



Teaching and Learning Policy

2026 - 2027

Approved by: Full Governing Board

Written by: Elspeth Leach (Headteacher)

Last reviewed on: January 2026

Next review due by: Spring 2027

1. Introduction

This policy sets out the principles, expectations, and practices that underpin teaching and learning at **Thames Ditton Infant School**. Its purpose is to ensure that every pupil experiences high-quality education within a supportive, ambitious, and consistently implemented framework.

We are committed to creating an environment in which pupils learn best and develop a genuine love of learning. This requires well-structured, engaging, and inclusive teaching, secure and respectful relationships, and a culture that promotes curiosity, independence, and resilience. Through these foundations, we aim to inspire all pupils to achieve their full potential.

2. Vision and Values

Our vision is to ensure that every child grows as a confident, curious, and happy learner, fully prepared for the next stage of their education and for life beyond school. We aim to nurture children who are resilient, reflective, and enthusiastic about learning, while fostering a strong sense of belonging within our school community.

Our **core values** guide everything we do and underpin teaching and learning at our school:

- **Kindness** – treating others with care and empathy
- **Honesty** – being truthful and taking responsibility for actions
- **Respect** – valuing everyone and their contributions
- **Cooperation** – working together to achieve shared goals
- **Resilience** – persevering through challenges and learning from mistakes
- **Independence** – taking initiative and responsibility for one's own learning

These values ensure a consistent, inclusive, and high-quality approach to teaching and learning across the school.

3. Curriculum Intent, Implementation, and Impact

Intent:

Our curriculum is designed to provide **rich, broad, and ambitious learning experiences** for all pupils. It aims to develop knowledge, skills, and attitudes that prepare children for future learning and life. It reflects our values and provides clear progression across all subjects.

Implementation:

- Lessons are carefully sequenced to build on prior knowledge and experience.
- Teaching is differentiated and scaffolded to meet the needs of all learners, including SEND and disadvantaged pupils.

- High-quality resources, tools, and materials support active engagement.
- Assessment informs planning and ensures pupils are supported to achieve their potential.

Impact:

- Pupils demonstrate secure knowledge and skills across the curriculum.
- They can apply learning in familiar and new contexts and make meaningful connections.
- Learning outcomes are tracked and monitored to ensure every child achieves high standards.

4. Pupils Learn Best When...

We recognise that pupils are most successful learners when their needs are met in the following ways:

Well-being and belonging

- Basic physical needs are met
- Pupils feel secure, safe, and valued
- Pupils experience a sense of belonging to their group

Engagement and purpose

- Pupils are engaged and motivated
- Learning is relevant and meaningful
- Pupils understand intended outcomes and can link learning to prior experiences
- Pupils understand the task and its purpose

Effective learning environment

- Pupils have appropriate physical space, tools, and materials
- Pupils are not disrupted or distracted by others
- Pupils can work independently or collaboratively, depending on the task and their preferred approach

Guidance and practice

- Pupils are guided, taught, and helped at the right time
- Opportunities exist to practise and apply learning in both familiar and new contexts

Resilience and reflection

- Pupils are guided to persevere when learning is challenging
- Pupils are supported to manage their emotions when learning is difficult

- Pupils are encouraged to recognise that mistakes are part of learning and a source of growth

5. Expectations for Teaching and Learning

All teachers are expected to:

- Deliver high-quality teaching grounded in evidence-based practice
- Differentiate teaching to meet the needs of all learners, including SEND and disadvantaged pupils
- Use assessment effectively to inform planning, feedback, and support pupil progress
- Establish consistent routines, behaviour expectations, and classroom practices
- Model high expectations, values, and professional conduct
- Collaborate with colleagues to share expertise and improve practice
- Reflect on practice and engage in targeted professional development to enhance teaching

These expectations ensure consistency across the school and provide pupils with equitable access to outstanding learning experiences.

6. Raising Standards and High Expectations

We believe that every pupil can achieve highly. Staff model high aspirations, celebrate success, and intervene early when pupils need additional support. Continuous monitoring, professional development, and strong curriculum leadership ensure that teaching and learning are refined and consistently effective.

The school is committed to ensuring that all pupils, including those who are higher attaining, are appropriately challenged to achieve their full potential. Teaching is underpinned by high expectations and assessment, with challenge focused on deepening understanding, developing reasoning and fostering independence rather than accelerating through content.

Learning activities are planned to provide greater depth, open-ended opportunities and meaningful problem-solving, encouraging pupils to think independently, explain their ideas clearly and work cooperatively with others. Teaching is adaptive, ensuring that unnecessary repetition is avoided and that scaffolding is withdrawn at the right time to promote resilience and confidence.

Challenge is delivered within a calm, respectful and kind learning environment, where pupils feel safe to take risks, learn from mistakes and work together positively, enabling all pupils to make strong progress from their starting points.

7. Involving Pupils, Parents, and the Wider Community

Pupils are active participants in their own learning, with opportunities to share their voice and take responsibility for progress. Parents and carers are partners in the learning process, engaged through clear communication, workshops, and school events. We collaborate with the wider community to enrich the curriculum and provide meaningful experiences beyond the classroom.

8. Monitoring, Evaluation, and Review

The Senior Leadership Team (SLT) and subject leaders monitor teaching and learning through:

- Classroom observations and learning walks
- Pupil progress tracking and analysis
- Review of planning, assessment, and feedback practices
- Staff reflection, coaching, and professional development activities

This policy will be reviewed annually to ensure it remains relevant, effective, and aligned with the school's vision and values.

9. Conclusion

At **Thames Ditton Infant School**, our vision, values, and understanding of how pupils learn best shape every aspect of teaching and learning. By working to shared principles, all staff ensure that pupils experience consistent, high-quality education in a safe, supportive, and inspiring environment.