



Teaching & Learning Policy

(Implementation & Impact)



Written By	R. Eldred	Approved By	Governors
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To support this Policy, please also see:
Marking and Feedback Policy
Curriculum Policy
SEND Policy
Transition Policy
EYFS Policy
Positive Behaviour & Relationships Policy

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Introduction

At Bowlish Infant School, we believe high-quality teaching to facilitate learning is at the heart of every child's success. This policy sets out the principles and practices that guide us in providing the best possible education for all pupils. It reflects our commitment to creating a safe, inclusive, and stimulating environment where children are inspired to explore, are curious to ask questions, and confident to take risks in their learning. This policy provides a shared framework for staff, governors, parents, and pupils to work together in ensuring that all children achieve their potential and leave our school equipped with the skills and attitudes they need for the next stage of their education and beyond.

What is Teaching and Learning?

- **Teaching** is the intentional act of helping others to learn. Teaching is about creating the right conditions so that children are supported, challenged, and inspired to make progress.
- **Learning** is the process by which a learner acquires knowledge, skills, understanding, values, and attitudes through experience, study, or being taught. It involves making sense of new ideas, practising and applying skills, building on prior knowledge, and developing independence as a learner.

In education, the two are inseparable: effective teaching leads to meaningful learning, and the way children learn shapes the way teachers teach. At Bowlish, we take teaching and learning seriously, and through every part of every day, we recognise and guide children's learning opportunities.

Aims

Our Bowlish Curriculum Vision

We aspire for our curriculum to nurture happy, confident, inquisitive learners who develop the knowledge, skills, and attitudes they need to thrive. Our carefully sequenced and thoughtfully designed, ambitious curriculum ensures learning builds over time so children know more, remember more, and can do more. Rooted in our core values of **Compassion, Connection, Curiosity, Creativity, Courage, and Challenge**, our curriculum strives to inspire every child to explore the world with open minds and kind hearts, discovering their potential as capable, thoughtful members of their community.

To support, this policy aims to:

- To nurture Curiosity, Creativity and Challenge through engaging and enjoyable experiences.
- To enable all children to make good progress and achieve, regardless of background or starting point.
- To provide rich, varied, purposeful learning opportunities that develop knowledge, skills, and understanding.
- To promote children's personal, social, emotional, and physical development alongside academic achievement.
- To help children develop resourcefulness and perseverance in their learning.

- To meet the needs of every child, ensuring equal access to high-quality teaching and learning.
- To create a safe, calm, enabling environment where children feel valued, motivated and empowered to learn.
- To work closely with parents, carers, and the wider community to support and extend children’s learning.
- To enable children to evaluate their work, respond to feedback, and celebrate achievements.

Quick References

School Values	Learner Skills	What our children should know	4 Learning Principles	CP/EP intentions
Compassion Connection Curiosity Creativity Courage Challenge	Listen like a bat, explain like a canary, be resourceful like a raven, persevere like a woodpecker as a team like a bee.	What they are learning (Objective) Why they are learning (Purpose) How they are learning (Process) How they will succeed (Success Criteria) What will help them (Adapt) What will extend them (Depth) “What am I learning” not “What am I doing”	Engage Connect Clarity Repeat	Invent Explore Perform Make Share Anticipate Demonstrate Move Manage Participate

Inclusion & Equity

Equity for Learning

Equity in learning ensures every child has the support, resources, and opportunities they need to succeed, regardless of their background, abilities, or circumstances. When learning is equitable, barriers are identified and removed so that all pupils can access the curriculum, participate fully, and achieve their potential. At Bowlish, our school culture values diversity, individual needs are recognised, and teaching is responsive and inclusive. By promoting fairness rather than sameness, we strive to ensure equity helps close gaps in attainment, boosts confidence and engagement, and ensures that every learner feels seen, supported, and empowered.

Supporting Children with Special Educational Needs and Disabilities (SEND)

At our school, we are committed to ensuring that every child, including those with special educational needs and disabilities, has access to high-quality teaching and learning. We recognise that children learn in different ways and at different rates, and we adapt our provision, as much as possible, to meet those needs. Teachers plan carefully to provide the right learning opportunities and make reasonable adjustments so all children can participate fully in the curriculum. We work closely with parents, carers, and external agencies to identify needs early, provide appropriate support, and monitor progress regularly. Our aim is to create an inclusive, nurturing environment where every child feels valued, can achieve their potential, and develops confidence and independence as a learner.

