


Review Date November 2026



Belmont CP School  
Teaching and Learning Policy  
*Every Child Matters. Every Moment Counts.*

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| Ratified by governors at their meeting on | 1 October 2025   |
| Signed                                    |  |
| Review Date                               | November 2026  |

**1. Purpose and Vision**

At Belmont, we believe that *Every Child Matters and Every Moment Counts*. Our teaching and learning is rooted in our Deer Values – *Respect, Responsibility, Ambition, Community, Creativity and Equality* – and brought to life through the Belmont Way Character Curriculum.

Our ambition is to provide consistently high-quality teaching that enables every pupil to flourish academically, socially, and personally. Teaching at Belmont is more than delivering lessons: it is about building character, raising aspirations, and creating a culture where learning is joyful, rigorous, and purposeful.

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## **2. Guiding Principles of Teaching & Learning**

High-quality teaching at Belmont is underpinned by eight principles. These guide planning, classroom practice, and professional development.

### **2.1 Relationships & Culture**

Teachers build warm, respectful, and professional relationships with pupils, rooted in trust, fairness and high expectations.

The *Belmont Way* routines (e.g. Fantastic Listening, Being Charming, Fantastic Walking) are explicitly taught, modelled, and reinforced.

Positive behaviour is established through consistency, fairness, and shared language.

Teach Like a Champion strategies such as *Strong Voice* and *100%* support calm, purposeful classrooms.

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### **2.2 High Expectations & Challenge**

All pupils are expected to achieve ambitious goals. Lessons are planned to stretch thinking and deepen knowledge for every learner.

Teachers plan tasks that move pupils from guided practice to independent application.

Adaptive teaching ensures SEND, EAL, and disadvantaged pupils are fully included and challenged.

Teachers promote resilience and growth mindset by praising effort, persistence, and strategies rather than only outcomes.

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### **2.3 Clarity & Explanation**

New content is introduced in small steps, using modelling and worked examples.

Teachers make learning explicit through clear explanations and visible success criteria.

Pupils are taught not only *what* to learn but *how* to learn, developing metacognition and independence.

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#### **2.4 Practice & Participation**

Pupils are active participants, not passive listeners.

TLAC strategies such as *Cold Call* and *Turn and Talk* ensure every pupil is included.

Retrieval practice, quizzing, and spaced repetition are used to strengthen memory.

Lessons include opportunities for individual, paired, and group work, building independence and collaboration.

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#### **2.5 Feedback & Reflection**

Feedback is timely, specific, and actionable – through verbal comments, live marking, or self-assessment.

Pupils are given time to reflect on and respond to feedback.

Mistakes are valued as learning opportunities so that we normalise error.

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#### **2.6 Inclusion & Equality**

Every pupil is entitled to success. Adaptive teaching removes barriers while promoting independence.

Teachers plan tasks with access points for all and opportunities for stretch.

The curriculum reflects diversity and promotes equality, ensuring representation and respect for all communities.

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#### **2.7 Character & Community**

Lessons develop both academic knowledge and virtues (kindness, honesty, courage, gratitude).

Teachers model respectful communication and encourage pupils to listen actively and build on one another's ideas.

The Belmont Way routines are reinforced beyond behaviour management, shaping how children learn together.

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## **2.8 Professional Growth & Collaboration**

Teachers are reflective practitioners, using the *Teacher Standards* as a benchmark.

Ongoing CPD, including TLAC, equips staff with high-impact strategies.

Lesson study, peer observation, and coaching are encouraged to share best practice.

Leaders foster a culture of trust, openness, and continuous improvement.

## **3. Curriculum Intent, Implementation and Impact**

### **3.1 Intent**

Our curriculum is ambitious, knowledge-rich and carefully sequenced to give pupils the cultural capital they need for future success. It is designed to:

Secure strong foundations in reading, writing and mathematics.

Broaden horizons through rich experiences in the arts, humanities, and sciences.

Promote the Deer Values and Belmont Way Character Curriculum.

Prepare pupils for the next stage of their education and life in modern Britain.

### **3.2 Implementation**

Curriculum subjects follow long-term and medium-term plans, ensuring coverage and progression.

Knowledge organisers and learning journeys are used to highlight key concepts, vocabulary, and "golden threads" across subjects.

Lessons are structured with clear objectives, explicit teaching, modelling, scaffolding, and opportunities for practice.

Teachers use strategies from *Teach Like a Champion* to secure participation and high expectations.

Adaptive teaching ensures that all pupils, including those with SEND and EAL, access the curriculum.

### 3.3 Impact

Pupils know more, remember more, and can do more over time.

Regular retrieval practice and assessment show secure long-term learning.

Work in books, pupil voice, and outcomes in assessments provide evidence of progress.

