



Teaching and Learning Policy

Cranleigh C of E Primary School

Date of Policy: Autumn 2024
Intermittent Review
Schedule of Review: Spring 2024
Next Review Date: Every Year
Autumn 2025

Aims

Cranleigh C of E Primary aims to nurture belief and ensure the highest standards of learning for all.

'All children have the right to have their gifts and talents cultivated through the process of education. All children can learn and become educated.' (Cuban & Tyack, 1995)

'Equity is a professional obligation. All means all.' (Dr. Anthony Muhammad)

Vision

To be the most joyful community where professional interdependency, faith and a commitment to nurture leads to exceptional academic results and pupils who are prepared for the modern world.

As a Church School, we have chosen the **Parable of the Good Shepherd** (Luke:15) to define our vision:

Then Jesus told them this parable: "Suppose one of you has a hundred sheep and loses one of them. Doesn't he leave the ninety-nine in the open country and go after the lost sheep until he finds it? And when he finds it, he joyfully puts it on his shoulders and goes home. Then he calls his friends and neighbours together and says, 'Rejoice with me; I have found my lost sheep.' (Luke 15: 3-6)

Everyone in our community matters, equally, and we all work together tirelessly to ensure that each and every child gets the absolute best from their time with us. We know all of our children as individuals and are relentless in our ambition to ensure they succeed, joyfully and holistically, leaving Cranleigh C of E Primary prepared for the world around them.

Values

Cranleigh C of E Primary School is committed to the Christian faith and our six core values which provide the foundation for all we do:

- Friendship
- Forgiveness
- Hope
- Compassion
- Thankfulness
- Endurance

Curriculum Principles

We are proud to be members of the Good Shepherd Trust. By working in collaboration with all the other schools in the Trust, we are working to create a shared understanding of what a strong curriculum offer should look like in all of our schools. Whilst we are free to adapt our curriculum to meet the needs of the learners, and review our curriculum provision each year, we do subscribe to the [Good Shepherd Trust Curriculum Principles](#) as members of the wider Trust of schools to which we belong.

Behaviour for Learning

It is important to us that our classroom environments create optimum conditions for learning and teach children to be independent and curious in their approach. Right from the Early Years when children start with us, we promote the 'Characteristics of Effective Learning' as ideal learning behaviours that, underpinned by our School Values, prepare our children to be successful adults. The Characteristics of Effective Learning that we look for in pupils learning behaviours are:

- Engagement
- Active Learning and Personal Motivation
- Creating and Thinking Critically

Curriculum Balance

Our rigorous, ambitious and relevant curriculum is designed to serve each child within our richly-diverse community, ensure the 'highest standards of learning for all' and prepare all children for a joyful life in the modern world. We design, organise and plan our curriculum to ensure that all children receive an appropriate mix of academic and personal development within their learning every week. We are richly diverse and welcome families from various backgrounds. The support we offer our families aims to build community by nurturing positive relationships and meaningful connections, overcoming any low literacy skills, and ensuring education is highly-valued by all. We consider ourselves compassionate and culturally responsive - ensuring we stay relevant to who and where our children, and their families, are. Whilst Phonics, English and Mathematics may receive a larger proportion of learning time to ensure children are secure in these areas, we place an equal importance on all subjects as essential ingredients of our curriculum offer to all children. We are strongly committed to ensuring all our children receive a balanced curriculum as this enables them to challenge themselves and demonstrate capabilities and skills in different ways.

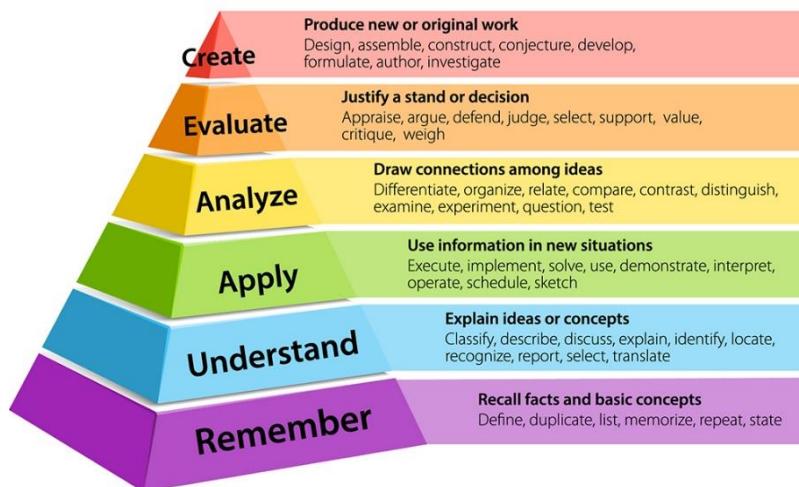
Curriculum Breadth

We offer a broad and ambitious curriculum which follows National Curriculum, and uses various schemes of support. It is delivered in a cross-curricular approach wherever possible, and is enriched by cultural experiences and visits to places of interest.

