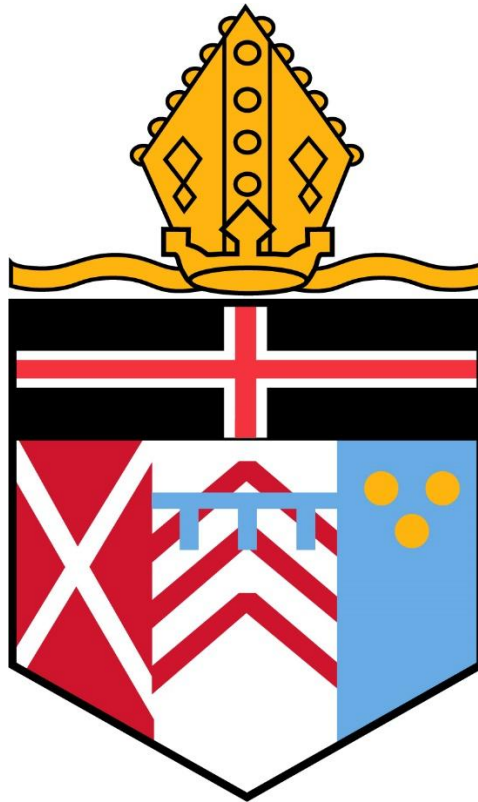


Blue Coat C.E. (Aided) Junior School



Teaching and Learning Policy

Adopted: May 2026

To Review: May 2028

BLUE COAT C.E (AIDED) JUNIOR SCHOOL

TEACHING AND LEARNING POLICY 2026 - 2028

1. Vision and Ethos

As a Church of England school, our teaching and learning are rooted in our Christian vision: *"With God all things are possible"*- Matthew 19:26. We believe every child is created in the image of God and is capable of flourishing and is capable of flourishing. We aim to provide a nurturing, inclusive environment where academic excellence is paired with spiritual, moral, social, and cultural development. We believe that high-quality teaching is the primary vehicle for making the "impossible" possible for every child.

1.1. Teaching for JOY (Engagement & Awe)

- **The Hook:** Every unit begins with a "Stunning Starter" or "Big Question" to spark wonder.
- **Active Learning:** We prioritise hands-on discovery and the use of the outdoors (OPAL) to ensure learning is a joyful experience.
- **Celebration:** Teachers provide immediate, positive feedback that celebrates effort and "lightbulb moments."

1.2. Teaching for WISDOM (Knowledge & Depth)

- **Knowledge-Rich:** We use a sequenced curriculum that builds on prior learning so pupils "know more and remember more."
- **Metacognition:** We teach children *how* to learn, giving them the wisdom to use tools (scaffolds, technology, and working walls) independently.
- **Adaptive Teaching:** Inclusion is at the heart of our wisdom. We adapt the *how*, not the *what*, ensuring all pupils access an ambitious curriculum.

1.3. Teaching for COURAGE (Challenge & Resilience)

- **Low Stakes, High Challenge:** We create a "mistake-friendly" culture where children have the courage to take risks.
- **The Power of Yet:** Teachers explicitly model resilience when facing difficult concepts.
- **Courageous Advocacy:** Subjects like Geography and RE empower pupils to use their learning to challenge injustice.

2. Aims

The school's agreed aims are to:

- To create a positive, engaging, and challenging learning culture;
- To ensure high-quality teaching that leads to consistent pupil achievement;

- To embed Christian values Wisdom, Joy and Courage in daily learning;
- To equip children with the resilience, knowledge, and skills for future learning.
- To encourage curiosity and develop a thirst for knowledge and wisdom, exploring God's world;
- To nurture character and Cultivate virtues such as love, kindness, resilience, and respect;
- To foster community and build relationships based on love, service, and forgiveness;
- To promote excellence, aspire to high standards in all areas, enabling all to reach their full potential and in so doing acquire knowledge, skills, concepts and attitudes relevant to their present and future lives.