Quality First Teaching

We committed to providing QFT that ensures every child receives high quality, responsive and well-scaffolded learning from the outset. Through adaptive teaching practices, carefully and deliberately sequenced content and a strong focus on early language development we aim to remove barriers and enable every learner to thrive.

Adaptive Teaching

What is adaptive teaching?

Adaptive teaching is where teachers adjust what they teach and how they teach it so that every child can access learning and make progress, regardless of their starting point. Overall, adaptive teaching ensures that learning is inclusive, responsive, and tailored to the needs of each child, helping them to feel successful and engaged.

What does this look like?

In a KS1 classroom, this often looks like children working on the same learning objective but with different levels of support, resources, or challenge. For example, a teacher might use visual prompts, sentence starters, or concrete objects for some pupils, while offering open-ended tasks or extension questions to others. It also includes flexible grouping, targeted questioning, and ongoing assessment so the teacher can respond quickly to what pupils show they do or do not understand.

Intervention

At Bowlish, we believe intervention can be an effective tool when used in the right way and at the right time for learners. If a child is requiring additional support beyond QFT, they may take part in an intervention targeted at their specific need..

Our intention is always for all children to achieve learning at the intended point of teaching, and we strive to close any gaps in learning either in the moment or as quickly as possible after. However, we recognise that, for various reasons, some children may need additional support at different points in their learning journey.

We use carefully planned interventions to help pupils who require extra practice, reinforcement, or targeted teaching to secure key skills and concepts. Interventions are time-limited, evidence-based, and delivered by trained staff in small groups or on a one-to-one basis. They are designed to complement, not replace, high-quality classroom teaching. Progress is monitored closely to ensure that interventions have a positive impact, with adjustments made as needed. Our aim is to provide the right support, at the right time, so that all children can keep up with their peers and build confidence as successful learners.

The Learning Environment

At Bowlish Infant School, we believe the environment has a profound impact on learning and set the expectations and opportunities for what will be achieved in that space. We believe, children thrive in environment that support their individual and diverse development needs and offers children security, comfort, choice, engagement and opportunities to learn. We believe our learning environment should promote and empower our School Values of Compassion, Connection, Courage, Creativity, Challenge, Curiosity.

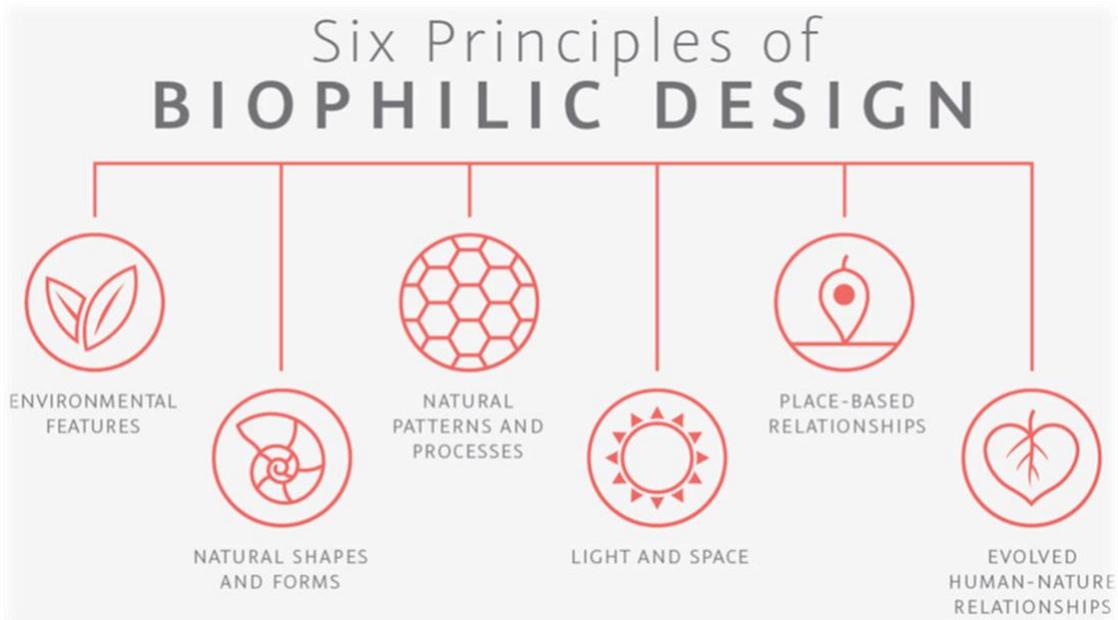
Bowlish staff aim for our Learning Environments to:

