Teaching and Learning Policy

Bushfield Road Infant School

Approved: November 2026
Review date: November 2028

1. Purpose

At Bushfield Road Infant School, we want every pupil to experience high-quality teaching that helps them build secure knowledge and skills, enjoy learning and feel that they belong. Our teaching reflects our values of **Kindness, Teamwork and Curiosity**.

This policy sets out the expectations for planning, teaching, assessment and review across the school. It supports consistent practice while allowing teachers to respond to the needs of their pupils.

2. Curriculum planning

- Only the school's agreed curriculum documentation will be used to plan and deliver learning.
- Teachers will plan from the **progression of skills documents** in the subject leadership folder. These show how learning should develop across year groups and help ensure pupils are taught the intended substantive and disciplinary knowledge and skills.
- Teachers will use the relevant subject documentation to identify what pupils have learned before, what they need to learn next and how new learning connects to earlier knowledge.
- Any gaps in pupils' knowledge, including gaps arising from earlier curriculum weaknesses or absence, will be identified and addressed so pupils are prepared for future learning.
- Teachers will not replace or adapt the agreed curriculum sequence without discussion with the relevant subject leader or senior leader.

3. Teaching and learning

Lessons will have a clear purpose and build on pupils' prior learning. Teachers will explain and model new learning, check pupils' understanding and provide opportunities for pupils to practise and apply what they have learned.

Teaching will:

- make the intended learning clear to pupils;
- use explanations, examples and resources that help pupils understand new ideas;
- teach and revisit important vocabulary;
- give pupils opportunities to talk, think, practise and demonstrate their learning;
- address misconceptions when they arise; and
- connect new learning with relevant prior knowledge.

Lessons will be built around a positive culture in which pupils are encouraged to show **Kindness, Teamwork and Curiosity**. Adults will establish clear, supportive routines and promote respectful relationships, effort and confidence to have a go.

4. Adaptive teaching and inclusion

Teachers are responsible for ensuring that all pupils can access the planned curriculum and make progress. They will use their knowledge of pupils' starting points and needs to adapt teaching without lowering expectations or unnecessarily narrowing the curriculum.

In practice, this may include:

- adjusting explanations, modelling, vocabulary or the pace of teaching;
- using visual, practical or concrete resources;
- checking understanding more frequently and responding promptly;
- providing scaffolds, prompts or additional guided practice, then reducing these as pupils become more confident; and
- providing further challenge so pupils can deepen and apply their learning.

Teachers will consider the needs of pupils with SEND, disadvantaged pupils, pupils who are new to the school and pupils who have missed learning through absence. Additional support or intervention should complement, not routinely replace, access to high-quality classroom teaching.

5. Assessment

Assessment will help teachers understand what pupils know, what they can do and what they need to learn next.

Formative assessment

Teachers will check understanding throughout lessons using approaches such as questioning, discussion, observation, reviewing pupils' work and short tasks. They will use what they find out to address misconceptions, adjust teaching and identify pupils who need further practice or challenge.

Summative assessment

Teachers will complete summative assessments at the points set out in the school's assessment arrangements. They will use the results alongside their day-to-day knowledge of pupils' learning to identify strengths, gaps and next steps. Assessment information will inform teaching and curriculum planning; it will not replace teachers' ongoing assessment in the classroom.

6. Feedback and marking

Feedback will help pupils understand what they have done well and how to improve. It will be timely, clear and appropriate to the learning and the age and needs of the pupil. Teachers will provide opportunities for pupils to respond to feedback and apply it to their learning.

All books and work will be marked in line with the school's Feedback and Marking Policy. Staff should refer to that policy for the school's detailed expectations and approaches.

7. The classroom environment

Classrooms will be welcoming, organised and purposeful. They will support pupils' independence, confidence and access to learning. Resources and displays will be relevant, accessible and connected to the curriculum being taught. The environment will reflect the school's values and help pupils feel safe, respected and motivated to learn.

8. Monitoring and quality assurance

Senior leaders will regularly review the quality and consistency of teaching and learning. This will include:

- book looks;
- learning walks; and
- quality assurance visits.

Monitoring will focus on how well the agreed curriculum is being taught, how pupils are learning and whether teaching enables pupils to build knowledge and skills over time. Findings will be used to recognise effective practice, identify inconsistency or gaps and agree practical

support and next steps with staff. Monitoring should contribute to improving teaching and pupils' learning, rather than being an end in itself.

9. Review

This policy will be reviewed regularly by senior leaders and updated when needed to reflect the school's curriculum, assessment arrangements and priorities for improvement.