



Be the Best You Can,
Guided by God

Our four Christian values that guide us

LOVE
HONESTY RESPECT
RESILIENCE

BOLNEY CEP SCHOOL

Learning and Teaching Policy

Reviewed	September 2024
Next Review	September 2026

Our Whole Child Vision:

Each child is unique. We partner with families to nurture the ‘whole child’ – by understanding their specific emotional, spiritual and learning needs – so children flourish. Children leave us as fearless lifelong learners, ready to meet the world with self-confidence, curiosity and resilience.

This vision has grown from our belief in the Bible verse:
“Do for other people what you want them to do for you.”

Luke 6:31 International Children’s Bible



Bolney Church of England Primary School

Learning and Teaching Policy

Learning is a unique and personal process through which individuals are able to create knowledge, deepen understanding and so take responsibility for their own learning.

John West-Burnham

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Our Christian values of Love, Respect, Honesty and Resilience are inherent in all of our learning and teaching.

Our learning and teaching principles

We put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes that promote:

- a love of learning
- caring for yourself and others as a learner
- respect for knowledge
- honesty in where you are
- resilience to keep on going

We recognise the importance of making learning irresistible, meaningful and memorable. For this reason we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning.

Our Learning and Teaching policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and enables the whole child to develop as intended in our vision.

It is at the heart of all we are doing at Bolney CE Primary School. It sets out clear expectations, can be easily monitored and ensures equal opportunity for all our pupils.

At Bolney we adapt learning to meet the needs of the children, we view this in three layers:

Understanding the whole child

In our inclusive school, staff and families work together to understand the child's unique emotional, spiritual and learning requirements. From this, we learn the nurturing and challenge each child needs at any point in their learning and development.

Adapting learning to the children

Staff tailor the teaching of the curriculum to respond to the needs and interests of the children. This includes developing the skills that are essential for learning in a positive learning environment. Where possible, we support this learning with first-hand, practical experiences.

Preparing children for the wider world

With strong links to the community, we empower each child to be a fearless lifelong learner, able to confidently respond to the challenges and opportunities to enable them to flourish in the wider world.

Teachers will:

- Promote a love of learning
- Apply the school's values to learning and teaching
- Develop the children's characteristics that enable them to fulfil our vision
- Maintain a high level of expectation of all pupils at all times
- Provide a broad and balanced curriculum with challenge to all learners
- Aim to ensure the provision of child led and, where appropriate, self-initiated learning
- Provide the opportunity to apply and embed their knowledge, skills and understanding
- Nurture a safe learning environment where learners take risks, everyone is respected and effort is celebrated
- Use the assess, plan, do, review cycle
- Respond to learners needs – using assessment and adapting plans (short, medium and long term plans)
- Teach through projects where possible, with an understanding that some subjects are best taught discretely
- Base lessons on first-hand experience and use first-hand resources where possible so children are actively engaged in lessons, with less teacher talk and more child activity
- Use a range of approaches including enquiry-based learning, investigative learning and child-led learning where appropriate
- Ensure activities are purposeful
- Make learning intentions/objectives specific and clear and review them throughout the lesson
- Incorporate elements of modelling, sharing, trying and applying in lessons
- Address misconceptions
- Ensure there is an effective use of questioning (especially open-ended questioning)
- Give children quality thinking time to encourage enquiring minds and to embed and consolidate their learning
- Provide opportunities for developing independence and choice
- Provide support and time for self and peer assessment
- Use on-going assessment to inform practice and feedback to the children so they know their strengths and next steps ensuring feedback is timely and constructive which moves learning on

- Teach and model exemplary learning behaviours eg:
 - following a line of enquiry
 - improving work through revisiting and editing

- positive approach
- taking risks
- learning from mistakes
- Work with all children over a week, wherever possible, in English and maths
- Effectively deploy teaching assistants and other adults

The Learning Environment will:

- Be a safe environment, where the ethos and atmosphere promotes risk-taking and questioning
- Be an environment where the contributions of all learners are valued and trust is promoted
- Encourage the promotion of independence in each classroom – with purposeful areas and displays that promote learning
- Is well-organised and clutter free to encourage independence and choice
- Contain displays that not only promote the current big enquiry question (this should be obvious by the display), but also heighten interest and draw interaction from the children
- Have working walls which are regularly updated and enable current and previous learning to be referred to
- Show that all children's work is valued; this is shared via display, in assembly, with the class, other classes and staff

These will ensure learners will:

- Use the school's values in their learning
- Develop characteristics that enable them to fulfil our vision
- See mistakes as an opportunity to learn
- Respond positively to challenge, challenge themselves and take risks as learners
- Maintain a high level of expectation of themselves
- Make connections between their experiences both in school and outside of school.
- Maintain a safe learning environment by being respectful and encouraging to others.
- Know their strengths and next steps in their learning and further develop them
- Use the learning intentions/objectives to guide their learning
- Respond positively to feedback
- Give an honest self-assessment of their learning
- Use the modelled exemplary learning behaviours
- Respond to opportunities for being active in their listening and in their learning.
- Self-initiate their learning.
- Develop a love for learning