- Be safe, calm and ready for learning
- Be tidy and well-cared for
- Be enabling and child centred
- Promote independence
- Be Sympathetic to our senses
- Be sympathetic to cognitive load
- Empowers thinking about thinking
- Be organised and well thought-out
- Be fit for purpose with high quality resources
- Be language & curriculum rich
- Be flexible and responsive to need
- Make the most of outdoors

When planning our physical learning space, we consider the following environments:

- Inside environment
- Outside environment
- Emotional environment
- Community environment

In our deliberate and careful design we aspire, as much as possible, to incorporate Biophilic design principles in the environment.



Displays

If used correctly and deliberately and carefully, displays are a valuable part of a school environment.

Displays should	Displays should not
<ul style="list-style-type: none"> celebrate be relevant set expectations be tools for learning share learning journeys give an increased sense of ownership 	<ul style="list-style-type: none"> Be everywhere Be over stimulating Be unnecessary work for staff Be filled for the sake of filling them

Pedagogy & Methodology

What is Pedagogy?

Pedagogy refers to the principles, beliefs and approaches of how learning should happen. It is the art and science of teaching. It is the way teaching is done—what teachers do, how they do it, and why they do it.

What is Methodology?

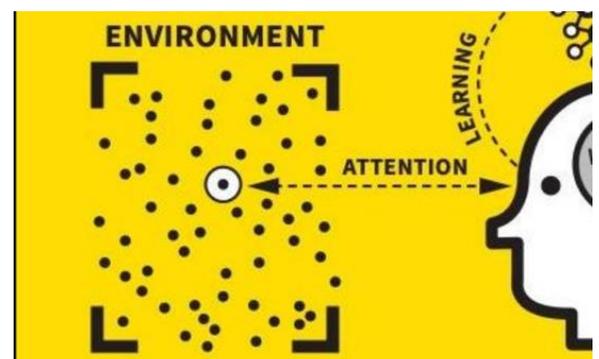
Methodology is the specific system of methods or procedures used to teach.

Our Pedagogy and Methodology are designed to enable us to deliver our Bowlish Curriculum effectively. With a well-designed Curriculum and effective Teaching pedagogy and methodology, we believe we offer high-quality learning experiences.

The Learning Environment

Our learning environments are intentionally designed. We arrange, organise and present our spaces to ensure they are sympathetic to sensory processing. Staff understand the impact the environment can have on cognitive load and children’s ability to focus and regulate.

Image from: Teaching Walkthrus – Tom Sherrington



Using the 4 Pedagogical Principles

“The aim of all instruction is to alter long-term memory. If nothing has changed in long-term memory, nothing has been learned.” Kirschner, 2006

We strive to structure our teaching and curriculum delivery using 4 Principles.

Image from: Teaching Walkthrus – Tom Sherrington

Engage active thinking because memory is the residue of thought.



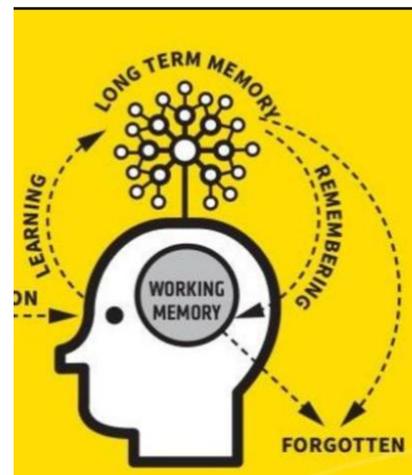
Make meaningful connections between lessons, units, subjects, year groups.

Four pedagogical principles

Articulate knowledge in small steps with clarity.



Repeat core ideas again and again with lots of practice.



