



# **GATEWAY** **PRIMARY SCHOOL**

## **Inspiring Curious Minds**

### **Gateway Primary School Policy Cover Sheet**

<b>Policy Name:</b>	<b>Teaching and Learning Policy</b>
<b>Adopted at / by:</b>	<b>FGB</b>
<b>Signed on behalf of the Governing Board</b>	
<b>Name:</b>	<b>Kevin Moyes</b>
<b>Date:</b>	<b>December 2025</b>
<b>Signed on behalf of Headteacher:</b>	
<b>Name:</b>	<b>Kayleigh Anstee</b>
<b>Date:</b>	<b>December 2025</b>
<b>Review period:</b>	<b>1 year</b>
<b>Date of next Review</b>	<b>December 2026</b>

## **Teaching and Learning Policy**

### **Vision and Aims**

At Gateway Primary School, our vision is to ensure that every child becomes an independent, curious and resilient learner who feels a strong sense of belonging within our school community and beyond. We believe that high-quality teaching and learning enable pupils to develop the knowledge, skills and attitudes they need to succeed in life.

Our aims are to:

- Ensure that all pupils build securely on their prior knowledge, progressing confidently from one year to the next.
- Help pupils to develop strong emotional, social and cultural skills so that they can embrace change and diversity.
- Provide a broad, balanced and enriching curriculum that inspires curiosity and creativity.
- Develop pupils' literacy, communication, numeracy and digital skills so that they can apply them confidently in real-life contexts.
- Use assessment effectively to inform planning, meet diverse needs and ensure that every child is appropriately challenged.
- Foster positive partnerships between staff, pupils and parents to support learning both in and beyond school.

### **Curriculum Design and Structure**

Our curriculum is broad, balanced and built around meaningful learning experiences. It is designed to meet the needs of all pupils while ensuring progression and coherence across all subjects.

Learning is organised around two-year topic cycles that promote connected learning and collaboration across different year groups. These topics are carefully chosen to engage children's interests and to reflect the school's diverse community and family contexts. Each topic includes cross-curricular links, ensuring that children learn to apply skills and knowledge in a range of meaningful ways.

All subjects in the National Curriculum are included in the school's long-term plans. Each subject has a clear progression framework that outlines how knowledge, skills and vocabulary are developed from one year to the next.

We enrich learning through educational visits, visitors and hands-on experiences that help make learning memorable and relevant. Technology is used purposefully across the curriculum to enhance understanding, develop problem-solving skills and prepare pupils for a digital future.

In the Early Years Foundation Stage, learning is play-based and focused on language development, social interaction and emotional wellbeing. In Key Stages 1

and 2, the mornings are typically dedicated to core learning in reading, writing and mathematics, while the afternoons provide opportunities to explore foundation subjects such as science, history, geography, computing, art and design, and music.

The two-year curriculum cycle, including calendar dates and key visits/trips can be found on the curriculum page on the school website. [www.gateway.oxon.sch.uk](http://www.gateway.oxon.sch.uk)

## **Teaching and Learning Practices**

High-quality teaching is at the heart of everything we do. Our teaching practices are grounded in research, reflective evaluation and a commitment to continuous improvement.

Teachers use high-quality, engaging texts to inspire reading and writing, linking literacy lessons to wider curriculum themes. Lessons are structured around clear learning journeys that enable pupils to explore vocabulary, grammar and writing techniques within meaningful contexts.

Each lesson is planned to include a balance of teacher input, guided practice and independent learning. Teachers use questioning, modelling and scaffolding to deepen understanding and to extend learning for all pupils. Opportunities for retrieval practice are built in so that pupils can recall and apply what they have previously learned.

Spelling, handwriting and grammar are taught systematically to develop fluency and accuracy in written work. Teachers adapt their teaching to meet the needs of all pupils, including those with special educational needs and disabilities (SEND), those learning English as an additional language and those who are working at greater depth. Targeted interventions are provided where needed to close gaps and ensure that every child can achieve their full potential.

## **Assessment**

Assessment is an integral part of the teaching and learning process. It provides valuable information about what pupils know, understand and can do, and helps teachers plan the next steps in learning.

Formative assessment takes place continuously through questioning, observation and feedback. It helps teachers to identify misconceptions and adapt lessons accordingly. Summative assessment is used periodically to evaluate pupils' progress at the end of a unit, term or year. National assessments are administered in line with statutory requirements.

