



'Aim High Be Happy'

## Learning and Teaching Policy

| Policy Control             |                       |
|----------------------------|-----------------------|
| Responsible Person:        | Amanda Norman         |
| Responsible Governor Team: | Learning and Teaching |
| Approved by Governors:     | September 2026        |
| Date due for review:       | September 2027        |

**Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:**

At Sandhurst Primary School, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best; we are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development. We want every child to be successful; to reach for success from the very first day that they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

### Our School Values

Sandhurst Primary School values

With **kindness** in our hearts,  
we find **enjoyment** in our learning and  
seek **challenge** in all that we do.

and all our stakeholders are encouraged to *reflect* upon their learning and their actions.

## **1. Purpose and principles**

At Sandhurst Primary School, high-quality teaching is the most important school-based influence on pupils' learning. This policy sets out the shared principles and expectations that underpin teaching and learning across the school. It is intended to secure consistency without prescribing a single lesson format or teaching style.

Our aim is for every pupil to develop secure knowledge, skills and understanding, to experience success and challenge, and to become a confident, independent and enthusiastic learner. Teaching should be inclusive, ambitious and responsive to pupils' needs, while remaining rooted in a coherent, well-sequenced curriculum.

## **2. Our vision for teaching and learning**

Sandhurst Primary School provides a happy, caring and stimulating environment in which every child can flourish. Our approach reflects our school motto, Aim High Be Happy, and our values of Kindness, Enjoyment and Challenge.

- Kindness: pupils feel safe, respected and known as individuals; relationships support learning and belonging.
- Enjoyment: learning is purposeful, engaging and rewarding, helping pupils develop curiosity and a lifelong love of learning.
- Challenge: adults have high expectations for every pupil and support them to think hard, persevere and achieve well.

## **3. What effective learning looks like**

Learning is a lasting change in pupils' knowledge, understanding or capability. New learning is more secure when it connects to what pupils already know and when important knowledge is revisited over time.

- Pupils know what they are learning and can connect new ideas to prior knowledge.
- Key knowledge and vocabulary are explicitly taught, practised, retrieved and revisited.
- Misconceptions are identified and addressed promptly.
- Pupils have opportunities to explain, reason, discuss, practise, apply and solve problems.
- Learning moves from appropriate support towards increasing independence.
- Pupils receive useful feedback and act on it during learning or at an appropriate later point.
- Pupils experience appropriate challenge and are encouraged to persevere and learn from mistakes.
- Pupils are active participants who increasingly reflect on and take responsibility for their learning.

## **4. Expectations for high-quality teaching**

Teachers use professional judgement to select approaches that best help pupils learn the intended curriculum. There is no required three-part lesson structure and individual lessons are not graded. Across a sequence of learning, high-quality teaching at Sandhurst will typically include the following:

| Area                                   | Sandhurst expectation                                                                                                                                                       |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| High expectations                      | Ambitious expectations are maintained for all pupils. Teachers communicate that success is achievable through effective teaching, effort, practice and support.             |
| Curriculum clarity                     | Teaching is rooted in agreed curriculum plans. Teachers understand the important knowledge, vocabulary and concepts pupils need to learn and how these build over time.     |
| Prior knowledge and retrieval          | Teachers activate relevant prior knowledge and use purposeful retrieval and spaced practice to strengthen memory and fluency.                                               |
| Explanation and modelling              | New content is explained clearly and broken into manageable steps where appropriate. Teachers model thinking, processes and high-quality outcomes.                          |
| Questioning and checking understanding | Teachers use questioning and other checks to identify what pupils know, uncover misconceptions and decide what to do next.                                                  |
| Practice and application               | Pupils have sufficient guided and independent practice and opportunities to apply learning in familiar and unfamiliar contexts.                                             |
| Adaptive teaching                      | Teachers adapt teaching in response to pupils' needs while maintaining ambitious learning goals. Scaffolds are purposeful and reduced when no longer needed.                |
| Feedback                               | Feedback is timely and proportionate. It may be verbal, written, whole-class, peer or self-assessment and should help pupils improve without creating unnecessary workload. |
| Independence                           | Classroom routines, resources and teaching support pupils to become increasingly independent and responsible learners.                                                      |

## 5. Curriculum and subject approaches

The curriculum is planned to be broad, balanced, ambitious and inclusive. In Reception, teaching follows the current statutory Early Years Foundation Stage framework for group and school-based providers. In Key Stages 1 and 2, teaching follows the statutory National Curriculum and the school's agreed curriculum plans.