What does this look like?

“Can we still do tomorrow what we can do today? Can we do elsewhere what we can do here?” David Didau, 2019

<p>Engage</p> 	<p>Engage active thinking because memory is the residue of thought.</p> <ul style="list-style-type: none"> • High expectations and standards • Questioning that activates thinking • Resources that activate thinking • Information that helps children construct meaning • Sharing ideas and discussing concepts • Verbalising learning • Consistently linking new knowledge to what is already known • Problem solving • Timely and corrective feedback
<p>Connect</p> 	<p>Make meaningful connections between lessons, units, subjects and year groups.</p> <ul style="list-style-type: none"> • Recapping and activating prior learning • Sequential learning • Real world experiences • Discussing links with other subjects, topics and experiences • Using strategies used in other subjects, topics and experiences
<p>Clarity</p> 	<p>Articulate knowledge in small steps with clarity.</p> <ul style="list-style-type: none"> • Planning to deliver knowledge in manageable steps • Logically organised delivery • Sharing learning intentions with clarity and precision • Using clear precise language • Timely and corrective feedback
<p>Repeat</p> 	<p>Repeat core ideas repeatedly with lots of correct practice.</p> <ul style="list-style-type: none"> • Regular Sticky Knowledge (retrieval practise) • Spaced repetition • Guided and independent practice • Varied contexts • Timely and corrective feedback • Building automaticity

Self-Regulation

Our Behaviour Policy outlines how we actively teach and encourage self-regulation. We believe self-regulation is important for children to learn because it helps them understand and manage their emotions, behaviour, and attention in ways that support learning and positive relationships. When children can self-regulate, they are better able to cope with frustration, follow instructions, and stay focused on tasks, which leads to more successful learning experiences. It also enables them to navigate social situations—taking turns, resolving conflicts, and expressing their feelings appropriately. Over time, strong self-regulation skills build resilience, independence, and confidence. These foundational abilities support children not only in school but throughout their lives, helping them adapt to challenges, make thoughtful choices, and develop strong emotional well-being.

Structure and Routine

Structure and routines are crucial in the day-to-day experiences of children and supports the management of behaviour. When children has a structure to their day and predictable routines, they gain a sense of security in what is expected of them and what will happen to them. We use structure and routine, as much as possible, to help children feel settled and have a sense of mastery over what will happen in their lives. With this in place we believe children can be supported to be able to manage change and transition.

Planning

Planning for learning occurs at 4 levels.

- 2 yearly rolling programme to ensure curriculum coverage with mixed year classes.
- Unit plans
- Weekly planning
- In the moment/daily, responsive planning

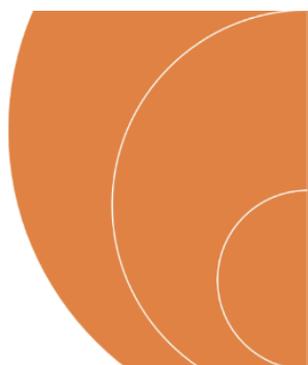
Continuous & Enhanced Provision

The Characteristics of Effective Learning (Playing and Exploring, Active Learning, Creating and thinking critically), from the EYFS Framework, play an important role through KS1 and are promoted through our ongoing use of Provision.

We believe children learning through exploring and playing:

- Encourages: Application, Creativity, Curiosity, Risk taking, Problem solving, Reasoning, Recall, Over-learning
- Allows: Assessment opportunities, and SEMH, physical and personal development opportunities
- Gives opportunity to Invent – Explore – Perform – Make – Share – Anticipate – Demonstrate – Move – Manage – Participate.

We use 2 types of Provision, which we call Challenge Time. Both Continuous and Enhanced have core foundation skills threaded throughout.