Curriculum Depth

We define progress as; the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We use a Mastery Approach (based on Cognitive Load Theory) in our planning and lesson delivery. This entails areas of “I do, we do, you do”, supporting children to build their knowledge. Activities are designed around Blooms Taxonomy. This ensures that all children receive opportunities to deepen their understanding through a series of carefully planned lessons which use small steps, repetition, variation, problem solving and challenge to ensure that learning is sufficiently mastered at each stage before moving on to another stage.

Bloom's Taxonomy



Our teachers use well-planned, skilful questioning and cold calling techniques to:

- explore thinking,
- probe children's understanding,
- identify and unpick any misconceptions children may have
- challenge learning further
- assess/evaluate learning throughout our lessons every day.

We use a mix of open and closed questions and vary the types of questioning we use (descriptive, reflective and speculative) to support, scaffold and challenge children's knowledge and understanding across the curriculum. Sometimes questions will be tailored to a specific child or group of children, whereas on other occasions the questions may be open to the whole class.

Teachers regularly use questioning alongside 'retrieval' activities to check that children have a secure understanding of what has been taught and use this, alongside our weekly 'remembering tasks' to assess and evaluate the impact of learning as we review our curriculum every year.

Subject leaders are expected to use 'pupil voice' to also evaluate the impact of learning across all subject areas and support curriculum review.

Opportunities to Access and Experience Spiritual, Moral, Social and Cultural (SMSC) Aspects of Education

We believe SMSC Education lies at the heart of our curriculum. It supports our Christian Foundation, our Vision for our community and prepares each child for life in Modern Britain. Spiritual Education Promoting and nurturing children's personal spirituality is of huge importance to our school community. We believe spiritual education is more something that is 'felt' and is hard to define. However, we feel that by providing children with opportunities every day to feel loved, safe, secure and happy in our daily lives together, they develop the trust and confidence to open their minds and imaginations to explore their spiritual selves. We believe that it is more than 'special moments' and 'wow moments' (although we work hard to create these experiences for children within the school day) – it is also how we treat each other within our school community every day. By nurturing spirituality we believe it helps us all to:

- Build and sustain our self esteem
- Develop our capacity for critical and independent thought
- Foster our emotional development, particularly in regard to being able to express feelings
- Develop our empathy and imagination
- Appreciate moments of stillness and reflection
- Understand our moral obligations towards others
- Appreciate and be thankful for our lives
- Feel fulfilled personally and professionally

As a Church of England school within [The Good Shepherd Trust](#) and the [Diocese of Guildford](#), Religious Education at Cranleigh C of E Primary School is a core subject and our Christian faith underpins the [mission, vision and values](#) of our school community. Through our R.E. teaching, our daily distinctive act of collective worship, provision and links with [St. Nicolas Church](#), we seek to give our pupils a rich variety of experiences from which they can develop knowledge and understanding of, and respect for, all faiths, explore their own beliefs and develop community spirit.

We follow the revised Surrey SACRE (Standing Advisory Council on Religious Education) which can be viewed below. This Agreed Syllabus takes into account legal requirements; local and national factors; the age, aptitude, attainment and experience of pupils; the views of the local community, including parents; and ensures educational rigour and challenge.

Moral Education

At Cranleigh C of E Primary School, our children understand right from wrong. We work towards standards of behaviour based on the basic principles of being Ready, Respectful and Safe.

READY encompasses all aspects relating to promoting positive behaviour which allows us to maximise learning time and ensure that ALL children are engaged and proactive learners.

RESPECTFUL relates to how our community interacts and how we behave in order to allow every member of our school family to flourish.

SAFE focuses on behaviours that enable us to keep everyone in our community safe, secure and feeling supported.

Our Positive Behaviour Matrix ([See Appendix 1 of Behaviour Policy](#)) outlines the behaviours we expect to see from children to show they are Ready, Respectful and Safe.