Pupils leave Belmont with strong academic foundations, confidence, and character.

*See the curriculum and assessment policy for further detail.*

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## 4. Assessment

Assessment at Belmont supports learning and informs teaching. Our principles are:

Formative assessment (assessment for learning) is embedded in every lesson through questioning, observation, and live feedback.

Summative assessment is used termly to track attainment and progress in reading, writing and maths, and at key milestones in foundation subjects.

Feedback is specific, timely and actionable; pupils are given opportunities to respond and improve.

Marking is purposeful and proportionate, avoiding unnecessary workload.

Moderation within and across year groups ensures consistency of judgement.

Assessment outcomes are used to inform planning, interventions, and curriculum adjustments.

*See the curriculum and assessment policy for further detail.*

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## 5. Inclusion and Equality

At Belmont, inclusion and equality underpin our teaching and learning. Guided by our motto “*Every Child Matters, Every Moment Counts*” and our Six Deer Traits, we ensure every pupil

has access to high-quality learning that meets their needs and challenges them to succeed.

- **Adaptation for access:** Teachers plan lessons that are responsive to the needs of all learners, including those with SEND, EAL, and disadvantaged backgrounds. Strategies include scaffolding, questioning, use of resources, and early interventions through the *Assess, Plan, Do, Review* cycle.
  - **High expectations for all:** All pupils are expected to achieve ambitious outcomes. Challenge and support are carefully balanced so that every child, including the most able, can make progress and experience success.
  - **Equality and diversity in the curriculum:** Lessons actively promote equality, celebrate diversity, and embed British Values and protected characteristics in age-appropriate ways.
  - **Early identification and intervention:** Teachers use assessment and pupil progress meetings to identify barriers swiftly and adapt teaching to close gaps.
  - **Pupil voice and leadership:** Pupils contribute to an inclusive learning culture through roles such as Mini Police, Equality Ambassadors and Pupil Parliament, promoting fairness, respect, and participation in learning.
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## 6. Learning Environment

Our classrooms are designed to be calm, organised spaces that promote focus, independence, and pride in learning. Consistency across the school ensures that pupils feel secure and know what to expect, while each classroom reflects our shared values through purposeful displays and clear routines. The environment balances celebration with support, offering pupils both recognition of their achievements and practical tools to help them succeed.

- **Calm and consistent:** Classrooms are organised and welcoming, with hessian-backed displays and neutral tones used to create a less visually stimulating atmosphere that supports focus.
- **Celebration and support:** Displays celebrate pupil achievement while also providing clear reference points for current learning, including vocabulary walls, key concepts, and sentence stems that help pupils articulate their thinking.
- **Inclusive access:** Consistent use of Widget symbols in all classrooms supports communication, independence, and inclusion for all pupils.

- **Shared expectations:** Routines such as Fantastic Walking and Fantastic Listening are embedded across the school, creating consistency and security for pupils.
  - **Promoting independence:** Resources are clearly labelled, well-maintained, and accessible, enabling pupils to take responsibility for their learning.
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## 7. The Role of Teaching Assistants

### 7. The Role of Teaching Assistants

Teaching Assistants (TAs) are an integral part of the teaching and learning team at Belmont. They work in close partnership with teachers to ensure that all pupils can access high-quality learning.

At Belmont, TAs:

- Work under the direction of the class teacher, contributing to planning discussions and feeding back after lessons.
- Provide targeted support for individuals and groups, with a focus on enabling independence rather than dependency.
- Deliver planned interventions which are monitored and reviewed regularly for impact.
- Support assessment by observing pupils, recording key information, and sharing insights with teachers.
- Help ensure pupils with SEND, EAL, and disadvantaged backgrounds can access the full curriculum alongside their peers.
- Uphold *The Belmont Way* and our Six Deer Traits, contributing to a positive, inclusive classroom culture.

Teachers remain responsible for the progress and attainment of all pupils, including those supported by TAs.

*See the teaching assistant policy for further detail.*

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## 8. Professional Development

High-quality teaching is underpinned by staff development. Professional development is aligned to school priorities and individual needs, ensuring that all staff have the knowledge and skills to deliver excellent teaching and learning. This includes statutory training, coaching and mentoring, and opportunities for staff to share and reflect on best practice.

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## 9. Monitoring and Evaluation

Teaching and learning is systematically monitored to secure consistency, raise standards, and support professional growth. Monitoring is developmental, not punitive, and is always focused on improving outcomes for pupils.

At Belmont, monitoring includes:

- **Learning walks and lesson visits** focused on school priorities such as effective questioning, use of TLAC routines, and adaptation for SEND/disadvantaged pupils.
- **Work scrutiny** to evaluate curriculum coverage, feedback, progress over time, and the visibility of vocabulary and key concepts.
- **Planning scrutiny** to ensure sequencing, challenge, and alignment with the Belmont curriculum.
- **Pupil voice** to capture learners' perspectives on teaching, challenge, and support.
- **Data analysis** to track attainment, progress, and the impact of interventions.
- **Moderation** within and across schools to secure consistency and accuracy of assessment.

