

Teaching and Learning Policy 2026-27



Introduction

At Bathford Church School, we aim to provide an excellent, life-enhancing education for every child through our vision of **Grow, Care, Serve, Share**. This vision, together with our values of **Be Your Best, Be Kind, Be Respectful** and **Be a Team**, underpins all aspects of school life.

Our Curriculum Vision

Our vision of **Grow, Care, Serve, Share** frames our curriculum.

We aim to help children grow by equipping them with the knowledge, skills and values they need to make sense of the world and become caring, responsible global citizens.

Our curriculum is organised around three overarching themes:

- **Identity and Diversity**
- **Social Justice and Equity**
- **Sustainable Development**

High-quality core texts bring these themes to life and help children make meaningful connections between their learning, their local community and the wider world.

Our curriculum is carefully sequenced so that knowledge and skills build progressively over time. Children revisit important concepts, make connections between subjects and apply their learning in meaningful contexts.

Grow	Children develop secure knowledge and skills, become independent and reflective learners, and experience challenge, creativity, awe and wonder.
Care	Children understand and demonstrate our values, respect diversity, challenge stereotypes and develop empathy and compassion.
Serve	Children understand their role within local and global communities and become active, informed and responsible citizens.
Share	Children communicate confidently, collaborate effectively and develop meaningful connections with others.

Inclusion and Belonging

We are committed to providing an inclusive education where every child feels valued, represented and able to succeed.

We celebrate diversity and recognise that every child brings unique strengths, experiences and perspectives to our school community.

Teaching and learning are designed to ensure all pupils can access an ambitious curriculum and achieve success.

Our Curriculum Design

Our curriculum is taught through a combination of discrete subjects and carefully planned cross-curricular opportunities.

Subject leaders ensure that each subject has:

- a clear vision and rationale
- progression in knowledge and skills
- high-quality curriculum resources
- appropriate assessment opportunities
- opportunities for enrichment

In Key Stage 2, many foundation subjects are taught through our mixed-age afternoon curriculum model. Learning is carefully sequenced through long-term curriculum planning to ensure progression in knowledge and skills and full curriculum coverage for all pupils.

Our Curriculum Resources

We use a range of carefully selected schemes and resources, including:

- Little Wandle Letters and Sounds Revised
- White Rose Maths
- NCETM Mastering Number
- Kapow
- Teach Computing
- Language Angels
- Get Set 4 Music
- Get Set 4 PE
- Understanding Christianity
- Jigsaw PSHE

These support, but do not replace, professional teacher judgement.

Teaching and Learning at Bathford

At Bathford, effective teaching:

- is rooted in an ambitious curriculum
- has high expectations for all pupils
- uses evidence-informed approaches
- adapts teaching to meet pupils' needs
- checks understanding regularly
- provides meaningful feedback
- promotes long-term learning and retention
- develops character alongside achievement

Planning

Planning is the professional process through which teachers prepare learning that enables all pupils to succeed within an ambitious curriculum.

At Bathford Church School, planning is viewed as a process rather than a product. We focus on the quality of thinking that underpins teaching rather than the production of extensive written plans.

Effective planning is informed by:

- secure subject and pedagogical knowledge
- a clear understanding of the curriculum sequence and intended learning
- knowledge of pupils' prior learning, strengths and next steps
- ongoing assessment information
- consideration of barriers to learning and how these can be removed

Teachers:

<ul style="list-style-type: none">• have high expectations for all children and plan to challenge all learners with a mastery approach where all pupils are supported to achieve ambitious curriculum goals
<ul style="list-style-type: none">• ensure planning supports disadvantaged pupils and enables them to achieve in line with their peers. This may involve considering potential gaps in cultural capital, prior knowledge or vocabulary and planning how these will be addressed
<ul style="list-style-type: none">• consider cognitive load through carefully sequenced small-step learning that supports the transfer of knowledge into long-term memory
<ul style="list-style-type: none">• consider how adaptive teaching strategies will enable all pupils to achieve the intended learning outcome, including targeted questioning, additional modelling, guided practice, scaffolding, carefully chosen resources, pre-teaching, post-teaching and effective deployment of additional adults
<ul style="list-style-type: none">• are clear and precise about the knowledge and skills pupils are expected to learn, rather than simply what they are expected to do. For example, pupils may be learning a principle, concept, theory, idea, fact, piece of terminology or a specific skill
<ul style="list-style-type: none">• use curriculum maps and progression documents to inform teaching
<ul style="list-style-type: none">• are explicit with pupils about the subject discipline being taught (for example, history or geography rather than simply "topic")
<ul style="list-style-type: none">• promote the use of subject-specific language and metalanguage so that pupils can communicate their understanding, ask questions and make connections
<ul style="list-style-type: none">• select authentic, high-quality resources developed by subject experts
<ul style="list-style-type: none">• plan opportunities to check understanding through Assessment for Learning (AfL) and strengthen both short- and long-term memory
<ul style="list-style-type: none">• plan opportunities to develop an ethic of excellence and encourage pupils to achieve their personal best
<ul style="list-style-type: none">• plan opportunities for metacognition by enabling pupils to plan, monitor and reflect on their learning