We use Positive Noticing Threads ([Example in Appendix 2 of Behaviour Policy](#)) to reinforce the desired behaviours. Each half-term, we focus on three positive behaviours and staff will praise children for demonstrating those behaviours.

Each classroom has a Recognition Board ([See Appendix 3 of Behaviour Policy](#)). This is used to acknowledge and praise children who are demonstrating positive behaviours

Children are given an understanding of how a democracy works through voting children to our Schools Councils. In addition we use House system. Children are divided into 4 houses, and are awarded points for their house to reward good behaviour and achievement, developing further a sense of collective responsibility.

Our ethos and charitable giving goes deeper than 'fund raising' to support those in need. We are committed to ensuring our children become leaders and compassionate citizens in their adult lives, and foster 'Courageous Advocacy'.

Social Education

The school is at the heart of a supportive, social community. Children are encouraged to use a range of social skills in different contexts, through the provision of numerous clubs, fairs, events, trips and inter-school events.

Cultural Education

We thoughtfully enrich our curriculum with British Values and cultural experiences and visits. Our children participate in a wide range of artistic, musical, sporting and cultural opportunities. Their achievements within these areas are celebrated weekly during Celebration Assembly during which trophies, awards and certificates are shown and discussed. We also encourage our learners to speak of their heritages, and use our Library displays as an opportunity to create a sense of inclusion.

Curriculum

We follow an ambitious curriculum encouraging high expectations for all our children. Our curriculum is designed for teachers to be able to make adaptions to lessons for their children, and work with our SEND team to ensure all learners are able to embrace their lessons and maintain focus. We review and adapt lesson plans using to align with our overall objective of strengthening literacy (vocabulary), numeracy, and problem-solving skills of our children. Our Cornerstone curriculum incorporates cross-curricular links between subjects like science, history, art/dt and geography to encourage deeper learning. We embed wellbeing education into assemblies through our focus on our school values, additionally it runs across our RSHE curriculum. As a school we use a THRIVE approach ensuring mental health is a regular topic in class discussions.

Overviews of each curriculum subject can be found in greater depth on our [school website](#) and within year groups.

Schemes and approaches we use to support learning:

- Phonics: [Little Wandle](#) Letter and Sounds Revised
- Reading: Little Wandle, Accelerated Reader, [Lexia Core 5](#) (Intervention)
- English: [Talk for writing](#)
- Handwriting: [LetterJoin](#)
- Maths: [White Rose](#), [Number Sense](#) . [Early Years Number Sense](#) for Reception; [Number Facts Fluency](#) for Key Stage One; and [Times Tables Fluency](#) for Key Stage Two.
- Wider curriculum: [Cornerstones](#) covers Art/DT, Geography, History, Science
- Computing: [Teach Computing](#)
- MFL: French from the [National Centre of Excellence for Language Pedagogy \(NCELP\)](#)
- Music: [Charanga](#)
- PE: [The PSD Group](#) (Primary Sporting Development) and '[Get Set 4 PE'](#)
- RSHE: [The Story Project](#)
- RE: [Surrey SACRE \(Standing Advisory Council on Religious Education\)](#)
- Wellbeing: [Zones of Regulation](#) and [Thrive](#)

EYFS curriculum information can be found on our website, viewing the curriculum [overview and policy](#). They follow the [DFE Early years framework \(November 2024\)](#) alongside the [Development Matters Report \(Sept 2023\)](#)

SEND Intervention

Interventions are rigorously monitored and adapted accordingly. Our specialist SEND Team work with our teachers and teaching assistant's to ensure that they have received relevant training and access to resources to support their individual children's additional needs.

Teachers and teaching assistants are encouraged to use adapted learning strategies during lessons to support all learners where they are at, providing scaffolds as necessary and removing them at the right time to develop independence. In class observations take place as well as planning checks to ensure SEND children are supported in a targeted manner according to their EHCP, ILPS.

We use targeted intervention for our SEND and disadvantaged pupils, particularly in reading, writing, and maths. Interventions are structured, well-planned, evidence-based, and data driven; linking and supporting classroom learning. We provide additional resources including extra reading materials and numeracy support when required. We encourage active learning through outdoor activities and hands-on projects to improve learner engagement. Intervention data is stored by TA's Teachers and the SEND Team on EduKey. Interventions are closely monitored for effectiveness,

with clear communication between SEND team, teaching assistants and teachers to ensure a seamless transition of learning between intervention sessions and the classroom.

