



Teaching and Learning Policy

2026–2027

At Wootey Infant School we believe that every child deserves an engaging, ambitious and nurturing education that ignites a love of learning. We ensure they are well prepared academically and emotionally, for their next stage of learning

‘Learning to fly high’

Approved by: Full Governing Body
Approved on: September 2026
Review date: July 2027

Headteacher: Mrs T McKee
Date: September 2026



Happiness



Respect



Creativity

Curriculum Intention								
‘Learning to fly high’								
To ignite a lifelong love of learning, ensuring all children are well prepared, academically and emotionally, for their next stage of learning.								
School Values	Happiness Feeling happy, safe, and enjoying yourself.		Respect Being kind and caring to people, animals, and things.			Creativity Using your imagination to make, think, or try something new.		
Supporting resources	My Happy Mind: Celebrate Appreciate Relate Engage Understanding the brain		Golden Rules: We are gentle - We don't hurt others. We are kind and helpful - We don't hurt anybody's feelings. We listen - We don't interrupt. We are honest- We don't cover up the truth. We work hard - We don't waste our own or others' time. We look after property - We don't waste or damage things. We stay safe			Silver Learning Code: Resilient Tapir Curious Parrot Persevering Otter Courageous Leopard Confident Tortoise		
Curriculum Intent To ignite a lifelong love of learning, ensuring all children are well prepared, academically and emotionally, for their next stage of learning.	Wootey Infant School offers a broad and fully inclusive curriculum for all children ensuring every moment matters. With a high percentage of learners with pupil premium, we ensure that reading and vocabulary acquisition are at the heart of our curriculum and that every child has equitable opportunities to achieve well in a challenging and stimulating learning environment. Our curriculum is ambitious and progressive; sequenced towards clearly defined end points for every pupil, in every subject. We offer more than just the development of subject-based skills, language, knowledge and understanding; we ensure that our curriculum is developed around the needs and interests of the ‘whole child’ where all learning is memorable, focused and personalised for our pupils’ individual needs. We aim to equip the future generation with the knowledge and cultural capital they need to succeed as educated citizens in modern day society with sound judgement and strong core values which will enable them to thrive, be safe, and be the best that they can be. Our intention is for every child to leave us well prepared academically and emotionally for the next stage of their learning, enabling them to contribute positively within our community.							
Teaching Principles We are committed to ensuring our curriculum is Ambitious, Personalised and Inclusive and tackling educational disadvantage in all its forms	Strong subject knowlege Teachers have secure curriculum knowledge and present learning accurately, clearly and enthusiastically. Our teaching is based on a clear understanding of cognition and learning. Teachers use professional enquiry to enhance their skills which is informed by current research and sharing of best practice.	Exceptional standards Everyone models high standards of personal and professional behaviour and skills at all times. It is expected that everyone will work hard. Effective assessment for learning is consistently used to find out what pupils know, understand and can do. Adults believe every child can succeed and will strive to find a way.	An inclusive culture Every child has access to high quality teaching and achievement. Factors that influence the learning, progress and attainment of children are understood; barriers and inequalities are addressed. Teaching is responsive to children's needs through: - Scaffolding - Additional modelling - Flexible grouping - Appropriate challenge - Timely intervention	Planned Curriculum The curriculum is relevant and responsive to pupils’needs and context. It is engaging, meaningful and focussed on developing strong communication skills. It provides the body of knowledge and skills fo them to succeed.	Relationships and high quality interactions Every adult works hard to ensure supportive, positive relationships and high-quality interactions enable children to feel safe, valued, and confident to learn, creating a nurturing environment where every child can thrive.	Sense of belonging By valuing each child as an individual, practitioners can tailor support to meet diverse needs and ensure that all children feel respected, understood, and included. This approach helps build confidence and a sense of belonging.	Strong partnerships The role of parents in the success of their child’s time at school is significant. We strive to build strong relationships with parents providing them with timely information and inviting them to join in with learning and experiences. WJS and First Friends	Learning Environment Every classroom should: - Be calm, welcoming and purposeful. - Promote independence. - Celebrate children's achievements. - Display learning that supports, rather than overwhelms. - Include accessible resources. - Reflect the curriculum being taught. Resources should be organised so children can access them independently whenever appropriate.