Continuous

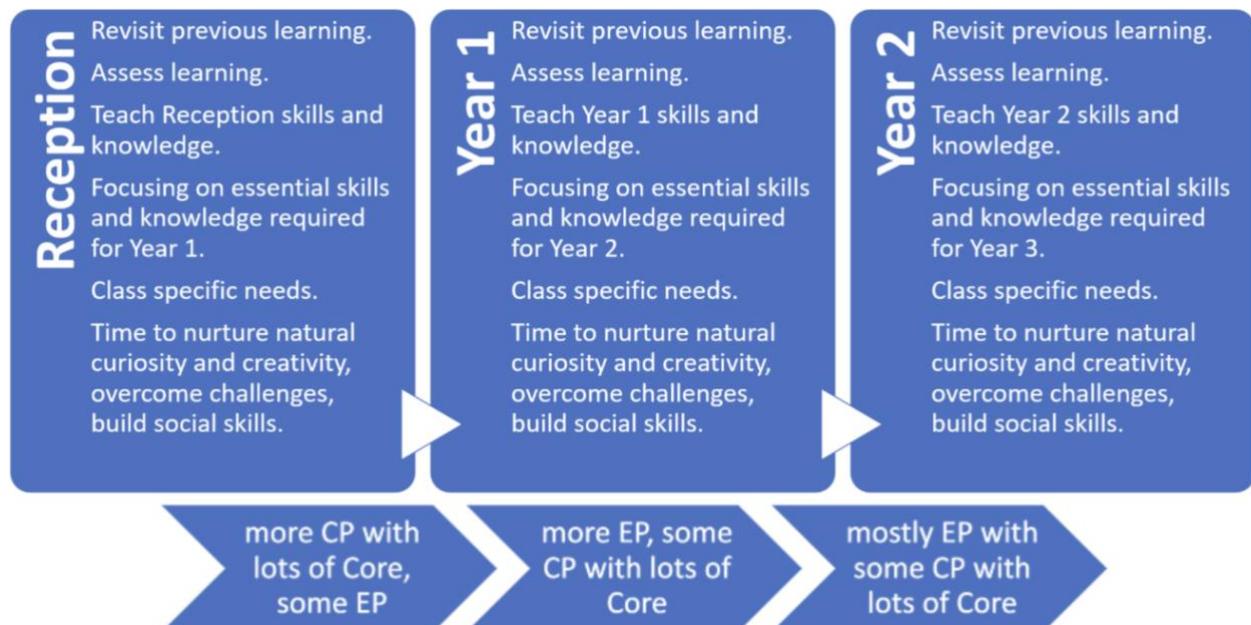
- Refers to the resources and materials that are accessible to children every day in their learning environment which can be applied to varied learning intentions but at still interchangeable. This is something the environment enables.

Enhanced

- Refers to subject and learning specific to take intended, current learning beyond the teacher

What does this look like?

Provision from EYFS to Year 2



When planning Challenge Time, our teachers believe:

**Resourcing...
Environment...
Independence...
Size (gross/fine) ...
Intent...
Purpose...** **...Matters**

- Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration
- Time outdoors benefits children by offering unique opportunities
- Open-ended resources enable children to access and combine processes of development and learning

Assessment

Assessment is a central part of teaching and learning at Bowlsh. It provides the information needed to celebrate success, identify next steps, and ensure every child makes the best possible progress. We believe assessment should:

- Be fair, consistent, and inclusive, supporting all pupils to achieve their potential.
- Place emphasis on what children can do, while identifying areas for development.
- Provide meaningful feedback that motivates pupils, informs parents, and guides teachers.
- Recognise the importance of both academic progress and children's personal, social, and emotional development.
- Value progress from each child's individual starting point, not just attainment against national benchmarks.

Formative Assessment (Assessment for Learning)

- Takes place daily in lessons through questioning, observation, marking, and discussions with children.
- Used to adapt teaching, address misconceptions, and provide immediate feedback.
- Encourages children to reflect on their learning and understand their next steps.

Summative Assessment (Assessment of Learning) is conducted at key points in the year to evaluate children's progress against curriculum expectations. Outcomes are used to inform next steps in learning as well as school improvement priorities and are reported to parents and governors. Progress is tracked across the Early Years

Foundation Stage (EYFS) and into Key Stage 1. Most of our assessment judgements are made using teacher assessment. The statutory national assessments we administer are:

- October: Reception Baseline
- June: Year 1 phonics screening
- June: End of EYFS ELG judgements

Moderation

Teacher judgement is supported through regular moderation to ensure fairness, consistency, and accuracy in assessing children's learning. Staff work collaboratively to review evidence of progress and attainment, using national benchmarks to guide discussions. Moderation provides opportunities to share best practice, align expectations, and celebrate pupil achievements, ensuring that assessment outcomes reflect each child's abilities and support their next steps in learning.