Teachers record and track pupils' attainment and progress using the school's assessment system, ensuring consistency across classes and subjects. Moderation

takes place regularly within and across year groups to ensure accuracy of assessment judgments.

Feedback is clear, specific and timely, enabling pupils to understand what they have done well and what they need to do next. Pupils are encouraged to reflect on their own work and to set personal targets for improvement.

## **Learning Environment and Culture**

We believe that a positive, inclusive and stimulating learning environment promotes effective learning and emotional wellbeing.

Each classroom is a safe, supportive and engaging space where pupils feel valued and confident to take risks in their learning. Displays celebrate pupils' achievements, reinforce key learning and provide useful reference materials such as vocabulary and number prompts. Outdoor spaces are used to extend learning and encourage exploration.

A strong sense of community is promoted through shared experiences and whole-school themes, such as the 'Hello' and 'Goodbye' projects that mark transitions throughout the school year. These experiences help pupils to develop empathy, resilience and a sense of belonging.

Pupils are encouraged to demonstrate positive learning behaviours such as perseverance, curiosity and teamwork. Older pupils are given leadership roles within the school, helping to develop confidence, responsibility and citizenship.

## **Roles and Responsibilities**

High standards of teaching and learning depend on the shared commitment of all members of the school community.

Teachers are responsible for planning and delivering lessons that are well-structured, engaging and responsive to assessment information. They ensure that all pupils are supported and challenged appropriately, and they provide regular feedback to pupils and parents.

Subject leaders oversee the design and delivery of their subject areas, ensuring that progression and consistency are maintained across year groups. They monitor teaching, review curriculum coverage and support colleagues in developing subject knowledge and pedagogy.

Senior leaders set high expectations for teaching and learning and provide professional development opportunities for all staff. They ensure that resources are allocated effectively and that the school's vision is embedded in classroom practice.

Governors review and ratify the Teaching and Learning Policy. They monitor the quality of education by evaluating pupil outcomes and by holding leaders to account for the school's performance.

Parents and carers are encouraged to take an active role in supporting their child's learning. The school provides regular communication about curriculum content and progress, and parents are invited to attend events, workshops and meetings to strengthen the home–school partnership.

## **Monitoring and Evaluation**

The quality of teaching and learning is monitored regularly to ensure that standards remain high and that pupils make good progress.

Monitoring activities include lesson observations, learning walks, book reviews, pupil interviews and data analysis. These processes help identify strengths and areas for development across the school. Leaders provide constructive feedback and support to teachers to promote professional growth.

Pupil voice is an important part of our evaluation process. We regularly seek feedback from pupils about what helps them to learn, what they enjoy and what challenges them. Findings are used to inform planning and to enhance the learning experience.

## **Professional Development**

We are committed to continuous professional development for all staff. Regular training, coaching and collaboration enable teachers to refine their practice and to stay informed about the latest educational research.

Staff share good practice through peer observations, team planning and staff meetings. New members of staff are supported through an induction and mentoring programme. Professional development priorities are aligned with the school's improvement plan and pupil needs.

## **Review**

This Teaching and Learning Policy will be reviewed every two years, or sooner if significant changes occur in curriculum or assessment requirements. The review process will involve input from staff, pupils, governors and parents to ensure that the policy continues to reflect the school's ethos, values and educational aims.

## Appendix

### Curriculum Intent Document

#### **Gateway Primary School – Curriculum Intent**

The curriculum at Gateway Primary School is bespoke for our children because it:

- Builds on a sense of belonging and community, developing children's roots – firstly within a classroom, throughout our school and then within the wider community, helping children form a sense of where they are from.
- Enhances our children's understanding of opportunities within and beyond a military lifestyle - linking historical and current issues of interest to our children and their families.
- Creates links between school and home – families learn together and share their discoveries, creating a love of learning.
- Embraces a whole school topic approach, learning as a community, celebrating and sharing successes together.
- Offers rich, hands on experiences through trips and visitors, making school a place they want to be, all day every day.
- Invests in our children's unique starting points, culture capital and out of school interests, developing a true sense of each individual child, fundamental to building strong relationships.
- Develops the emotional skills to thrive in a society with lots of transition, learning to welcome new members, embracing our strengths and differences, as well as compassionately saying goodbye and engaging in change and progress.

Building a sense of community.  
Developing a love of learning.  
Sharing success.