Curriculum Implementation														
At the centre of our curriculum are the core subjects of English, Mathematics and Science. Our wider curriculum, covering all other National Curriculum subjects is organised into learning journeys. These are taught through a blend of thematic approaches, where meaningful links are made that add value, and discrete subject specific work taught as ‘stand-alone’ units of learning. Learning progression of knowledge, skills and understanding is carefully mapped (this can be seen in our Year Group Overviews). Curriculum mapping is reviewed and adapted yearly.														
EYFS	PSED <i>Self-regulation Managing self Building relationships</i>	Communication and language <i>Listening, Attention & Understanding, Speaking</i>	Physical development <i>Gross and fine motor skills</i>	Reading <i>Comprehension Word Reading</i>	Writing	Number	Numerical Patterns	Past and Present	People, culture and communities	The Natural World	Expressive arts and design <i>Creating Being imaginative</i>			
	Learning in EYFS is built upon: High-quality interactions, play-based learning, adult-directed teaching, child-initiated exploration, language-rich environments, continuous provision, outdoor learning. Staff carefully observe children to inform future teaching and ensure progression.													
EYFS curriculum Goals / Aspirations	Happiness - We belong				Respect – We care				Creativity – We discover					
Key Stage 1	English	Mathematics	Science	Computing	History	Geography	Art & Design	Design Technology	Physical Education	Music	Religious Education	PHSE including SRE		
	Learning is carefully sequenced to build knowledge over time. Lessons include: retrieval of prior learning, clear explanation, modelling, guided practice, independent application, feedback. Children are encouraged to explain their thinking and reflect upon their learning.													
Enrichment Curriculum	Real experiences	Visitors	Educational visits	Outdoor learning	Assemblies	Responding to topical events	Pupil voice groups – Pupil Councillors and Lunch Councillors	Extra-curricular clubs – ASC themed events	Whole school events	Charity events incl PAWs	Parental involvement			
Safeguarding Curriculum	Water safety		Sun safety		Anti-bullying		Road safety		E-safety		NSPCC rule PANTS	Fire Safety including Evacuation Drills	Lockdown procedures	Stranger Danger – Clever Never Goes
Behaviour Curriculum [PSHE, manners etc	Boundaries	Resilience	Self-Regulation		Respect		Focus		Independence	My Happy Mind	Manners Matter Table manners – cutlery skills; leaning over; not talking with mouth full; not turning round or shouting across the room. ‘Thank you’, ‘please’, ‘you’re	Corridor – good walking; holding doors open;	Silent signals	Waiting and taking turns eg role play area
Curriculum Impact- Our curriculum has an ambition for high achievement for all pupils irrespective of background and starting point.														
Standards From accurately evaluated starting points, children make expected or greater than expected progress– socially, emotionally, physically, creatively and academically. Skills are secured and embedded so that they can be applied in a range of context.			Personal Development Children's actions demonstrate school and British values enabling them to contribute to society and have successful personal and professional relationships.				Wellbeing Children enjoy learning and coming to school. They develop a growing understanding of gratitude, self-regulation, patience, care and respect. They communicate respectful, inclusive attitudes and behaviours towards others.				Transition Wootey children know every minute of their education counts. Purposeful assessment and information ensures that they can successfully move to their next phase of education with confidence; demonstrating the skills, knowledge and attributes necessary to tackle new			
Evaluation- Our impact is systematically monitored, evaluated and reviewed, through a range of activities, to adapt and improve provision														
Periodic summative assessments capture achievement and progress at key points throughout the year and the curriculum. These are subject specific and lead to adapted planning and provision for next steps.		Ongoing formative assessments across all subjects provide pupils with feedback and opportunities to improve skills and knowledge, day-by-day and week-by-week.			Qualitative assessments will be made by staff capturing achievement across the breadth of the curriculum via observations, discussion and scrutiny of outcomes.			Moderation of assessments and judgements will occur within the school and through work with colleagues from other schools within the local area to ensure accuracy and consistency.			Subject leaders review the provision of their subject area termly using this information to inform strategic planning including professional development.			