How we use assessment information

- Teachers use assessment data to plan future learning, tailor support or challenge and inform parents.
- Senior leaders analyse progress to ensure pupils are making expected progress.
- Governors receive reports on pupil achievement to monitor the impact of the Teaching and Learning Policy.

Reporting to Parents

Alongside regular contact, we formally report to parents at 4 points in the academic year:

October: Parent Teacher Meetings
February: Mid-Year Reports to Parents
March: Parent Teacher Meetings
July: End of Year Reports to Parents

Transition and Consistency

**Please also see the Transition Policy*

From the point of entry into our Reception class to the end of Year 2, the provision for learning steadily adjusts to support the age/attainment of the children, curriculum expectations and where they are in their learning journey. Taking children from their pre-school setting and preparing them for KS2 requires us to consider the implementation of the curriculum in each classroom.

Across the school, there are needed differences between classrooms; however, our T&L principles and practices ensure consistency in quality of experiences. We strive to ensure that in every lesson, every room, every subject, children experience:

- The learning intention is clear and understood by children
- Questioning engages active thinking
- Adaptive teaching evident where appropriate
- Prior learning is revisited and links are made
- Learning tasks are purposeful
- Resources are used effectively incl. environ
- Teachers demonstrate knowledge of the 4 pedagogical principles
- Children are engaged in the learning process (metacognition)
- Modelled learning skills
- Feedback and marking policy

Empowering Children

**Please also see Marking and Feedback Policy.*

Metacognition

Often described as "thinking about thinking," is the awareness and understanding of one's own thought processes, enabling learners to plan, monitor, and evaluate their learning effectively. At Bowlsh Infant School we strive to empower children in their learning journey.

Our children should know:

What they are learning (**Objective**)

Why they are learning (**Purpose**)

How they are learning (**Process**)

How they will succeed (**Success Criteria**)

What will help them (**Adapt**)

What will extend them (**Depth**)

“What am I learning” not “What am I doing”

Growth Mindset

A growth mindset is the belief that ability can be developed through dedication, effort and learning. It’s a perspective that embraces challenges, learns from feedback and persists in the face of setbacks. Bowlsh infant School promotes a growth mindset in the learning culture, skills and school Values.

Learner Skills

To empower children in their learning, we teach, model and encourage the following learner skills:

Listen like bat,

persevere like a woodpecker,

be **resourceful** like a raven,

explain like a canary,

as a **team** like a bee.

Pupil Voice

We use pupil voice to:

- Increase engagement and motivation
- Improve lesson design and differentiation
- Support early self-regulation and metacognition
- Strengthen relationships between children and teachers
- Create a more responsive, inclusive classroom

By:

- gathering pupil voice by observing
- holding short, informal conversations
- using pupil voice to co-design the learning environment
- involving children in setting class routines
- building pupil voice into assessment for learning
- using pupil voice to inform lessons and planning

Resourcing

Classrooms are resourced with high-quality materials—rich storybooks, open-ended play resources, sensory equipment, and age-appropriate technology that enable children to explore ideas in hands-on, meaningful ways. Outdoor spaces are thoughtfully designed to encourage physical development and creative thinking. Skilled staff use these resources intentionally, supporting children to follow their interests, develop independence, and build confidence. Together, the environment and resources empower young learners to be curious, make connections, and develop a genuine love of learning.

Empowering Teaching Staff

At Bowlsh, we strive to empower teachers to deliver high-quality teaching and learning through:

- Providing a coherent, ambitious, rigorous curriculum
- High-quality resources
- Well-qualified colleagues
- Up-to-date training, access to research and ongoing support to develop practice
- Strong relationships and a supportive environment
- Effective communication, systems and processes
- A voice
- Performance management

Empowering Parents

Why we empower parents

- Children thrive when the messages about learning, behaviour, and expectations are consistent.
- To help them understand how the school teaches (e.g. strategies) so they can reinforce learning at home.
- Strong parent involvement is linked to higher attainment, attendance, and positive attitudes to learning.
- When parents value and promote education, children are more likely to develop a love of learning.
- Home becomes an extension of the classroom, providing opportunities for practice, curiosity, and enrichment.
- Engaged and informed parents are better able to notice when their child might be struggling and work with the school to provide early support.
- Empowering parents fosters open communication and mutual respect between home and school.
- It helps parents feel listened to and valued as key partners in the education process.