Sandhurst uses agreed programmes and resources to support consistent curriculum delivery. These currently include Read Write Inc. for phonics and spelling, White Rose Maths, Mastering Number in Key Stage 1, Times Tables Number Sense in Years 3 and 4, Cornerstones Maestro for curriculum planning, GetSet4PE and Purple Mash assessment. These resources support, rather than replace, teachers' professional judgement and knowledge of pupils.

Subject leaders ensure that curriculum plans identify progression in knowledge and skills, key vocabulary and appropriate opportunities to revisit and apply learning. Teachers should understand the intended learning within a sequence and use assessment to determine pupils' starting points and next steps.

## **6. Adaptive teaching, SEND and inclusion**

All pupils are entitled to access an ambitious curriculum. Teachers are responsible and accountable for the progress and development of pupils in their class, including pupils with SEND and those receiving additional support.

- Start from the intended curriculum goal and identify barriers that may prevent individual pupils from accessing it.
- Use appropriate scaffolds, models, resources, pre-teaching, vocabulary support, technology, grouping or additional practice where these help pupils succeed.
- Make reasonable adjustments for disabled pupils in line with the Equality Act 2010 and the school Accessibility Policy and Plan.
- Work with the SENCO, teaching assistants, families and relevant professionals when further advice or provision is required.
- Ensure support does not unnecessarily narrow the curriculum or create dependency; scaffolds should be reviewed and removed when pupils are ready.
- Provide appropriate depth and challenge for pupils who grasp concepts rapidly rather than relying simply on more work.

## **7. Teaching assistants and additional adults**

Teaching assistants and other adults make an important contribution to learning. Their deployment should supplement, not replace, high-quality teacher instruction. Teachers retain responsibility for all pupils in their class.

- Adults should understand the learning intention, key vocabulary and their role in the lesson or intervention.
- Support should promote thinking and independence rather than completing tasks for pupils.
- Teaching assistants should provide concise feedback to the teacher about pupils' understanding, misconceptions and next steps.
- Where an intervention is used, it should be purposeful, time-limited where appropriate, and connected back to classroom learning.

## **8. Assessment and feedback**

Assessment is integral to teaching. Its purpose is to identify what pupils know and can do, reveal gaps or misconceptions, inform future teaching and help pupils improve. Teachers use a proportionate combination of day-to-day formative assessment and agreed summative assessment.

- Teachers check understanding throughout teaching and adapt explanations, practice or support accordingly.
- Feedback should be focused on learning and improvement. It does not need to be written in every book or attached to every piece of work.
- Where written feedback is used, it should be concise, purposeful and appropriate to the pupil and task.
- Whole-class feedback, live marking, verbal feedback and self/peer assessment may be used when these are effective.
- Assessment information is used alongside professional judgement to identify pupils who require additional support or further challenge.
- Detailed expectations for statutory and school assessment are set out in the school's assessment procedures and subject-specific guidance.

## **9. Planning**

Planning should ensure coherent curriculum progression and effective teaching; it should not create unnecessary workload. There is no requirement for teachers to produce a particular format of weekly lesson plan unless this is agreed for a specific professional development or support purpose.

Teachers are expected to be clear about the intended learning, relevant prior knowledge, key vocabulary, likely misconceptions, appropriate explanations and models, how understanding will be checked, and how pupils will practise and apply learning. Planning should also identify significant adaptations or resources needed for pupils to access learning.

## **10. Presentation and handwriting**

Pupils are encouraged to take pride in their work. Presentation expectations should support learning and reflect pupils' age, development and individual needs. Reasonable adjustments may be made where appropriate.

- Work should normally be dated and learning should be clearly identified in the manner agreed for the subject and year group.
- Pupils should write neatly and present work clearly to the best of their ability.
- Handwriting is taught systematically and pupils are expected to apply the school's agreed handwriting approach as appropriate to their stage of development.
- Diagrams and drawings should normally be completed in pencil unless the task requires another medium.
- Teachers should model high standards of presentation while avoiding routines that add little educational value or create unnecessary barriers to learning.

## **11. Early Years Foundation Stage**

Teaching in Reception follows the current statutory EYFS framework for group and school-based providers. Practice reflects the four guiding principles of the EYFS: the unique child, positive relationships, enabling environments, and learning and development.

Adults provide a balance of child-initiated and adult-guided learning, informed by knowledge of children' development, interests and next steps. Play, communication, direct teaching, exploration and carefully planned provision all contribute to learning. The seven areas of learning and development are Communication and Language; Personal, Social and Emotional Development; Physical Development; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design.

## **12. Learning environment**

Classrooms should be safe, welcoming, purposeful and organised to promote learning and independence. Resources should be accessible and the environment should support, rather than distract from, the curriculum.

