



CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

Teaching and Learning Policy

Status of Policy	Date
Reviewed	Created May 2025 to replace individual subject policies.
Ratified by governors	May 2025
Review Date	May 2027

Our school policies reflect our vision of

*Inspiring and enabling our school community to live life to the full,
promoting excellence and nurturing compassion, honesty, trust, hope,
respect, thankfulness and courage.*

John 10 v 10:

Jesus said: "I have come that they might have life, and have it to the full"



TEACHING AND LEARNING POLICY

Introduction

At Crowthorne Church of England Primary School, we believe that our aspirational approach to Teaching and Learning as well as our commitment to ensuring our curriculum is engaging and relevant are integral to ensuring the successes of our children. Whilst ensuring the required National Curriculum objectives are covered, we believe in the importance of enriching learning and supporting our children to develop an intrinsic motivation and love of learning. We recognize the important role we play in laying the foundation for the future opportunities and achievements of our children. This policy sets out our approach to ensure there is a consistent approach throughout the school and to enable monitoring to be both easy and effective.

Education is not the learning of facts but the training of the mind to think.

Albert Einstein

Aims

At Crowthorne Church of England Primary School, we aim to:

- meet the needs of all our pupils (including those who are disadvantaged and/or have SEND) and prepare them for their future education and lives as global citizens
- provide a broad and balanced curriculum that is engaging, inspiring and relevant for all
- provide Quality First Teaching in all subject areas and year groups
- make learning varied, making the most of a range of resources including visitors and external visits
- ensure there is a balance of the teaching of both skills and knowledge
- encourage children to take responsibility for their own learning and be reflective of their own work
- make effective use of assessment information so it has an impact on learning and progress
- encourage teachers to be reflective and experimental in their approach to teaching
- ensure curriculum decisions are based on latest educational research, are for the benefit of the children and are made in a way that makes workload manageable

Principles

Teaching and Learning is the core purpose of Crowthorne Church of England School and we interpret this in its broadest sense, going beyond simply considering the academic curriculum. We recognise that in order to raise standards, our focus needs to be on what goes on in each classroom and that sustained progress and high attainment come from consistently high-quality teaching and learning. We also recognise that children learn best when they feel happy, safe and valued and when they are motivated by their lessons. Our approach to Teaching and Learning has these considerations at its heart.

Vision and Values

Our vision is to inspire and enable all members of our school community to live life to the full and is based on Christian beliefs and principles. This vision is woven through our curriculum and our Teaching and Learning, recognising that high quality opportunities provided in school and aspirations for all will enable our children to live life to the full in the future. We also believe that by ensuring our curriculum is engaging and inspiring, we are opening children's eyes to new knowledge, experiences and insights, promoting learning in its broadest sense. Our school values are also taught explicitly at all ages through specific areas of the curriculum as well as being implicit in all lessons and opportunities provided in school.

Our Curriculum

At Crowthorne Church of England School, each curriculum subject is taught discretely although links are made between relevant subjects and concepts to support learning where appropriate. In some subjects, purchased schemes are used to provide the basis of year group planning and to aid the delivery of those curriculum areas. These are always adapted by teachers to suit the needs of their own class. In other subjects, curriculum units have been devised 'in house' with teachers working collaboratively to share expertise and experience.

In all subjects, there is appropriate coverage of National Curriculum objectives and learning has been planned to ensure the progression of skills and knowledge have been organised sequentially.

English: Our English curriculum is built around high quality texts and promotes a love of reading from the earliest stages in school. Phonics is taught from the very beginning of Reception, using the Little Wandle Letters and Sounds scheme. A 'keep up not catch up' approach ensures that children receive high quality instruction, including additional interventions, ensuring children are ready to progress to learning spelling rules and to whole class reading sessions during Year 2. Children are exposed to a wide range of genres, authors and texts during their time in school and explicit teaching of both reading and writing skills ensures children are well prepared for the next stage in their education.

Maths: We use the Abacus Maths scheme as the basis for our Maths curriculum although teachers supplement this with additional resources from a variety of sources. The Abacus scheme provides a structured approach to the teaching of Maths with skills re-visited frequently to support retrieval. We are also increasing our focus on Mastery in Maths and the use of different representations to support learning.

Science: Our science curriculum is based on the Snap Science scheme which ensures appropriate coverage of all skills and objectives. This includes ensuring children develop the enquiry skills necessary in science as well as learning the knowledge appropriate to their key stage across the different areas of science.

Religious Education: As a Church of England school, RE is considered to be a core subject. We follow the Berkshire Agreed Syllabus although an updated version has been released which will be adopted from September 2025. Children learn about a number of the main world religions but with a heavier focus on Christianity. Lessons are focused around key questions that enable children to learn about and from the beliefs studied.

Other subjects where purchased schemes are used are as follows: PE (GetSet4PE), MfL (Language Angels), Music (Sing Up), Computing (Teach Computing) and PSHE (Lifewise). PSHE also includes coverage of the statutory Relationships and Sex Education curriculum.

Art, DT, history and geography are taught using planning written by teachers in our school based on the National Curriculum and using resources from a variety of sources.