How we work to empower parents

- Clear communication
- Sending materials home for homework such as reading books
- Workshops and training
- Resources and guidance
- Involving parents in school life
- Regular feedback and dialogue
- Celebrating Parents as “Side-by-side”
- Supporting confidence

Responsibilities

Responsibilities of Children

- Take an active part in lessons and try their best in all learning activities.
- Show curiosity, ask questions, and be willing to learn from mistakes.
- Complete homework and independent learning tasks as expected.
- Come to school ready to learn, with the right equipment and mindset.
- Show perseverance, resilience, and a “can-do” attitude towards challenges.
- Take pride in their own learning and progress.
- Respect teachers, staff, and classmates, recognising that everyone has the right to learn.
- Listen carefully and follow instructions during lessons and contribute positively to collaborative learning.
- Use school resources and equipment responsibly and safely.
- Act on feedback from teachers to improve their work.
- Value and support the diversity of others in the classroom.
- Ensure their behaviour allows everyone to learn without disruption and take responsibility for their actions.

Responsibilities of Teachers (also see teacher standards)

- Ensure the school’s philosophy on teaching and learning is delivered consistently and authentically.
- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.

Responsibilities of SLT

- Clearly communicate the teaching and learning policy to staff, pupils, and parents.
- Monitor teaching through regular observations to ensure consistency.
- Collect and analyse data on pupil outcomes and learning behaviours.
- Evaluate the impact of teaching strategies and refine policy or practice as needed.
- Model and promote high expectations for teaching and learning.
- Provide staff with training, coaching, and ongoing professional development.
- Report teaching and learning outcomes to governors and hold staff accountable for high-quality provision.

- Ensure performance management aligns with teaching standards.
- Oversee curriculum planning for breadth, balance, progression, and inclusion (SEND, EAL, disadvantaged).
- Promote inclusive, evidence-based practice and a positive learning culture.
- Ensure behaviour and safeguarding systems support effective learning.
- Allocate staffing, budgets, and resources strategically to enhance teaching and learning.
- Maintain high-quality learning environments, equipment, and technology.
- Plan for future needs, including staffing and curriculum changes.
- Communicate expectations clearly to parents and foster partnerships with external agencies.

Responsibilities of Parents

- Familiarise themselves with the school's Teaching and Learning policy.
- Support the school's ethos, values, and expectations around learning and behaviour.
- Provide a home environment that values education and learning and encourage good learning habits.
- Ensure children attend school regularly and punctually, ready to learn.
- Maintain regular communication with teachers about their child's progress and needs.
- Attend parents' evenings, workshops, and meetings to stay informed about teaching and learning approaches.
- Work collaboratively with staff if additional support or interventions are needed.
- Reinforce high expectations of effort, achievement, and behaviour.
- Encourage resilience, independence, and a positive attitude to learning by celebrating successes and progress.
- Offer constructive feedback to the school about their child's learning experiences.
- Respect and support the school's commitment to providing equal opportunities for all learners.
- Provide the necessary equipment, uniform, and resources so their child can participate fully in learning.
- Encourage healthy routines (sleep, nutrition, screen time balance) that support effective learning.

Responsibilities of Governors (Succinct Version)

- Ensure the school has an up-to-date Teaching and Learning policy aligned with its vision and curriculum intent.
- Set strategic aims for teaching quality, pupil progress, and high expectations for all learners.
- Monitor data and receive regular reports to evaluate the impact of teaching and learning.
- Hold the headteacher and SLT accountable for effective implementation of the policy.
- Ensure teaching practices are inclusive and meet statutory requirements.
- Check that staff training supports high-quality practice and that assessment aligns with national frameworks.
- Ensure parents, carers, and pupils understand the school's approach to teaching and learning.
- Consider feedback from stakeholders when reviewing policy effectiveness.
- Support leaders in identifying strengths, addressing areas for improvement, and encouraging evidence-based innovation.
- Oversee effective allocation of staffing, budgets, and resources to maintain high-quality teaching.