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'As a federation, and as individual schools, we are committed to the wellbeing of all of our community - this is an integral part of each school's culture and ethos. Policies are formulated and implemented with this in mind, placing the wellbeing of all at the forefront at all times.'

Teaching and Learning Policy

	Date
APPROVED BY COMMITTEE / GB	Nov 2025
RATIFIED BY GOVERNING BODY (GB)	Nov 2025
NEXT REVIEW DUE	Nov 2026

(1) Introduction

This Teaching and Learning Policy sets out how Church Hill ensures high standards, strong pupil progress, independence, and a lifelong love of learning for all children. It reflects our commitment to delivering an ambitious, rich, and inclusive curriculum that inspires curiosity, creativity, and critical thinking through high-quality teaching and meaningful learning experiences. The policy outlines our shared expectations for adaptive teaching, structured lesson design, effective planning, robust assessment, and strong partnerships with parents, pupils, staff, and governors, ensuring that every child is supported to achieve their full academic, social, and emotional potential.

(2) Aims

We ensure high standards, strong progress, independence, and a love of learning for all pupils across the school. Our curriculum is ambitious, rich, and inclusive, designed to engage learners through inspiring experiences that spark curiosity, creativity, and a sense of wonder. Through high-quality teaching and meaningful learning opportunities, we nurture confident, resilient, reflective, and independent learners who are motivated to explore the world around them, think critically, and achieve their full potential.

(3) Curriculum Intent

Our curriculum at Church Hill is designed to inspire experiential learning and foster a sense of awe and wonder in every child. We offer a broad, knowledge-rich curriculum that promotes deep learning and ensures progression through carefully sequenced planning that builds on prior knowledge and develops skills over time. This structured approach enables children to confidently apply their understanding across a range of subjects and contexts. Wider curriculum areas are often taught in themed blocks to deepen learning and strengthen skill development within meaningful contexts. Through our engaging topics, we nurture curiosity, investigative thinking, and a passion for learning from the earliest stages of education.

(4) Adaptive Teaching

Adaptive teaching ensures that all pupils have equitable access to learning by responding flexibly to individual needs, strengths, and starting points. At Church Hill, teachers provide an accessible, ambitious, and appropriately scaffolded curriculum that enables every child to engage, participate, and succeed. A range of strategies is used to support learners effectively, including high-quality targeted questioning, scaffolded tasks, adult support, peer

collaboration, prompts, flexible task expectations, and targeted group work, ensuring that teaching is responsive, inclusive, and designed to secure strong progress for all pupils.

Lessons follow a clear and consistent structure that supports learning over time, including retrieval of prior knowledge, explicit instruction, guided practice, independent application, formative assessment, and opportunities for reflection to deepen understanding and reinforce learning.

(5) Planning Expectations

Planning at Church Hill must include clear learning intentions, key subject-specific vocabulary, appropriate adaptations, SEND and EAL strategies, effective adult deployment, assessment opportunities, enrichment, and evaluation. Planning is informed by the National Curriculum, the EYFS statutory framework, and the Whole School Long-Term Curriculum Plan.

These plans, known at Church Hill as *Projects on a Page*, set out the sequence of learning and objectives for each unit, outlining the skills, core and 'sticky' knowledge, and content to be taught across a half-term or term. Teachers plan weekly for English and Maths, including Reading, Spelling, and Phonics, while Science and foundation subjects are planned as structured sequences of lessons taught over a half-term or term.

The *Projects on a Page* support teachers to identify prior learning, explicitly plan key vocabulary, and make purposeful cross-curricular links where appropriate, while allowing professional judgement about whether non-core subjects are taught in weekly lessons or in blocks.

Subjects are taught discretely, and pupils are explicitly told which subject they are learning so they understand the disciplinary knowledge involved, such as learning to think like a historian. Planning quality and consistency are monitored through the school's monitoring cycle by SLT to ensure high standards and strong pupil progress.

(6) Assessment

Assessment includes Assessment for Learning (formative) and Assessment of Learning (summative).

Formative assessment takes place in all lessons. Skilled questioning is used to assess children's starting points, deepen understanding, and check progress. Children are given thinking time, and a range of strategies is employed to support this, including talk partners, think-pair-share, quizzes, lesson pit stops, and lollipop stick responses.

Summative assessment involves assessing children against national standards. Each term, teachers in Years 1–6 record attainment in reading, writing, maths, and science on the school tracking system for each individual pupil. These judgements are informed by National Curriculum expectations and the Teacher Assessment Framework (TAF).

On entry to the EYFS, teachers carry out a baseline assessment. Results are used to inform planning, set targets, and support early intervention. Children are assessed throughout each term to ensure next steps in learning are appropriately planned and that good progress is made. During the Reception year, children are assessed using the Early Learning Goals. These assessments are based on ongoing staff observations and high-quality interactions. All assessment information informs planning, intervention, and communication with parents.

(7) Pupil Progress Meetings

Each term, teachers meet with leaders to conduct Pupil Progress Meetings. These discussions focus on removing barriers to learning and maximising progress for all children. A wide range of pupils is discussed, with particular attention given to children who receive PPG, have SEND or EAL, are working below age-related expectations, or are not making expected progress.

(8) Working with Others

We encourage the participation of parents and carers as partners in learning. Parents and carers are informed of their children’s targets and ways to support progress through curriculum updates, parent-teacher consultations, and, where appropriate, SEND review meetings. Parents and carers may also make appointments to meet class teachers at other times, and families receive a detailed school report at the end of each academic year.

