



Isbourne Valley School

Teaching and Learning Policy

September 2026

Introduction

At Isbourne Valley School we aim to develop the whole child and to enable our pupils to become lifelong learners. We recognise that all pupils have special skills, abilities and aptitudes and have an entitlement to access a broad, challenging and appropriate curriculum. Every pupil is entitled to experience a variety of teaching styles which enable them to achieve their full potential.

All staff members have a responsibility, collectively and individually, to contribute to the delivery of the broad, challenging and appropriate curriculum. In addition they individually have a responsibility to strive to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all pupils are met.

We recognise that continued professional support, coaching and mentorship at whole school, team and individual levels is essential to empower staff to deliver effective learning experiences.

Aims

We aim, through the use of this policy, to:

- provide high quality teaching and learning experiences for all pupils;
- provide a framework for teaching and learning within which there is flexibility and scope for creativity;
- provide coherence of approach and consistency of expectation;
- encourage inquisitive, happy learners with respect and appreciation of the abilities and potential of themselves and others;
- raise attainment;
- promote reflection on, and sharing of, good practice;
- promote an understanding of how learning takes place; and
- inform teachers, pupils, parents, governors and the wider community about the aims and processes of teaching and learning.

Learning

Learning is a journey of new experiences, mistakes and successes through which an individual practises and applies skills, acquires knowledge and deepens understanding. It is a lifelong process that the individual must go through in order to solve problems and take responsibility for their own personal development. It often happens through collaboration and we therefore believe that it is important to provide activities which allow and enable pupils to develop their skills in working with others.

We recognise that learning happens through risk-taking and mistake making and that this requires a resilience that needs building up. We want our learners to want to learn and to approach tasks confidently, knowing that *"I can't!"* should be *"I can't yet!"* and that, with perseverance, *"I can try!"* becomes *"I can!"*

We believe that learning will take place most effectively when:

- the environment is secure, stable and stimulating;
- the experiences provided are rich, relevant and exciting;
- pupils' self-esteem is high;
- pupils understand the purpose of the learning and see relevance to their own experience(s);
- pupils understand the ways in which learning takes place;
- the learning builds on prior knowledge and understanding through curriculum design and the use of progressive vocabulary;

- teachers model expectations and explicit models are provided;
- the learning is active and collaborative;
- questioning, reflection, and discussion are encouraged;
- independent learning and thinking is facilitated and encouraged;
- there are opportunities for creativity;
- pupils can self- assess and know what they need to do to improve; and
- pupils have opportunities to transfer their skills, knowledge and understanding to other contexts.

How We Teach

Some subjects are taught through an overarching topic, whereas others are taught discretely – making links where they are meaningful and useful. Pupils in the EYFS year have a curriculum following Development Matters. Pupils in Key Stages 1 & 2 follow a two-year rolling programme covering the National Curriculum (2014).

In Key Stages 1 & 2 reading flows into writing so that pupils fully comprehend texts before analysing them more closely in terms of structure and language features linked to purpose and audience. They then apply this understanding to their own writing: planning, drafting, proofreading and editing in the style of professional authors. The expectation is that the skills and knowledge gained in specific English lessons are visibly secured and applied throughout all subjects.

The sequence of maths planning follows a combination of NCETM Mastering Number and, for Years 1-6, the Can Do maths Scheme. Maths lessons, for Years 1 - 6, are planned so that the teacher works with an individual year group whilst the other year group in the class practises and works through questions and activities (securing the skills and knowledge that have already been taught, addressing any misconceptions and exploring future learning).

Learning Objectives (LOs) are taken from the National Curriculum (2014) and the Gloucestershire agreed Religious Education (RE) syllabus. They include key questions and vocabulary and are the main focus of feedback given to the children.

Teachers and TAs use:

- appropriate questioning for understanding, to deepen learning and to explore pupils' thoughts and responses;
- key vocabulary;
- an adaptive learning approach including elements of support and challenge for all pupils;
- the application of skills and knowledge to different contexts;
- techniques to build on prior learning;
- relevant resources to enhance learning, stimulate interest and aid understanding;
- appropriate resources to enable pupils overcome barriers to learning;
- modelling to highlight good practice; and
- clear expectations.

Linked policies

This policy links to and should be read in conjunction with the following other school policies and documents:

Feedback

Handwriting

Inclusion

SEND Information Report

EYFS

RSHE

Two-year rolling programme

Curriculum overviews
How we teach guides
How I can help my child booklet
Maths and reading curriculum information booklets
Calculation

Adopted by Isbourne Valley School Governing Body on 9th September 2026

Next review Summer Term 2028