3. Principles of Outstanding Teaching

Our teachers promote a "mastery" approach, focusing on deep understanding rather than rapid coverage. Effective lessons at our school include:

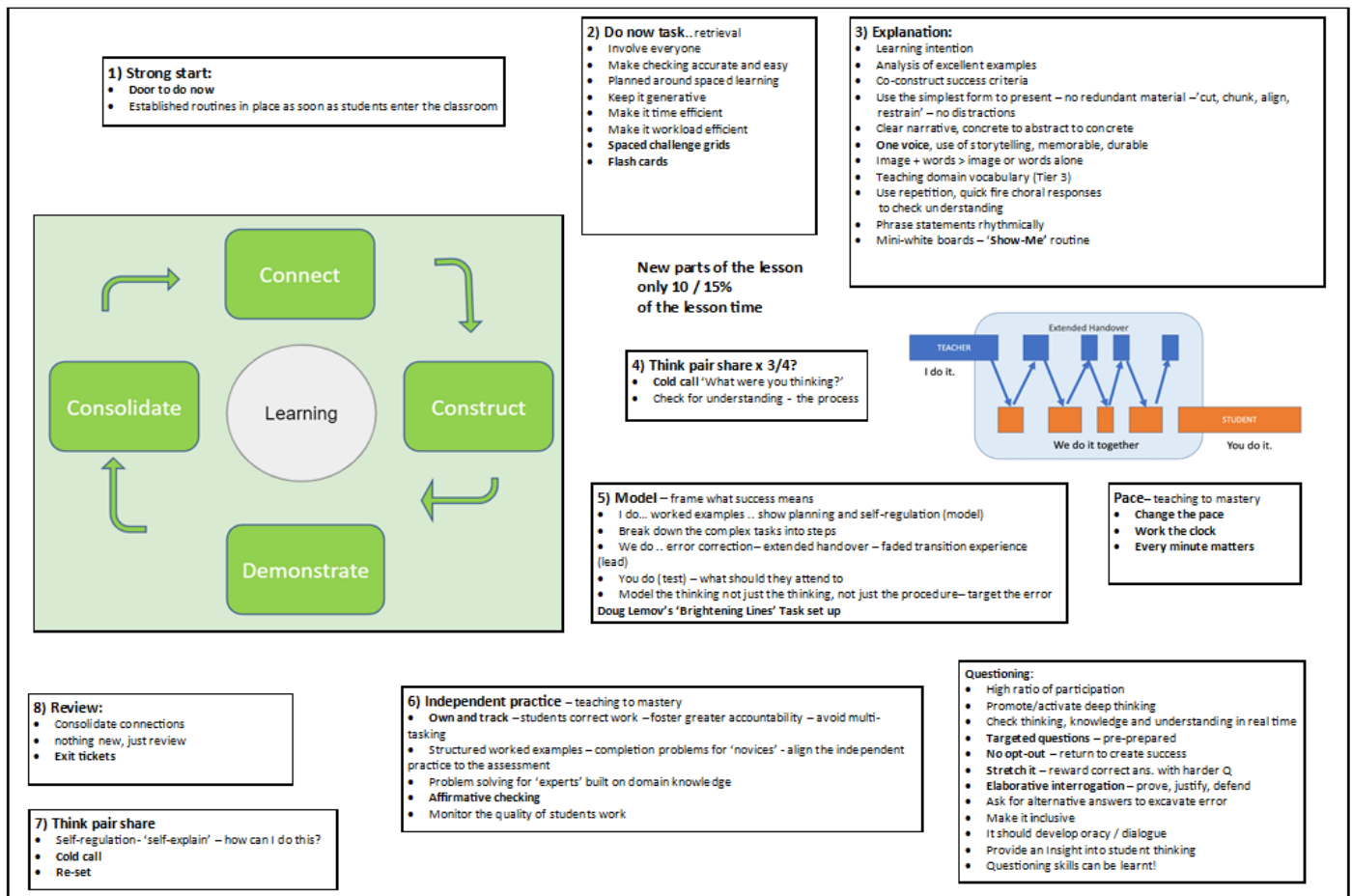
- **Clear Learning Intentions:** Success criteria are shared, often using "WALT" (We Are Learning To) and "WILF" (What I'm Looking For).
- **Retrieval Practice:** Lessons start with revisiting prior knowledge to strengthen long-term memory.
- **High Expectations:** Teachers foster a "growth mindset," believing all children can achieve.
- **Scaffolding and Challenge:** Learning is tailored to support all learners, including scaffolding for SEN and challenge for high-attainers.
- **Active Engagement:** Use of talk partners, oracy strategies, and questioning to encourage curiosity.
- **Explicit Instruction:** A structured approach where teachers clearly explain concepts, model skills, and provide guided practice.
- **Metacognition & Self-Regulation:** Teaching students to plan, monitor, and evaluate their own learning.
- **Active Learning:** Moving away from passive listening to doing, exploring, and creating.
- **Adaptive Teaching/Differentiation:** Tailoring instruction to meet individual student needs within a classroom, rather than a one-size-fits-all approach.

