

# BENTLEY ST PAUL'S C OF E PRIMARY SCHOOL

## POLICY FOR TEACHING, LEARNING AND ASSESSMENT



***'Growing together in faith, love and trust, we will succeed.'***

*And we know that God causes everything to work together for the good of those who love God and are called according to his purpose for them. Romans 8 v28*

*At Bentley St Paul's, we encourage and support children in achieving their full intellectual, spiritual, physical, social and emotional potential. In a welcoming and caring community founded upon Christian values, we strive to develop happy, confident and independent children, inspiring them to be life-long learners.*

*Date: September 2025*

*Review date: September 2027*

# Teaching and Learning Policy

## 1. Introduction

This Teaching and Learning Policy sets out the principles and expectations that underpin high-quality teaching and learning at Bentley St Paul's. It reflects the aims of the **National Curriculum (2014)** and supports our commitment to ensuring that every child receives a broad, balanced, and ambitious education that enables them to reach their full potential.

## 2. Aims

Through this policy, we aim to:

- Provide a curriculum that meets and exceeds the statutory requirements of the National Curriculum.
- Promote high standards of teaching and learning across all subjects.
- Ensure that learning experiences are inclusive, engaging, and appropriately challenging.
- Develop pupils' knowledge, skills, and understanding systematically and progressively.
- Acquire strong metacognitive skills (thinking about their own learning), enabling them to plan, monitor, and evaluate their work independently.
- Foster positive attitudes toward learning and support children in becoming confident, resilient, and independent learners.

## 3. Roles and Responsibilities

### 3.1 Senior Leadership Team (SLT)

- Set the strategic direction for teaching and learning.
- Monitor the quality of education through lesson visits, work scrutiny, pupil voice, and data analysis.
- Ensure high-quality professional development for all staff.

### 3.2 Teachers

- Plan and deliver lessons that meet National Curriculum objectives.
- Use assessment to inform teaching and adapt instruction to meet pupils' needs.
- Create safe and stimulating learning environments.
- Promote high expectations for behaviour, progress, and outcomes.

### 3.3 Teaching Assistants

- Support learning in line with teacher planning.
- Deliver targeted interventions and contribute to assessment through observation and discussion.

### 3.4 Pupils

- Engage positively with learning.
- Demonstrate resilience, curiosity, and respect.

### 3.5 Governors

- Monitor the effectiveness of teaching and learning and ensure statutory duties are met.

## 4. Curriculum and Planning

- The school follows the **National Curriculum** for core and foundation subjects. This includes:
  - Core Subjects: English, Mathematics, Science and Religious Education (RE).
  - Foundation Subjects: Art and Design, Computing, Design and Technology (D&T), Geography, History, Languages (Key Stage 2), Music, and Physical Education (PE).
  - Statutory Requirements: Relationships Education and Health Education (PSHE)
- Curriculum planning ensures **progression** and **coherence** from EYFS through Key Stage 2.
- Long-term, medium-term, and short-term planning identify:
  - Clear learning objectives and success criteria
  - Vocabulary, knowledge, and skills to be taught
  - Opportunities for cross-curricular links
  - Planned adaptations for SEND, EAL, and disadvantaged pupils
- Teachers plan sequences of learning that build on prior knowledge and support deep understanding.

## 5. Teaching Principles

Effective teaching at Bentley St Paul's is based on the following principles:

All teaching staff are expected to deliver "Quality First Teaching," which is a consistently high standard of teaching that addresses the needs of all pupils through excellent classroom practice and adaptive delivery.

### 5.1 High Expectations

- Teachers maintain high expectations of all pupils' achievement and behaviour.
- Lessons are ambitious and appropriately challenging.

### 5.2 Clear Instruction and Explanation

- Learning objectives and success criteria are shared and revisited.
- Key concepts, vocabulary, and misconceptions are explicitly taught.

### 5.3 Adaptive and Inclusive Teaching

- Teaching is responsive to pupils' needs.
- A range of strategies is used to support learners, including scaffolding, modelling, targeted questioning, and use of additional adults.
- All pupils, including those with SEND, access a broad and balanced curriculum.

### 5.4 Engaging and Purposeful Learning

- Lessons promote curiosity, creativity, problem-solving, and collaboration.
- Resources and tasks are chosen to enhance learning and engagement.
- Practical, hands-on learning is valued, especially in foundation subjects.