Teachers are expected to raise concerns about children’s learning or progress as early as possible so the school can work in partnership with families to support each child effectively.

Learning Support Assistants (LSAs) support learning under teacher direction, run interventions, and attend CPD. Classes have LSAs allocated according to cohort need. Support may be provided for pupils with SEND, EAL, and PPG, as well as to challenge and extend learners of all abilities. LSA appraisal targets are aligned with cohort needs, data analysis, professional development, and wellbeing. Learning Walks include observation of LSAs, following which, verbal and, where appropriate, written feedback is provided in line with job descriptions, focusing on impact on learning.

Pupil voice is encouraged and respected through the School Council, Play Leaders, and Peer Mentors. These groups provide opportunities for children to share their views and represent

their peers. All classes use circle time to ensure children can express opinions and raise concerns. Children's views are also gathered through regular pupil surveys.

Governors monitor the effectiveness of teaching and learning strategies. They are kept informed through school visits, committee and full board meetings, and reports from the Executive Headteacher, Head of Schools, and other key staff.

(9) Inclusion

We value every child as an individual and recognise that every child's needs are different. We are a highly inclusive school, providing a broad and balanced curriculum and inclusive teaching practices to support the academic, social, and emotional development of all pupils. For further information, please refer to the Inclusion Policy and SEND Information Report.

(10) Learning Environment

We aim to create calm, purposeful, and engaging classroom environments. Teachers ensure that classroom environments positively impact learning standards and pupil motivation. The learning environment is enhanced through the effective use of displays. At Church Hill, we believe that working walls support learning best, and we ensure these reflect current learning and lesson sequences.

Each classroom is well equipped with resources and books appropriate to the age range. Specialist resources are stored in designated curriculum resource areas and are regularly audited by subject leaders. Consumables are replenished as necessary, and staff may contact subject leaders with suggestions for specialist materials that may need ordering. Children are taught to use all resources correctly and safely, with care and respect, and with due regard for health and safety and waste reduction. Care is taken to ensure that resources reflect the cultural and linguistic diversity of our society and that all learners have equal access. We promote the use of educational visits and visitors to enrich the curriculum across the school, broaden children's experiences, and support learning across a range of subject areas.

(11) Behaviour for Learning

At Church Hill, positive behaviour is essential to creating a safe, respectful, and effective learning environment in which all pupils can thrive. Behaviour expectations are underpinned by our Rights and Responsibilities and core values of Friendship, Courage, Determination, Respect, Kindness, and Patience. These promote pupils' right to feel safe, treated fairly, and

supported in their learning, alongside their responsibility to work hard, show respect, and care for others and the school environment.

Staff model high standards of behaviour, apply consistent approaches to rewards and consequences, and recognise that behaviour is a form of communication. Proactive strategies such as emotional literacy, restorative conversations, and Emotion Coaching are used to support pupils in managing their emotions and making positive choices. We adopt trauma-informed and attachment-aware practices, making reasonable adjustments for pupils with SEND, additional needs, or adverse experiences, including personalised behaviour plans where appropriate.

Low-level disruption is addressed through clear, graduated responses and opportunities for reflection, while more serious incidents are managed by Senior Leaders in line with the Behaviour Policy, always prioritising safety, continuity of learning, and reintegration. Managing behaviour is a shared responsibility across staff, pupils, parents, and governors, ensuring calm, consistent, and inclusive practices that support strong engagement, emotional wellbeing, and high-quality teaching and learning across the federation.

(12) Monitoring and Evaluation

Church Hill operates a structured termly monitoring cycle to ensure consistency and high standards in the quality of education across the curriculum. This includes classroom observations, book scrutinies, learning walks, and monitoring of planning by SLT, with subject leaders triangulating evidence from a range of sources to evaluate impact.

Subject leaders report findings, strengths, and next steps to the Senior Leadership Team, and agreed actions are followed up to drive continuous improvement in teaching, learning, and curriculum delivery. Governors are fully integrated into the monitoring cycle and receive termly reports through the Curriculum, Standards and Wellbeing Committee, enabling effective challenge, accountability, and strategic oversight.

(13) Accountability and Governor Reporting

Church Hill maintains clear accountability for the quality of teaching, learning, and pupil outcomes through the leadership of the Executive Headteacher and Head of Schools, supported by Senior Leaders and subject leads. The Executive Headteacher and Head of Schools are responsible for setting strategic direction, ensuring high standards across the federation, and monitoring the impact of teaching and learning on pupil progress.

Senior Leaders oversee planning quality, teaching practice, and assessment through a structured termly monitoring cycle that includes classroom observations, book scrutinies, learning walks, and progress reviews. Subject Leaders evaluate curriculum impact, report

findings to the Senior Leadership Team, and lead follow-up actions to drive continuous improvement.

Teachers are accountable for pupil progress through ongoing formative assessment, termly summative assessment, and Pupil Progress Meetings, where barriers to learning are identified and targeted support is planned. Governors provide strategic oversight and challenge through school visits, committee and full governing body meetings, and regular reports from the Executive Headteacher, Head of Schools, and senior staff. They receive termly updates on teaching quality, pupil attainment, and curriculum impact via the Curriculum, Standards and Wellbeing Committee.

(14) Policy Review

This policy is reviewed annually.