Reading

Reading is central to our curriculum.

We will:

- Teach phonics systematically, following the Read, Write Inc programme (RWI)
- Read aloud daily
- Promote reading for pleasure
- Provide high-quality texts
- Ensure early identification of children requiring additional support

Writing

Writing is taught through RWI Phonics, Comprehension and Spelling programmes. Ensuring children have secure pre-writing skills (gross and fine motor skills) is fundamental to being a successful writer. 'Drawing Club' is introduced in Year R.

Children receive explicit teaching in:

- Vocabulary
- Grammar
- Composition
- Handwriting
- Spelling
- Editing

Mathematics

Children develop fluency, reasoning and problem-solving through:

- Practical resources
- Mathematical talk
- Representations
- Deliberate practice
- Real-life contexts

Oracy

We recognise spoken language underpins all learning. 'Talk Through Stories' is followed throughout the school.

Children have regular opportunities to:

- Expand their vocabulary
- Explain ideas
- Ask questions
- Debate respectfully
- Retell stories
- Present to others

Feedback

Feedback is timely, purposeful and manageable.

Adults provide:

- Immediate verbal feedback
- Live marking where appropriate
- Whole-class feedback
- Opportunities for children to improve their work

Written feedback is proportionate and has maximum impact on learning.

Assessment

Assessment informs teaching rather than drives it.

Teachers use:

- Daily formative assessment
- Observation
- Questioning
- Retrieval practice

- Low-stakes quizzes
- End-of-unit assessments where appropriate

Assessment identifies next steps and informs intervention.

Inclusion

Every child is entitled to high-quality teaching.

Staff adapt teaching to meet individual needs, including those with:

- SEND
- English as an Additional Language
- Disadvantaged backgrounds
- Higher prior attainment

Reasonable adjustments ensure all children can access learning successfully.

Behaviour for Learning

Learning flourishes when expectations are clear.

Adults:

- Model respect.
- Praise effort and achievement.
- Maintain consistent routines.
- Build positive relationships.
- Encourage resilience.
- Support children to regulate emotions.

Outdoor Learning

Outdoor learning is valued across the curriculum.

Children benefit from opportunities to:

- Explore
- Investigate
- Collaborate
- Develop physical skills
- Learn through nature

Educational Visits

Visits and visitors enrich learning by providing memorable experiences that deepen children's understanding of the curriculum.

Home Learning

Home Learning supports classroom learning through:

- Daily reading
- Phonics practice
- Spellings
- Curriculum activities shared via weekly memo

Homework should be purposeful, manageable and valued.

Professional Development

All staff engage in ongoing professional learning through:

- Coaching
- Lesson study
- Professional dialogue
- Research-informed practice
- Monitoring and feedback

Monitoring and Evaluation

Teaching and learning are monitored through:

- Lesson visits
- Learning walks
- Book looks

- Pupil discussions
- Planning reviews
- Assessment analysis

Monitoring focuses on improving outcomes rather than compliance.

Roles and Responsibilities

Headteacher

The Headteacher will:

- Lead the quality of education.
- Monitor teaching.
- Support professional development.
- Ensure consistency across the school.

Senior Leaders

Senior leaders will:

- Coach colleagues.
- Monitor curriculum implementation.
- Evaluate impact.

Teachers

Teachers will:

- Deliver high-quality teaching.
- Assess learning effectively.
- Build positive relationships.
- Maintain high expectations.
- Work collaboratively with colleagues and families.

Teaching Assistants

Teaching assistants will:

- Promote independence.
- Deliver interventions where appropriate.
- Support learning under teacher direction.
- Contribute to assessment through observation.

Equality

This policy supports equality of opportunity and ensures every child has equitable access to an ambitious curriculum regardless of background or need.

Linked Policies

- Assessment Policy
- SEND Policy
- Behaviour Policy
- Equality Policy
- Safeguarding and Child Protection Policy

Policy Review

This policy will be reviewed annually or sooner if statutory guidance changes.

Approved by: _____

Chair of Governors: _____

Headteacher: _____

Date: _____