4. The Learning Environment

Our classrooms are sanctuaries of possibility:

- **Working Walls:** Act as "Wisdom Maps" for the current unit.
- **Calm Corners:** Ensure emotional readiness for learning.
- **Accessibility:** Every lesson is planned with the most vulnerable learner in mind first.

5. Curriculum Planning



Staff use a 4 part teaching and learning model to craft their individual lessons (*see above*).

While we value teacher autonomy, every lesson should be a “Pathway to Possible”:

- Connect (Joy):** Recall prior learning with a high-success activity.
- Input (Wisdom):** Clear, direct instruction with modelled "think-alouds."
- Guided Practice (Courage):** Pupils attempt a challenge with support.
- Independent Possible (Inclusion):** Pupils apply learning using personal scaffolds.

6. Assessment and Feedback

- Formative Assessment:** Teachers use assessment for learning constantly during lessons through questioning and live marking.
- Feedback:** Feedback is immediate, verbal, or written, focusing on moving learning forward, rather than extensive marking.
- Summative Assessment:** Used termly, or at the end of a topic, to track progress and identify gaps, enabling prompt intervention. See feedback and assessment policy.

7. Role of the Parents and Carers

We encourage parents to work in partnership with us by:

- Supporting homework, reading, and home learning activities;
- Ensuring good attendance and punctuality;
- Attending consultations to discuss their child's progress;
- Attending curriculum sessions that explain the curriculum of a specific year group;
- Informing the school of any problems or difficulties there may be at home which may affect their child.

8. Monitoring the 'Possible': Our Quality Assurance Cycle

We monitor not to find fault, but to gather **Wisdom**, celebrate **Joy**, and find the **Courage** to improve.

The Three-Tiered Monitoring Approach

Tier 1: 'Awe and Wonder' Learning Walks (Focus: JOY)

- **Purpose:** To capture the atmosphere of the "Possible."
- **What we look for:**
 - High levels of pupil engagement and "flow."
 - Effective use of "Stunning Starters" and "Big Questions."
 - Staff modelling delight and enthusiasm for their subject.
- **Outcome:** A "Joy Report" shared in staff meetings to celebrate high-impact practice.

Tier 2: 'Wisdom' Curriculum Reviews (Focus: WISDOM)

- **Purpose:** To ensure the "Sanctuary of Possibility" is knowledge-rich and inclusive.
- **What we look for:**
 - Book Looks: Evidence of sequenced progress and adaptive teaching that removes "glass ceilings" for SEND pupils.
 - Working Walls: Are they "Wisdom Maps" being used independently by children?
 - Pupil Voice: Can children explain how today's learning builds on what they already knew?
- **Outcome:** Subject-specific action plans that identify the "Next Possible Step" for curriculum development.

Tier 3: 'Courageous' Coaching & Peer Observation (Focus: COURAGE)

- **Purpose:** To support teacher autonomy and the "mistake-friendly" culture.
- **What we look for:**
 - Teachers taking risks with new pedagogical strategies.
 - Live marking and responsive teaching in action.
 - How staff "model the struggle" when teaching complex concepts.
- **Outcome:** Peer-to-peer coaching triads where staff support each other in making the "impossible" possible.