

Senacre Wood Primary School

Learning and Teaching Policy 2025/26

At Senacre Wood, we deepen learning through challenging and relevant experiences. Our ambitious, enquiry-focused curriculum promotes our core school values:

INDEPENDENCE: We think for ourselves

COLLABORATION: We share our ideas and support our peers

CURIOSITY: We explore and experiment

RESILIENCE: We take risks and persevere

REFLECTION: We reflect on our learning

INNOVATION: We create and innovate

We believe that all pupils deserve the opportunity to acquire and retain key knowledge through learning experiences that lead to consistently high levels of pupil engagement and achievement.

Non-Negotiables in Every Subject

- **Clear pupil speak 'I can' learning objectives with adaptive teaching for all abilities.**
- **Activities planned encourage the development of skills as well as expert knowledge, vocabulary use and retained understanding.**
- **Inclusive classrooms for all learners; in line with the Mainstream Core Standards.**
- **Pupils clearly understand what they are learning, how it links to previous knowledge and skills and retrieval questions are used to assess this.**
- **Opportunities are given to assess, feedback and move pupils' learning forward throughout a lesson.**
- **A range of questioning techniques used through lessons.**
- **Pupils are involved in accurate self and peer assessment both verbally and in books.**
- **Books indicate progression in learning and pride in work**
- **Opportunities for group, pair and individual work are given.**

Behaviour and Personal Development

We believe that a Senacre Wood learner...

- ✓ Is enthusiastic, enjoys discovering new things and wants to know more.
- ✓ Has the confidence to give a task a good go.
- ✓ Is curious about the world around them.
- ✓ Has high expectations of themselves.
- ✓ Actively contributes to questioning and asks questions for themselves.
- ✓ Is supported to be able to make decisions independently.
- ✓ Thrives in a safe environment where they are provided with opportunities to make choices.
- ✓ Is able to be critical and use this to make decisions.
- ✓ Recognises that making mistakes is part of the learning process.
- ✓ Takes responsibility for their own learning and can talk with clarity about progress made.
- ✓ Is an active learner who learns inside and outside of school, and shares new learning with others.
- ✓ Has a range of strategies to overcome barriers to learning.
- ✓ Applies skills and understands the links between learning across subject areas.
- ✓ Uses their learning to indicate commitment to education through effort and pride in presentation.
- ✓ Forms positive working relationships with peers and staff.

Quality of Education: Learning Environment

We believe that an impactful environment is-

- ✓ One that fosters a love of reading for pleasure and purpose.
- ✓ Used effectively to encourage the development of skills as well as knowledge and understanding.
- ✓ Meaningful, with current, interactive working walls which take into account Mainstream Core Standards.
- ✓ Updated daily to meet the needs of the learners – and is referred to, and used by staff and pupils.
- ✓ Used to model approaches and strategies (i.e. modelling mathematical procedures, the writing process and use of new, key and challenging vocabulary).
- ✓ Shows a journey of pupils' learning which can be referred to for retrieval purposes.
- ✓ Zoned into subject areas to promote independent use of resources and knowledge of curriculum links.

Quality of Education: Teaching

We believe that teachers at Senacre Wood...

- ✓ Plan lessons with a high proportion of child-led learning, choice and collaborative thinking.
- ✓ Challenge and meet the needs of all pupils.
- ✓ Inspire and motivate learners as learners themselves.
- ✓ Have high expectations of all pupils.
- ✓ Model excellent spoken language and vocabulary use to pupils.
- ✓ Use effective questioning to elicit and expand answers.
- ✓ Demonstrate how to move forward from mistakes made.
- ✓ Use a supportive classroom narrative that shows learners that they will have to think hard and be challenged.
- ✓ Give pupils responsibility for their learning.
- ✓ Provide opportunities for pupils to be independent, try new things and take risks in a safe, supportive environment.
- ✓ Use multiple AfL techniques alongside data to effectively plan sessions and interventions.
- ✓ Provide pupils with time to think new concepts through.
- ✓ Are confident to deviate from a plan and teach adaptively.
- ✓ Have expert subject knowledge and embed new strategies from professional development.
- ✓ Strive to close the gap between all pupils and vulnerable groups.

Quality of Education: Feedback

We believe that quality feedback-

- ✓ Provides responses to the children about their progress and clarifies next steps.
- ✓ Is consistent, following the Feedback Policy.
- ✓ Is verbal or written according to learning needs, is clear to pupils and engages them to take action.
- ✓ Gives time for pupils to reflect and follow up on learning with opportunities to practice application.
- ✓ Comments positively on success and significant achievements.