



'Spurring each other on with love'

Teaching and Learning Policy 2025-2026 ANNUAL

POLICY HISTORY (starting with the new cycle started in 2011)

| Policy / Version Date | Summary of change | Governor adoption Date | Signed by the Chair | Next Review Date |
|-----------------------------|--|----------------------------|------------------------|------------------|
| 1 | Reviewed from old policy by JF | Autumn 2011 | | Autumn 2012 |
| 2 | Reviewed from old policy by BW | Autumn 2012 | | Autumn 2013 |
| 3 | Reviewed from old policy by MH/KC | Autumn 2013 | | Autumn 2014 |
| 4 | Reviewed by MH | May 22 nd 2014 | | Summer 2015 |
| 5 | Reviewed by MH | November 2014 | | Autumn 2015 |
| 6 | Reviewed by MH. References to previous NC changed to new NC. | 18 th June 2015 | | Summer Term 2016 |
| 7 | Reviewed by MH. | 16 th June 2016 | | Summer Term 2017 |
| 8 | Reviewed by MH. | 15 th June 2017 | | Summer Term 2018 |
| 9 | Reviewed by MH. | 20 th June 2019 | | Summer Term 2020 |
| 10 | No changes | 23 rd June 2023 | | Summer Term 2024 |
| 11 | No changes – consultation in Spring 2024 | 11 th July 2024 | | Summer Term 2025 |
| 12 | Reviewed by the Headteacher (THH) | 12 th June 2025 | | Summer Term 2026 |

Teaching and learning at Bickleigh Down CofE Aided Primary School

The staff at Bickleigh Down CofE Aided Primary School are committed to raising standards and providing the best education for the pupils in the school.

In this school there is:

- Effective planning that takes account of the learning needs of all pupils;
- Effective teaching that motivates and inspires all pupils to achieve their best work;
- Relevant opportunity for pupils to engage in a wide range of challenging learning experiences;
- Appropriate continuity and progression in the learning of all pupils from reception to Year six.
- A combination of the best features of educational practice whilst implementing the National Curriculum in KS1 and KS2 and the EYFS curriculum in the Foundation Stage.

Entitlement and curriculum provision

Through our teaching and learning we ensure that all pupils:

- Are interested and motivated in their work;
- Achieve success and make progress in their learning;
- Derive satisfaction from their achievements;
- Have confidence in their own ability
- Experience an appropriately broad and balanced curriculum;
- Have equality of access to learning and subjects of the curriculum
- Experience a range of teaching methods;
- Are involved in integrated and subject-specific activities;
- Work individually and as a member of a group;
- Have their progress in the key skills of learning monitored and recorded;
- Work with a number of adults;
- Learn in a purposeful atmosphere where there is respect between adults and pupils.

The learning environment

Learning environments:

- Enable pupils to develop their ideas through independent enquiry;
- Enable pupils to take appropriate responsibility for the organisation and care of learning resources;
- Enable pupils to make the best use of space and learning resources;
- Are organised so that pupils have suitable access to learning resources of good quality;
- Reflect the current areas of study of the National Curriculum, including English and Mathematics;
- Contain high quality, stimulating and interactive visual aids which celebrate pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves;
- Engage and encourage pupils' learning by promoting a sense of pride in their own achievements and the achievements of others;
- Enable pupils to use ICT to enhance their learning.

Teaching

Our teachers value all pupils irrespective of their ability, race, gender, age or achievement.

Our teaching:

- Promotes effective and positive interaction between teachers and pupils;

Relationships are positive and motivate all pupils. As a result, pupils receive positive and constructive feedback, which helps them know what to do next and how to improve further. Feedback is informative and encouraging, uses praise and gives approval. Teachers are sensitive to the needs of all pupils.

- Promotes high expectations;

Teaching promotes high expectations for all pupils and sets high but attainable challenges. Teachers provide clear expectations and use skilful questioning to help pupils who have difficulties and to challenge pupils who succeed more easily.

