



Blackmoor Park Infant School and Kindergarten

Teaching and Learning Policy

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 28: *Every child has the right to an education. The policy ensures access to a broad and inclusive curriculum, high expectations, and equal opportunities for all learners.*

Article 29: *Education must develop a child's personality, talents, and abilities to the fullest. The policy promotes a stimulating learning environment, creativity, and independent thinking.*

Article 12: *Children have the right to express their views and be heard. The policy encourages self-assessment, reflection, and pupil voice in learning.*

Article 3: *The best interests of the child must be a primary consideration. The policy prioritizes a safe, respectful, and supportive learning environment.*

Article 23: *Children with disabilities have the right to special education and care. The policy outlines tailored support for SEND pupils to ensure full access to learning.*

Article 5 & Article 18: *Parents and carers should be involved in their child's education. The policy promotes strong home-school partnerships and parental engagement.*

For more information on the convention and the rights of each child visit:

<http://www.unicef.org.uk/>

Statement of intent

Introduction

At Blackmoor Park Infant School and Kindergarten, we are committed to providing high-quality teaching and learning that fosters curiosity, creativity, and a lifelong love of learning. Our school is a three-form entry school, ensuring a collaborative and supportive learning environment where every child is valued and nurtured. This policy sets out our expectations and approaches to high quality teaching and learning, ensuring consistency and excellence across all areas of the curriculum throughout the school.

Our school mission statement is: **Learning and Achieving Together.**

This statement underpins everything we do, promoting a culture of collaboration, inclusivity, and high expectations for all members of our school community. We strive to ensure that every child develops the skills, knowledge, and confidence to reach their full potential and make meaningful contributions to society.

Our school Golden Rules are: **Ready, Respectful and Safe.**

- **Ready:** Children are encouraged to be prepared for learning by bringing the right attitude, focus, and equipment to every lesson.
- **Respectful:** All members of the school community treat each other with kindness and consideration, valuing different perspectives and backgrounds.
- **Safe:** A strong emphasis is placed on creating a safe and supportive environment where children feel secure, both physically and emotionally, enabling them to take risks in their learning and develop resilience.

Aims

Our teaching and learning policy aims to:

- Provide a broad, balanced, and inclusive curriculum that meets the needs of all learners.
- Foster a safe, engaging, and stimulating learning environment.
- Develop independent, confident, and resilient learners.
- Ensure high expectations and challenge for all children.
- Promote strong partnerships between staff, children, parents, and the wider community.
- Encourage a growth mindset where effort, perseverance, and curiosity are celebrated.

Teaching and Learning Expectations

Lesson delivery

Lessons will be balanced, in terms of teacher and child-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work.

Resources used to aid learning will be:

- Accessible to all children.
- Appropriate for the activities children undertake.
- The right quality for the task.
- Sufficient in range to allow children to make appropriate choices.

- Organised and regularly checked.

LSAs will be actively involved in the lesson to aid children's learning. They will be involved in prior planning and preparation, and will possess a good knowledge of the needs of individual children. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, LSAs will be utilised on a one-to-one basis with a child in need of additional help.

- Lessons are well-planned, engaging, and differentiated to meet the needs of all learners.
- High expectations for achievement, progress, and behaviour are consistently reinforced.
- A variety of teaching strategies are employed to accommodate different learning styles.
- Assessment for learning is embedded in daily practice to inform planning and support pupil progress.
- Children are encouraged to take ownership of their learning through self-assessment and reflection.
- Teachers use questioning effectively to deepen understanding and encourage critical thinking.
- Opportunities for collaborative learning, discussion, and problem-solving are embedded within lessons.

Curriculum Delivery

Our curriculum is designed to be engaging, inclusive, and reflective of our diverse school community. We follow the National Curriculum and Early Years Foundation Stage (EYFS) framework, ensuring that our teaching provides a strong foundation for future learning. Subjects are taught through a combination of discrete lessons and cross-curricular themes, making learning meaningful and interconnected.

We prioritise developing core skills in literacy, numeracy, and communication while also ensuring children have access to enriching experiences in science, the arts, humanities, and physical education. Outdoor learning and hands-on experiences are incorporated to deepen engagement and understanding.

Key Stage One delivers the **LUNAR curriculum** as part of the **Three Saints Academy Trust** for foundation subjects. This approach ensures that children have access to a well-structured, high-quality curriculum that supports their development across a broad range of subjects, fostering creativity, critical thinking, and a deep understanding of key concepts. The LUNAR curriculum is designed to be engaging, ambitious, and inclusive, providing children with opportunities to explore and apply their learning in meaningful ways.

Learning Environment

The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning. Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise children's learning experiences. Arrangements will be changed to suit different activities and to allow children to work independently and in groups.

- Classrooms are well-organised, stimulating, and inclusive.
Displays celebrate children's achievements and support learning and will be geared towards aiding learning, not providing distraction..
- Resources are accessible and used effectively to enhance learning.
- A positive and respectful atmosphere is maintained, fostering a love for learning.
- Flexible seating arrangements and learning spaces are utilised to support a range of learning activities.

Assessment and Feedback

- Assessment is used to inform planning and next steps in learning.
- Feedback is timely, constructive, and encourages progress.
- Regular formative and summative assessments ensure children's needs are met.
- Parents are regularly informed of their child's progress through meetings and reports.
- Children are encouraged to engage with feedback and set personal learning goals.

Inclusion and Equal Opportunities

High expectations will be set for all children, regardless of ability, circumstances or needs. The delivery and content of lessons will be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented. Individual support plans are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. These are reviewed termly to ensure that they are still effective.

The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHCP plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

- All children, regardless of background or ability, are given equal access to learning opportunities.
- Differentiation and support are provided to meet individual needs.
- The curriculum reflects and values the diversity of our school community.
- Special Educational Needs and Disabilities (SEND) support is tailored to individual needs, ensuring every child can succeed.

Role of Parents and Carers

- Parents are encouraged to take an active role in their child's education.
- Regular communication is maintained between school and home.
- Workshops, meetings, and resources are provided to support home learning.
- Parents are invited to participate in school events, celebrations, and initiatives to strengthen the home-school partnership.

Behaviour and Attitudes

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour and Relationship's Policy will be implemented at all times.

Children will be encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.

- Give honest and positive feedback.

Disruptive behaviour will be managed by teachers in line with the school's Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate children effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

Monitoring and Evaluation

The headteacher will be responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

Teachers are responsible for:

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for children based on ability.
- Collaborating with colleagues to moderate children's achievement.
- Involving parents and other professionals in the monitoring process.

The effectiveness of teaching and learning is regularly monitored through lesson observations, work scrutiny, pupil progress meetings, and feedback from children and parents. Continuous professional development is provided to ensure staff maintain high standards of teaching practice.

Data is used to track progress and identify areas for improvement, ensuring all children receive the necessary support and challenge. Peer observations and collaboration among staff are encouraged to share best practices and enhance teaching strategies.

Conclusion

At Blackmoor Park Infant School and Kindergarten, we believe that high-quality teaching and learning are the foundations of a successful education. By working together, we strive to create an environment where every child can reach their full potential and develop a love for lifelong learning.

Through our mission statement, Learning and Achieving Together, and our commitment to our Golden Rules - *'Ready, Respectful, and Safe'* - we nurture a school culture where children feel valued, confident, and inspired to succeed.

Policy Review

This policy will be reviewed annually to ensure it remains relevant and effective.

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour and Relationship Policy