Teaching

Teachers:

<ul style="list-style-type: none">• have high expectations for all children and plan to challenge all learners with a mastery approach where all pupils are supported to achieve ambitious curriculum goals
<ul style="list-style-type: none">• ensure disadvantaged pupils are supported to achieve in line with their peers.
<ul style="list-style-type: none">• promote vocabulary development, including subject-specific language, metalanguage and oracy, so that pupils can articulate their learning
<ul style="list-style-type: none">• use practical resources to enhance learning
<ul style="list-style-type: none">• use Assessment for Learning throughout lessons and adapt teaching responsively based on pupil understanding
<ul style="list-style-type: none">• ensure learning has "stuck" through regular retrieval practice, low-stakes quizzes and checks for understanding. Progress is defined as knowing more, remembering more and being able to do more
<ul style="list-style-type: none">• are explicit about intended learning and help pupils understand what they are learning, why it matters and how it connects to previous and future learning
<ul style="list-style-type: none">• embed high standards of English across the curriculum, including presentation, handwriting, spelling, language, grammar and punctuation
<ul style="list-style-type: none">• model cursive handwriting from Year 3 onwards
<ul style="list-style-type: none">• embed an ethic of excellence through planning, editing and improving work so that it represents pupils' personal best
<ul style="list-style-type: none">• encourage resilience, independence and a growth mindset
<ul style="list-style-type: none">• promote inclusion, equality and environmental responsibility

Evidence-Informed Approaches

As a school, we encourage innovation and recognise there is not one way of teaching that suits every child. However, teaching broadly reflects the Education Endowment Foundation's Five-a-Day principles.

1. Explicit Instruction

- clear explanations
- modelling
- frequent checks for understanding
- guided practice before independent practice

2. Cognitive and Metacognitive Strategies

Teachers:

- address potential gaps in background knowledge and vocabulary understanding
- are mindful of cognitive load and use a small-step approach to learning
- provide opportunities for pupils to plan, monitor and evaluate their learning, for example through reflection, self-assessment or approaches such as "Professor Plenary"

3. Scaffolding

Teachers provide temporary support where appropriate, such as:

- writing frames
- prompts
- worked examples
- partially completed examples

4. Flexible Grouping

- groups are organised according to current learning needs and levels of understanding
- grouping remains responsive and fluid
- a mastery approach is maintained, with high expectations for all pupils

5. Technology

Technology may be used to:

- model worked examples
- support learning, practice and recording
- support retrieval practice

Adaptive Teaching

Adaptive teaching is a key feature of effective planning and teaching. It enables all pupils to access the same ambitious curriculum whilst recognising that some pupils may require different types and levels of support to succeed.

Teachers may use:

- targeted questioning
- smaller learning steps
- additional modelling
- additional guided practice
- scaffolding
- carefully selected resources
- pre-teaching
- post-teaching
- effective deployment of additional adults

to ensure all pupils can achieve the intended learning outcome whilst maintaining ambitious expectations.

Understanding and Improving Learning

Feedback

Feedback is information provided to a pupil, teacher or peer for the purpose of improving learning. At Bathford Church School, we recognise that feedback is most effective when it takes place during learning and enables pupils to improve immediately.

Feedback serves two purposes:

1. To move learning forward.
2. To inform future teaching.

Effective feedback:

- focuses on the intended learning
- is timely and acted upon
- improves current or future learning
- supports pupils to remember and apply learning over time
- informs future teaching
- avoids unnecessary workload

Feedback may include:

- questioning
- live verbal feedback
- whole-class feedback
- modelling and worked examples
- discussion
- self-assessment
- peer assessment
- retrieval practice
- low-stakes quizzing
- brief written feedback where appropriate

Teachers determine the most effective feedback approach based on the learning, age and subject.