Planning

Curriculum Maps for each subject show the different units covered across each year group with Objective Overviews providing more detailed information on the National Curriculum Objectives taught within each unit in each year group. These documents provide an overview of Teaching and Learning across all year groups, showing how EYFS provides the foundation for learning in KS1 and then in KS2.

Knowledge Organisers highlight the key prior learning on which each unit builds, supporting children in recalling previous concepts and making links with previous units. These are stuck in children's books so they are available as a reference point and also indicate the progression that is planned in each subject.

Medium term planning documents are used for more detailed planning of all curriculum areas. These are adapted each year to reflect the needs of individual classes and cohorts. More detailed planning includes reference to key resources needed and how the needs of individuals will be met as well as highlighting key vocabulary and ensuring the overall learning objective is clear.

All planning documents are saved on the shared R drive on the school computer network, meaning they are accessible to all staff in case of absence and for monitoring.

Focus days/weeks

Over the course of any academic year, we aim to have a number of focus days or weeks linked to different curriculum areas or national/international events. We believe these enhance the learning experience for the children and enable a greater flexibility of timetabling, a focus on a specific subject, topic or issue and inspire greater enthusiasm for these areas. We welcome visitors into our school at any time but particularly value the contribution they make to focus days/weeks. We also support charitable work, marking Children in Need, Sport/Comic Relief by raising money, participating in fun activities and learning about the work of these and other valuable organisations. By doing this, we are enabling our children to learn more about the world around them, the experiences of others and to develop greater empathy and understanding of the needs of people they may never meet.

Learning Environment

At Crowthorne Church of England School, we believe that a child's surroundings, as well as the resources available to them, significantly enhance the learning experience. The learning environment is an extension of the curriculum and should inspire all members of our school community and make children and staff proud to be a part of our school.

Classrooms should be well-presented and tidy with resources easily accessible and clearly organised; corridors and other communal areas should also be kept tidy and uncluttered. Children should be taught to respect the school environment and to take responsibility for ensuring that the school and, in particular, their classroom are looked after.

Displays are not for the benefit of parents or visitors; they are to enhance the learning process and to celebrate and value children's work.

Displays are an integral part of learning and should be updated regularly. In classrooms, there should be a mix of displays that celebrate completed work, that provide information related to current learning and that, in the case of Working Walls, are a 'work-in-progress' that are amended and added to throughout the course of a unit of work. Working walls can be particularly valuable to display modelled writing, sentence stems, vocabulary and other resources to support the writing process in English and to illustrate calculations/methods, vocabulary and image prompts relevant to the current Maths unit.

Assessment

Assessment is an integral part of the Teaching and Learning process and at Crowthorne Church of England School we recognise the importance of a full range of forms of assessment. The main purpose of assessment is to inform teachers so that they can best address any misunderstandings or gaps in learning and can adjust future planning accordingly. Children also benefit from understanding what they have done well and what they can do to further improve.

A high proportion of assessment is carried out informally during lessons and as a result of observations, discussions and the learning process. This is formative assessment and should be used in the moment by staff to enable them to support the children's learning and to plan subsequent lessons. Sometimes 'low stakes tests' in the form of quizzes, practice questions and challenges can be used to see how well a child can recall what has been taught.

Summative assessments are also used to assess children's learning and understanding over a longer period of time. From Year 1 upwards, children complete tests in Reading, Maths and Spelling & Grammar towards the end of each term. The outcomes of these tests are used to track children's progress and to inform teaching in the next term or academic year. Children in Year 1 take the statutory Phonics test; children in Year 4 take the statutory Multiplication Tables Check and children in Year 6 take statutory SATs tests.

Whilst we recognise the importance of assessment data and its value in providing an overview of the attainment or progress of groups and cohorts, we place great emphasis on the individual knowledge of children that teachers have and the child as a whole person, not simply a set of test results. For further information see our Assessment policy.

Effective Feedback

At Crowthorne Church of England School, we recognise the importance of feedback within the Teaching and Learning cycle and have based our policy on research from the Education Endowment Foundation. We believe that feedback can be given in a variety of different ways and has greatest impact when it is given during or immediately after the learning has taken place. The sole purpose of feedback should be to further children's learning.

Full details can be found in our Marking and Feedback policy which was reviewed and re-written in Spring 2025.

Equal Opportunities

At Crowthorne Church of England School, our approach to Teaching and Learning centres around preparing children for the future and ensuring they are ready to make the most of the learning opportunities they will have at secondary school and beyond. Through high quality teaching and learning experiences, all children have the opportunity to achieve or exceed the expected standards for their age group in all curriculum areas. Where children do not reach these standards, support is provided to ensure that they make good progress from their individual starting points.

Where children have identified Special Educational Needs or Disabilities and/or are identified as being vulnerable or disadvantaged at any point in time, additional support is provided. Lessons are adapted to meet additional needs and, at times, a more bespoke curriculum may be necessary. See our SEND and PPG policies for further information.

Monitoring

The quality of Teaching and Learning is monitored throughout the school by the Senior Leadership

Team and subject leaders. Data is used to monitor the impact of Teaching and Learning alongside observations of lessons, book-looks and discussions with pupils and staff. Professional Development is offered to address common areas for improvement across the school or on a more individual basis. We actively encourage staff to explore new approaches and to seek out the latest research and 'good practice' in order to develop and improve their own expertise and skillset.