



Teaching and Learning Policy

At Coupe Green School we believe that learning is lifelong and that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun, as children and adult alike learn best when they are interested, engaged and motivated. We believe that curiosity supports children's critical thinking skills and develops wonder in the world around them. This belief has led us to develop an enquiry based curriculum. Each foundation subject, such as History and Geography, are driven through a key question. Over a unit of work, children secure the knowledge and skills required to answer the key question. These questions have been designed by subject leaders in accordance with our curriculum progression maps to ensure that the curriculum is progressive and ambitious.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. All teaching should lead to the development of a child's knowledge and understanding, skills and attitudes and should be built upon prior learning.

Aims and Objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. We foster active learning strategies, which encourage active listening and thinking through participation and enquiry.

We aim to:

- Develop children's confidence and willingness to have a go and explore new opportunities.
- Excite, encourage and inspire children's love of learning through real purposeful experiences.
- Respect others and celebrate diversity.
- Provide excellent and exciting teaching and learning which enables all abilities to succeed.
- Nurture and support each other when we need help.
- Use our unique natural surroundings to encourage curiosity and adventure where children gain a love of the outdoors.
- Inspire individuals to have ambition and drive to fulfil their true potential.
- Teach an enquiry based curriculum which develops individual's knowledge and encourages reflective learning.

Our curriculum is built upon 'Curriculum Pillars' which set out our values and aims. From this Long Term Curriculum maps have been developed, along with Subject Progression Maps, which ensure that learning across school is progressive and built upon prior learning and prepares children for the next stage of learning. These documents have been designed using the National Curriculum and are tailored to our school needs, locality and community. Teachers then create Medium Term Plans which are used to design learning across a half term.

Please see the school website for these documents.

Effective Learning

As people learn in many different ways we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

Catering learning to children learning styles and needs ensures that all children can succeed. Enabling them to practise a taught skill in a variety of ways also allows children to identify the best way in which they learn and challenges their understanding to apply skills in a different way.

To develop effective learners, we encourage children to be independent, thinking of ways to support themselves before seeking advice. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Differentiation

Differentiation is concerned with the acknowledgement that each learner in a class differs from other learners in many ways so that each child can develop skills and knowledge to their full potential. Differentiation could be based on ability, prior learning and learning speed. Differentiation could be achieved through four main ways:

- through differentiated learning objectives/learning outcome;
- through tasks;
- time allowed;
- support and scaffolding

As the new curriculum focusses on developing children's breadth of knowledge, differentiation is key to ensure that all children are challenged.

Effective Teaching

In order for teaching to be effective it must be child centred. This means that teachers must identify children's starting points and needs to ensure that all children make progress; whilst knowing their class deeply to enable them to develop learning which inspires and motivates all.

Our school is very fortunate to be set in beautiful and generous grounds. We believe that taking learning outside and encouraging active learning is a fantastic way to apply skills, engage children and be creative. Thus, we use the fantastic resources that we have to enhance our curriculum and give children real life and memorable experiences which will stay with them through their lifelong learning journey.

Learning in Early Years

We have a strong belief that all children will make progress with the right help. Within our classroom and curriculum, we offer a variety of approaches, including:

Child Initiated Play

Well planned environments inside and outside where our children can use their experiences and recreate their own role play and small world play, ensuring the prime areas communication, personal social and emotional and physical development are supported as well as the specific areas of learning for literacy, maths, understanding the world and expressive arts and design.

Adult Modelling

New activities are modelled to the children daily and expectations of their learning is explored.

Guided Learning

Continuous Provision is well planned within both indoor and outdoor environments. Children are guided to learn in areas within provision to complete challenges in their own time, allowing them to engage in purposeful play and exploration.

As part of Literacy and Maths sessions, children also learn in guided small groups consolidating direct teaching.

Direct Teaching

All areas of learning will receive direct teaching which includes communication, personal social and emotional development, physical development, Literacy, Maths, understanding the world and expressive arts and design.

Learning delivered through:

- Direct Whole Class Teacher Input
- Adult initiated
- Adult led group activities
- Continuous provision

We aim to create an environment which allows for a balance of directed teaching and child-initiated learning, developing inquisitive, curious and motivated learners.

The EYFS is based on four overarching principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates.

Learning at Key Stage 1

Following good practise from Early Years, we allow children in Key Stage One to learn through both adult led, directed activities and continuous provision. This allows children to continue to be inquisitive learners, exploring and applying taught skills in a practical and meaningful way. We believe that this builds children's confidence to 'have a go' and become resilient when facing new challenges.

Children in Key Stage One received daily phonics, English and Maths lessons. Children have three Reading lessons a week, along with 1:1 Reading throughout the week. The foundation subjects are mapped across the school year to ensure that all skills and key learning are covered.

Learning at Key Stage 2

It is vital that children enjoy learning in ensure that they are motivated and thus make progress, this is why we aim to keep learning active and meaningful, no matter a child's age. Children in Key Stage 2 are given opportunities to role play, investigate and explore, learning actively and be independent just as Key Stage 1 children, whilst keeping the fine balance of directed and focussed independent work to prepare children for learning in High School and the wider world.

In Key Stage 2 children have daily English and Maths lessons, whilst having spelling and grammar and Reading lessons three times a week. The skills in these sessions are continually reviewed and applied through English lessons. The foundation subjects are mapped across the school year to ensure that all skills and key learning are covered.

Classroom Environments

Every classroom at Coupe Green has a reading area to promote a love of reading for pleasure. Our classrooms also have a Calm Corner, which children can utilise when they need to so that they feel well equipped to face new learning.

Classrooms also have working walls so that the class learning journey can be seen, along with providing prompts, support and challenge for children. Working Walls and clearly labelled and organised resources, support children to become independent learners.

Assessment

In order to establish a child's strengths and next steps for learning, teachers must assess them. Assessment is conducted on a daily basis, formative assessment, through questioning, observations in lesson time and marking children's work. These observations inform teachers planning and enable teachers to adapt planned lessons to meet the needs of their class, therefore planning must be flexible. Foundation subjects are assessed using the 'key question'. Teachers utilise this to plan pre and post assessment opportunities within their teaching cycle.

More formal assessments are also conducted, summative assessment, which are in the form of assessment papers, where children demonstrate the ability to apply the skills that they have learnt independently and across a range of questions. This form of assessment is conducted on a ten-week cycle, allowing for effective teaching time, and allows teachers to identify gaps in learning across an area of learning.

For more information, please see the assessment policy

The Role of Parents

Please see our Home School Agreement

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's learning, progress and targets;

- sending information to parents at the start of each term in which we outline the themes that the children will be studying during that term at school, via a curriculum overview;
- sending regular electronic observations, 2build a Profile, to parents which demonstrate the learning that is taking place in school, the skills covered and the child's next steps. This electronic program is used from Early Years through to Year 6.
- explaining to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

Reviewed: September 2026

SBM/Policies/Curriculum/Latest/Teaching&LearningPolicy