

Copthorne C.E. Junior School

Teaching and Learning Policy

Approved March 2026

To be reviewed March 2028

Teaching and Learning Policy

Our Vision:

"Creating confident, curious learners with God's love"

This school is committed to working in partnership with individual families and children to provide the highest quality of education. At Copthorne C.E Junior School we believe that every child and adult is unique. With God's love, we grow and learn together, encouraging everyone in our school family to "let their light shine" (Matthew 5:16). We strive to be the best that we can be, knowing that "what will be has not yet been revealed" (1 John 3:2). Through our Christian values, our children move on to the next phase of their education with a lifelong love of learning and a compassionate and considerate approach to life.

The Teaching and Learning policy is at the heart of what we do – it sets out how we, as a school, achieve the highest standards for all of the children, carrying out a consistent, high quality approach to learning, where no-one is left behind and the potential of all is realised. This policy is rooted in our shared understanding of what the purpose of education is and what makes excellent teaching and learning.

Our ambitious progressive curriculum

Curriculum Intent

At Copthorne CE Junior School, we prepare our children for lifelong learning by delivering an ambitious, engaging, vibrant and inclusive curriculum. Through ensuring a progression of knowledge and skills for all learners, our children will become subject experts within a challenging, broad and balanced curriculum.

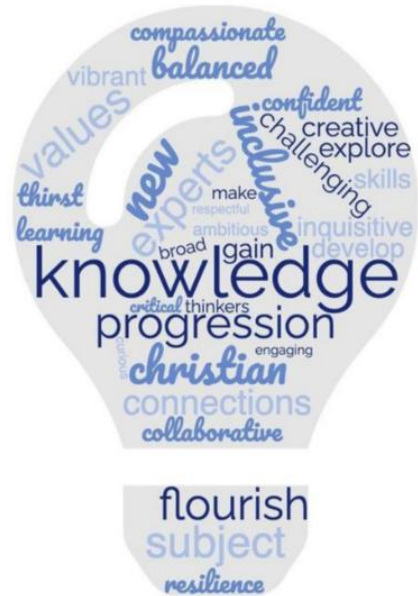
Our children are encouraged to gain new knowledge, explore new skills, develop resilience, make connections and so become critical thinkers, who are creative, curious and confident.

Our Christian values are woven into all aspects of school life and the learning that takes place. Children become collaborative, respectful and compassionate members of our diverse community.

We believe that when leaving the school, our children will have the tools to be active, independent learners, who take risks, are inquisitive and have a thirst for learning. This allows them to flourish as they continue on their educational journey.

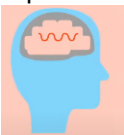
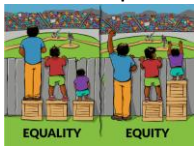
Curriculum Implementation

Teachers have secure subject knowledge across the curriculum and keep up to date with current, research-based pedagogy. Through our approach, it is our aim that children develop independence and resilience and by reviewing and building on previous learning, progress is maximised to enable all children to flourish.



Quality first teaching at Copthorne ...

At Copthorne we:

Review and revisit - daily, weekly, monthly 	Develop and use subject-specific vocabulary 	Introduce and build on learning in manageable steps, adapting lessons according to need 
Use questions skilfully and effectively to prompt, challenge and extend 	Model expectations and give clear, explicit instructions 	Give opportunities for practice, guided with scaffolds, leading to independence 
Check understanding through retrieval of key knowledge and skills based on year group end points 	Make learning accessible to all through general and subject-specific adaptations 	Make learning purposeful, making links and connections for life-long learning 
Give opportunities for challenge 	Give feedback and response to move learning forward 	Extend learning outside the classroom to make use of all school areas and beyond 

Curriculum Impact

Impact is demonstrated by:

- A rise in progress and attainment of all children across the broad and balanced curriculum, which reflects key knowledge and skills which children have learnt.
- Children remembering, recalling and making links to prior learning so that their understanding of all subjects can deepen.
- Children demonstrating and applying knowledge and skills taught in a range of different contexts.
- Achieving success in end of KS2 tests whilst maintaining access to a broad, rich and balanced curriculum.
- The most disadvantaged children and children with SEND being given the knowledge and cultural capital they need to succeed in life.
- Children being prepared for the next stage of education by becoming independent, resilient and confident learners

Learning Behaviours

Children will demonstrate learning behaviours, which are reflective of our school values, during learning time. These will include:

- Engagement with confidence, motivation and enthusiasm.
- Being able to explain their learning and its purpose.
- Focusing on the learning, appropriate to the task.
- Supporting and inspiring each other in the learning, working collaboratively and independently.
- Using appropriate subject-specific vocabulary.
- Selecting and using appropriate resources and scaffolds to support their learning.
- Showing resilience especially when challenged or mistakes are made, so that they can develop their learning skills.
- Making links between their own learning, or across the curriculum.
- Active listening, and treating all adults and peers with respect.

Learning Environments

Across the school, there is consistency within our learning environments, which enable all children to access and support their learning. Classrooms are well resourced and children can independently access resources and scaffolds as appropriate. Working walls reflect the current learning, and have learning prompts which can be used during lesson time.

All learning areas are well organised and tidy, so that they optimise learning.

Monitoring our Teaching and Learning

Teaching and learning is monitored by the Senior Leaders, Subject Leaders and Governors as well as external advisors and professionals. This is through formal lesson observations, learning walks, pupil voice and work scrutiny as well as thorough careful analysis of data to track groups and individuals.

Assessment

Core subjects are assessed through our testing process, with some children being assessed on a more appropriate year group expectations. Foundation subjects are assessed according to common skills within each subject area, and this aims to support children progress with these skills as they move through KS2. Children are assessed as being either:

- An apprentice (requiring support)
- A journeyman (working towards being a professional)
- a professional (able to complete on their own)
- an expert (able to apply their skills to a wide range of opportunities AND MAKE LINKS)