### 5.5 Feedback and Assessment for Learning

- Teachers use formative assessment daily to adapt teaching.
- Feedback (verbal or written) is timely, purposeful, and supports pupils in improving their work.
  - Feedback is focused on guiding pupils to improve and bridge the gap between their current performance and the success criteria.
  - Next Steps: Written and verbal feedback may, where appropriate, identify a precise next step or challenge for the pupil to complete (e.g., a "challenge question" or a "fix it" task).

- Celebrating Effort: Effort, excellent presentation, and achievement are regularly celebrated through positive reinforcement, public display of work, and school rewards systems.
- Marking criteria and code is shown in Appendix 1
- Summative assessment is used to track progress and inform planning.
  - Summative assessment is conducted termly and at the end of each key stage to measure attainment:
  - Statutory Assessments: Includes the Phonics Screening Check (Year 1/2), the Multiplication Tables Check (Year 4), and the Key Stage 2 National Curriculum Tests (SATs) (Year 6).
  - Teacher Assessment: Ongoing teacher assessment in core and foundation subjects is recorded to provide an accurate picture of the child's secure knowledge, skills, and understanding.

## 6. Learning Environment

- Classrooms are organised to promote independence, collaboration, and safety.
- Displays celebrate achievements, support learning (e.g., Working walls which include -vocabulary, models, worked examples), and reflect the full range of curriculum areas.
- Routines are consistent and support positive behaviour and smooth transitions.

## 7. Behaviour for Learning

- The school's behaviour policy supports and promotes a positive climate for learning.
- Expectations for conduct are clear and consistently reinforced.
- Pupils are encouraged to take responsibility for their learning and behaviour.
- Digital Literacy: Computing skills and digital literacy are woven throughout the curriculum, ensuring pupils become proficient in using technology responsibly to enhance their learning and prepare them for modern life.
- External Experiences: The curriculum is enriched through educational visits, field trips, guest speakers, and the use of the local community to provide meaningful context for learning.

## 8. Inclusion and Equal Opportunities

- The school is committed to providing equal access to learning for all pupils.
- Teachers plan for the diverse needs within their classes, including SEND, EAL, gifted learners, and disadvantaged pupils.
- Reasonable adjustments and high-quality interventions are provided where needed.

## 9. Monitoring and Evaluation

Teaching and learning are monitored through:

- Lesson visits and learning walks
- Book looks and planning reviews
- Pupil voice interviews
- Assessment and progress data
- CPD evaluations

Findings inform school improvement planning and professional development.

## 10. Professional Development

- All staff engage in ongoing CPD aligned with school priorities and individual development needs.

- Training ensures staff remain current with curriculum developments, evidence-based pedagogy, and statutory responsibilities.
- Collaboration and reflective practice are encouraged.

## **11. Policy Review**

This policy will be reviewed every two years by the SLT and governors to ensure continued alignment with National Curriculum expectations and best practice.

## Marking Principles

Daily quick looks for English and Maths – to ensure teachers are able to use AFL effectively they need to look over the work the children have completed. Each day teachers should look at Maths and English work completed and using a pink tick or green dot system acknowledge the learning objective and the children's progress to it. This will enable teachers to ensure they are clear which children have achieved the LO and plan or alter subsequent lessons accordingly.

Foundation subjects should be looked at after each lesson and the pink and green system should be used against the Learning Objective and Success Criteria.





Independent writing should be marked at the end of a unit to show what the children have done well and next steps.

## Marking Code

All teachers and support staff to use green and pink pens.

Key Stage 1 & EYFS when ready:

Marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity. In order for children to know if they have been successful or may require further support the following codes will be used:

Symbol	Meaning
	Indicates the child has achieved the learning objective Or Indicates the child is correct
	Indicates the child has not yet achieved the learning objective Or Indicates the child is incorrect
VF	Indicates the child has had verbal feedback
WS	The child has completed the work with support
I	The child has completed the work independently
Purple Pen	Is used by the children to edit work, make corrections, add details, complete interventions and peer mark.
Pink Pen	Is used by the teacher when highlighting good work, achievement of success criteria or positive reinforcement of chosen vocabulary or punctuation
Green Pen	Is used by the teacher to highlight some inaccuracies in spelling or grammar or in areas where improvement can be made. (not all spellings or grammatical errors are marked to ensure children are not left despondent)
Self Assessment (Year 2 upwards)	
	The children draw a star if they have understood and feel they have achieved the Learning Objective
	Children draw a tree next to the Learning Objective if they feel they need to know more or have not reached the objective yet, they are 'growing green'.