Evaluation and CPD

At Cranleigh C of E our reflection procedures, are research-focussed, responsive to learning needs, and adapted through questioning in the moment. We use both summative and formative assessments, and half-termly pupil progress meetings, enable us to refine our curriculum offer, track progress and adjust teaching approaches before formal SATs.

We support teachers with training on new assessment expectations as and when required, ensuring consistency across the school. We work closely with GST following a robust annual data monitoring schedule.

With regards to CPD, Teaching Assistants are supported with weekly CPD by the SEND team, ensuring consistency in classroom practice. TA's receive training on supporting scaffolded and adapted learning practices promoting children's independence and problem solving ability. The SEND team ensure they receive relevant SALT training, Phonics training, and any other interventions that might be required for the children they work with such as the use of semantics and behavioural approaches.

Teachers receive weekly CPD aligned with school objectives, children's needs and current pedagogy practices. They also receive additional CPD relevant to SEND learners with support from the SEND team. Such as SALT, and SEND approaches.

Subject Leads are responsible for ensuring they stay up to date with best practice in their areas, and ensure all staff delivering their subject lessons have relevant insight on any updates and opportunities for further training. Subject leads are additionally supported by the GST network meetings providing them the opportunity to link with other school subject leads and discuss best practice.

Our use of WalkThrus helps our teaching staff to refine their teaching with regards both general pedagogy and also pedagogical content practice relating to each curriculum area.

Alongside this we work closely with the GST Central Education Team supporting teaching staff further with 1-2-1 Instructional Coaching sessions, and Pedagogical CPD.

Staff and responsibilities

- **Subject Leaders**
 - Ensure curriculum overviews, mid-terms and planning for their subject area are up to date and relevant
 - Ensure staff have relevant knowledge, training and up to date CPD
 - Carry out half termly work scrutinies and feedback take place
 - Carry out half termly informal lesson plan and delivery scrutiny
 - Support in policy up dates related to their subject area
 - Review Assessment data across their subject area
 - Ensure there is progression across their school
 - Ensure relevant resources are maintained for their subject area
- **Teacher**
 - Ensure lessons align with school curriculum and values
 - Ensure planning is ready for the Friday prior to lesson delivery and identifies TAs duties
 - Ensure lessons are adapted and scaffolding is used correctly
 - Ensure classroom environment is well maintained and resources for lessons are accessible by all
 - Ensure [Environmental expectations for](#) the classroom are met
 - Ensure they keep up to date records of assessment/progress for each child, using Arbor/FTT and other platform required for subject areas
 - Ensure they adhere to the [Presentation and Marking Policy](#)
 - Ensure progression is demonstrated and learning is taking place for all learners
 - Ensure the right support is in place for their children, by holding open and transparent conversation with Leaders, Subject Leaders and the SEND team
 - Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- **Support Staff (HLTA/TA/LSA)**
 - Ensure planning is read and understand their role
 - Support children using correct resources and adapted strategies
 - Ensure classroom and school environment is well maintained and resources for lessons are accessible by all
 - Ensure [Environmental expectations for](#) the classroom and school are met
 - Ensure they keep up to date records of assessment for any interventions required and EduKey updated

- Ensure they adhere to the [Presentation and Marking Policy](#) and support teachers and supply teachers with this
- **SLT**
 - Ensure whole school monitoring is taking place
 - Ensure relevant CPD in place
- **Trustees and Committee Members**
 - Carry out termly monitoring and check ins

APPENDIX

Additional Policies

All staff should read following policies relating to Teaching and Learning prior to the start of their role with Cranleigh C of E Primary:

- [Behaviour policy](#)
- [SEN/SEND policy and information report](#)
- [Presentation and Marking policy](#)
- [EYFS Curriculum and Policy](#)
- School Handbook
- [Equality information and objectives](#)
- [GST Curriculum Principles](#)
- Teaching and Learning Policy

All new staff from March 2025 must complete the Induction Checklist activities within their first two week of starting their role with Cranleigh C of E Primary. Further information on this can be found with our HR Representative, Laura Talmage.

Additional Information:

Staff should ensure they have met with HR at Cranleigh and completed a Staff Induction Checklist ensuring they have log in details to Curriculum sites and relevant training for role.

All staff teaching and support staff must have completed the Little Wandle Training as well as the relevant training on EveryHR.

Guidance Reports:

EEF- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