Written comments are not expected on every piece of work and are only used where they add value to learning.

Teachers maintain an accurate understanding of pupil progress through ongoing formative assessment and use this information to adapt teaching, provide support and plan future learning.

Assessment

Assessment is integral to teaching and learning.

It helps teachers understand what pupils know, remember and can do and informs future teaching, support and challenge.

Mathematics and English

Teachers:

- use ongoing formative assessment, including questioning, observation, discussion, retrieval practice, low-stakes quizzes and review of pupils' work
- use periodic summative assessment to provide an overview of attainment, progress and curriculum coverage
- analyse assessment information to identify strengths, misconceptions and next steps
- identify pupils requiring additional support, intervention or challenge
- adapt teaching responsively
- contribute to pupil progress discussions

Foundation Subjects

Assessment focuses on pupils' acquisition of intended knowledge, vocabulary and disciplinary skills.

Teachers:

- use formative assessment routinely
- evaluate progress against curriculum expectations at agreed points throughout the year
- identify misconceptions and revisit key learning

- support long-term retention
- record assessment information proportionately and usefully

Subject leaders use assessment information alongside monitoring activities, pupil voice and work scrutiny to evaluate curriculum effectiveness and inform curriculum development.

Assessment is not an end in itself. It is used to improve learning and secure strong progress for all pupils.

Inclusion

Pupils with Additional Needs

Teachers know the pupils with SEND in their class and demonstrate through teaching, assessment and curriculum delivery how learning is adapted to meet their needs.

Teachers take account of:

- One Page Profiles
- My Support Plans
- Education, Health and Care Plans (EHCPs)
- advice from external professionals
- other relevant support plans

while maintaining ambitious expectations for every child.

Vulnerable Groups

Teachers know the strengths, barriers and needs of vulnerable pupils, including:

- Pupil Premium pupils
- Ever 6 pupils
- Looked After Children
- Service Children
- pupils with English as an Additional Language
- pupils requiring additional support

Teaching, assessment and curriculum delivery are adapted appropriately to enable these pupils to achieve well.

Monitoring and Professional Development

Governors, leaders and subject leaders work together to monitor and improve the quality of education.

Monitoring may include:

- learning walks
- classroom observations
- book looks
- pupil voice
- staff voice
- assessment outcomes

Subject leaders drive curriculum improvement and support the development of subject and pedagogical expertise.

Professional development is prioritised through the School Development Plan and an open culture of collaboration, reflection and shared practice.

We encourage children to take responsibility for their own learning by planning, monitoring and evaluating their learning and reflecting on what helps them learn successfully.

Learning Environment

We believe the learning environment should support learning, independence and a sense of belonging.

Teachers:

- maintain organised and purposeful classrooms
- use working walls in English and Mathematics
- provide resources that support independence
- celebrate achievement

- reflect diversity
- encourage curiosity and engagement

Educational visits and enrichment opportunities enhance children's knowledge, understanding and cultural capital.

Partnerships

Parents and Carers

Strong partnerships between home and school support the best possible outcomes for children.

Parents and carers are informed about learning through:

- parents' evenings
- curriculum information
- workshops and curriculum events
- home learning
- Meet the Teacher meetings
- newsletters
- annual reports

Teaching Assistants

Teaching assistants play an important role in supporting high-quality teaching and learning. They may work with individuals, groups or whole classes and contribute to inclusive provision across the school.

Safeguarding and Pastoral Care

Effective teaching and learning can only take place when children feel safe.

All staff understand their safeguarding responsibilities and create environments where children feel secure, respected and ready to learn.

Pastoral care is rooted in our vision of Grow, Care, Serve, Share.

Relationships throughout the school are based on mutual respect. Staff model our values of Be Your Best, Be Kind, Be Respectful and Be a Team in all interactions with pupils, families and colleagues.

Staff take time to get to know children as individuals and use pupil voice to inform practice.

Our Commitment

At Bathford Church School, excellent teaching is measured not by compliance or paperwork but by its impact on children.

Through an ambitious curriculum, high-quality teaching, effective assessment and caring relationships, we enable every child to grow, care, serve and share as the very best version of themselves.

Curriculum progress and high levels of achievement should go hand in hand with developing children's positive sense of self and the values that will remain with them throughout their lives.

Any decision made, at any level, should be made with this fundamental purpose in mind.