parents, pupils and other stakeholders.

Monitoring is proportionate and purposeful and informs professional development, curriculum development and school improvement.

Governors provide appropriate support and challenge and hold leaders to account for the quality of education. They consider school self-evaluation, reports from leaders, curriculum monitoring and pupil outcomes.

Governors also ensure that the school's Christian vision is lived out in practice and shapes its provision, culture and decision-making, contributing to the flourishing of pupils and adults and service of the common good.

Impact

Successful teaching and learning results in pupils who:

- feel safe, valued and that they belong;
- are curious, engaged and motivated to learn;
- understand what they are learning and how to improve;
- remember and apply important knowledge and skills over time;
- achieve well and make progress from their individual starting points;
- develop independence, resilience and self-regulation;
- communicate, collaborate, think critically and solve problems;
- show respect for themselves, others and the environment; and
- develop the knowledge, skills and character needed for their next stage of education and to contribute positively to the common good.

We use assessment, pupils' work, pupil voice, observations, attendance, intervention outcomes and feedback from parents and staff to evaluate the quality of teaching and learning.

We recognise that attainment data is only one part of the picture. Our evaluation considers the whole child and the extent to which pupils are developing academically, socially, physically, creatively, emotionally and spiritually.

Our approach is reviewed through school self-evaluation and the school improvement cycle, with the impact on pupils' learning and flourishing informing future priorities. This informs future teaching, curriculum planning, professional development and school improvement.

Ultimately, successful teaching and learning will result in pupils who know more, remember more, can do more and are increasingly able to learn independently, while developing the knowledge, wisdom, skills and character to flourish and serve the common good.

Management of Policy

School: This policy is implemented and managed by the Headteacher and all school teaching staff.

Governing Body: The Governing Body (led by the Development Committee) will monitor, review and update this policy.

Reviewed: Summer 2026

Next Review: Summer 2027