- Displays and working walls should have a clear learning purpose and be kept current where appropriate.
- Key vocabulary, models and prompts should be available where they genuinely support learning.
- Classroom organisation should allow pupils to access resources safely and independently.
- Digital technology should be used where it adds value to teaching, learning, accessibility or assessment.
- The sensory environment should be considered, including lighting, noise and visual load, with reasonable adjustments made where needed.

### **13. Home learning**

Home learning should reinforce, practise or enrich learning without becoming burdensome for pupils or families. There is no fixed DfE requirement for a particular amount of homework time in primary school. At Sandhurst, regular reading at home is strongly encouraged. Other home learning may include age-appropriate spelling, number facts, multiplication tables, online practice or occasional activities linked to current learning. Teachers will communicate current year-group expectations to families. Where access to technology or resources is a barrier, the school will seek to provide reasonable support or an alternative.

### **14. Monitoring teaching and learning**

Monitoring is designed to evaluate the quality and consistency of education, identify strengths and priorities, and support professional development. Individual lessons are not graded.

Leaders may draw on a range of evidence, including learning walks, lesson visits, work scrutiny, pupil voice, curriculum discussions, assessment information and professional dialogue. No single source of evidence is used in isolation to make a judgement about the quality of teaching.

Where improvement is required, leaders will provide clear feedback, appropriate support and opportunities for professional development. Formal appraisal or capability procedures are governed by the relevant separate policy.

### **15. Professional development**

All staff are expected to reflect on their practice and engage in professional development. CPD priorities will be informed by the School Development Plan, curriculum priorities, pupil needs, monitoring and appraisal. Professional development may include training, coaching, collaborative planning, observation of practice, subject development and engagement with relevant research.

### **16. Behaviour, safeguarding and safety**

Effective teaching depends on calm, safe and respectful classrooms. Staff follow the school Behaviour Policy and establish consistent routines and expectations. Positive relationships, clear boundaries and recognition of pupils' efforts support learning.

All teaching and learning must be planned and delivered in accordance with the school's safeguarding, health and safety, educational visits and risk-assessment procedures. Staff must follow Keeping Children Safe in Education 2026 and the school Child Protection Policy.

### **17. Partnership with parents and carers**

Parents and carers are important partners in pupils' learning. The school will keep families informed about curriculum learning and pupil progress and will provide practical information about how they can support learning at home.

- Attend and engage with opportunities to discuss their child's learning and progress.
- Support regular attendance and punctuality in line with the Attendance Policy.
- Encourage reading and agreed home learning routines.
- Share relevant information that may affect their child's learning, wellbeing or access to school.
- Promote a positive attitude towards school and learning.

## **18. Pupil responsibilities**

- Attend regularly and punctually and be ready to learn.
- Follow school and classroom expectations and contribute to a safe, respectful learning environment.
- Take pride in their work and make the best use of learning time.
- Participate actively, ask questions and respond positively to feedback.
- Develop independence, organisation, resilience and responsibility for learning as they mature.
- Respect the ideas, work and contributions of others.

## **19. Roles and responsibilities**

### **Teachers**

Teachers are responsible for implementing this policy, teaching the agreed curriculum, maintaining high expectations, assessing pupils' learning, adapting teaching appropriately and working with colleagues and families to secure strong outcomes.

### **Subject and phase leaders**

Leaders support curriculum coherence and progression, provide subject guidance and professional development, monitor implementation and impact, and identify priorities for improvement.

### **SENCO**

The SENCO supports staff to identify and remove barriers to learning, coordinate SEND provision and reasonable adjustments, and work with families and external professionals where appropriate.

### **Headteacher and senior leaders**

The Headteacher and senior leaders establish the culture and expectations for teaching and learning, ensure staff receive appropriate support and development, monitor the quality of education and report relevant findings and priorities to governors.

### **Governing Body**

Governors provide strategic oversight. They hold leaders to account for the quality of education, ensure resources are used effectively and monitor progress against school improvement priorities without seeking to grade individual teachers or lessons.

## **20. Linked policies and documents**

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School Development Plan

Curriculum and subject policies / progression documents

Assessment procedures

SEND Policy and SEN Information Report

Accessibility Policy and Accessibility Plan

Behaviour Policy

Safeguarding and Child Protection Policy

Attendance Policy

Educational Visits Policy

Health and Safety Policy

Appraisal and Capability Policy

Online Safety / Acceptable Use policies

## **21. Monitoring and review**

The Headteacher is responsible for monitoring the implementation and effectiveness of this policy. The policy will be reviewed annually, or earlier where significant statutory, curriculum or school practice changes make this necessary.

*Current statutory context checked for this revision: National Curriculum in England; EYFS statutory framework for group and school-based providers effective from 1 September 2026; Keeping Children Safe in Education 2026.*