- Uses a range of teaching styles;

Teaching styles match learning objectives. The range used ensures that all pupils apply themselves purposefully and confidently. An appropriate balance of approaches, relevant to the activities, is used, for example:

- Direct teaching (class, groups and individual pupils);
- Discussion and debate;
- Question and answer;
- Individual and group investigations;
- Role play and drama;
- Story telling;
- Fieldwork.

There is a balanced use of explanation, demonstration, discussion, practice, investigation and problem solving.

There is a balanced use of learning resources, including artefacts, books, diagrams, film, illustrations, ICT (including computers, CD-ROM, the internet, radio, tapes and television), music, pictures, people.

- Uses well-timed interventions to help the pupils make good progress;

Teaching includes skilled questioning where the questions are clear and understood by pupils. Responses are positive and encourage pupils in their learning. In addition, teaching provides opportunities for pupils to formulate their own questions.

- Is planned to enable pupils to learn the skills, knowledge, concepts and attitudes appropriate to the EYFS areas of learning for pupils under five, the National Curriculum, religious education and pupils' personal and social education;

Effective planning, assessment and recording ensure that teaching meets the needs of all pupils. Planning is informed by an assessment of pupils' achievements. It is linked clearly to the requirements of the Early Years Foundation Stage Framework, the National Curriculum, the Agreed Syllabus for religious education and expectations for the personal development of pupils.

Tasks are appropriately challenging and activities are matched to the age and stage of development of pupils.

Planning identifies, at appropriate levels of detail, objectives, methods, learning resources and the deployment of adults.

Presentation:

All teachers in the school have agreed the following policy. Our aim is to enable children to present work neatly and to engender pride and confidence in their work.

KEY STAGE 1

English / Non-core subjects

- A **sharp** pencil will be used at all times for writing.
- The date will be written above each piece of work and on the right hand side of the page. The date can either be written in shortened numerical form or in full.
- An 'I can' statement should be written above each piece of work and underlined as appropriate from Y2 upwards. In Reception and Year One, weekly objectives may be produced by the teacher and stuck into children's books – children should be encouraged to write them themselves once they are of an ability to do so.
- Children should be strongly encouraged to start writing from the left hand side of the page and to join their handwriting, at all times, in the cursive style as adopted by the school.
- When starting a new piece of work, children should leave two finger spaces from the last piece.
- Neat presentation will be encouraged at all times and praise given to those achieving this.
- Children will be encouraged to use white boards to "have a go" – it is aimed that this will encourage confidence in writing.
- Rubbers should **not** be used and children should cross out any mistakes with **one single** horizontal line.
- The use of rulers for drawing lines will be encouraged as soon as the child is deemed able to.

Mathematics

- The above also apply for work in mathematics books.
- The date should be written in shortened numerical form as soon as the child is able to understand this format.

KEY STAGE 2

English / Non-core subjects

- A pen (not biro), or a **sharp** pencil, depending on ability of child, will be used at all times for writing.
- The date will be written above each piece of work and on the right hand side of the page. The date can either be written in shortened numerical form or in full. One line should then be left before the objective is written.
- An 'I can' statement should be written above each piece of work and underlined as appropriate from Y2 upwards. One line should then be left before the piece of work is begun.
- Children should be strongly encouraged to start writing from the left hand side of the page and to join their handwriting, at all times, in the cursive style as adopted by the school.
- When starting a new piece of work, children should leave three lines from the last piece.
- Neat presentation will be encouraged at all times and praise given to those achieving this.
- Jotters/white boards will be used, when appropriate, for children to "have a go" or to take notes.
- First drafts can be written in exercise books and indicated as first drafts by leaving one line between each line of writing for editing purposes.
- Editing of work should be carried out in pencil to encourage experimentation and investigation.
- Rubbers should **not** be used, and children should cross out any mistakes with **one single** horizontal line. (Final drafts should not have any crossings out)
- The use of rulers for drawing lines will be encouraged as soon as the child is deemed able to. When drawing tables or labelling diagrams lines should be drawn in pencil.

Mathematics

- The above also apply for work in mathematics books.
- The date should be written in shortened numerical form as soon as the child is able to understand this format.