Findings from monitoring are used to celebrate strengths, identify areas for development, and shape CPD. Teachers are supported through feedback, coaching, and professional dialogue. Governors receive regular reports on the quality of teaching and learning and monitor impact through visits, data reviews, and meetings with leaders.

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## 10. Early Years Foundation Stage

Teaching and learning in the Early Years Foundation Stage is guided by the statutory framework for the EYFS (DfE, 2021). Provision in Reception is designed to establish secure foundations for future learning and is characterised by:

- **A safe, stimulating and language-rich environment**, indoors and outdoors, which supports communication and physical development and promotes curiosity and engagement.
- **A balance of adult-led and child-initiated learning.** Adult-led sessions focus on the systematic teaching of early reading (phonics), writing and mathematics, while continuous provision enables children to apply and extend their learning independently.
- **Sequential curriculum planning** across the prime and specific areas of learning, ensuring progression from entry to Reception through to readiness for Year 1. Curriculum design incorporates whole-school approaches such as *Mastering Number* and is aligned with the school's broader curriculum intent.
- **High-quality interactions** between adults and children that model language, extend thinking and develop independence, resilience and the school's core values.
- **Observation-based assessment**, including the statutory Reception Baseline Assessment, ongoing formative observations, and planned summative checkpoints. Assessment outcomes are moderated internally and inform targeted support and early intervention, including SEND provision.
- **Partnership and transition** arrangements that secure continuity of learning. Transition into EYFS is supported by liaison with feeder settings and families; transition into Year 1 is carefully planned to ensure curriculum and pedagogical continuity.
- **Inclusion and early identification.** Screening tools (e.g. for speech and language) and regular reviews with the SENCO ensure that emerging needs are identified promptly and provision adjusted accordingly.

Monitoring of EYFS teaching and learning forms part of the whole-school quality assurance cycle, including lesson observations, learning walks, scrutiny of children's learning journals and outcomes, and analysis of GLD and progress data. Findings are reported to senior leaders and governors as part of the school's evaluation and development processes.

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## 11. Roles and Responsibilities

### Teachers

Teachers are responsible for the quality of teaching and learning in their classrooms. They will:

- Plan and deliver well-sequenced lessons that follow the curriculum intent and meet the needs of all pupils.

- Adapt teaching in response to assessment, ensuring appropriate support and challenge.
  - Establish and maintain a positive classroom climate, rooted in the Belmont Way routines and Deer Values.
  - Create a safe, stimulating learning environment with high-quality displays and well-organised resources.
  - Manage behaviour consistently in line with the school behaviour policy and Character Curriculum.
  - Provide regular, purposeful feedback to pupils and give time for reflection and improvement.
  - Engage actively in professional development, including CPD, coaching and peer observation.
  - Share good practice and collaborate with colleagues to secure whole-school improvement.
  - Fulfil statutory responsibilities including safeguarding, assessment, and reporting to parents.
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### **Teaching Assistants**

Teaching Assistants (TAs) support effective teaching and learning by:

- Working in partnership with teachers to deliver planned learning activities.
  - Supporting individuals and groups in class while encouraging independence.
  - Delivering structured interventions and feeding back to teachers on impact.
  - Helping to create and maintain an orderly, inclusive classroom environment.
  - Promoting positive behaviour and modelling the Belmont Way values.
  - Contributing to assessment by observing and recording pupil progress as directed.
  - Taking part in professional development relevant to their role.
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## **Subject Leaders**

Subject leaders are responsible for the quality of teaching and learning in their subject across the school. They will:

- Articulate a clear vision for their subject aligned with school priorities.
  - Ensure curriculum intent, implementation and impact are clearly defined and understood by staff.
  - Monitor teaching and learning through planning scrutiny, lesson visits, work sampling and pupil voice.
  - Analyse assessment data and use it to identify strengths and priorities for improvement.
  - Support colleagues through modelling, coaching, and sharing resources.
  - Lead subject-specific CPD and disseminate research-informed practice.
  - Evaluate and report on subject standards to SLT and governors.
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## **Senior Leaders**

The Senior Leadership Team (SLT) are responsible for securing high-quality teaching and learning across the school. They will:

- Provide a clear and ambitious vision rooted in the school's motto, Deer Values, and Character Curriculum.
- Ensure the curriculum is broad, balanced and ambitious for all learners.
- Monitor the quality of teaching and learning through systematic evaluation and feedback.
- Provide professional development, coaching and mentoring opportunities for staff at all stages of their careers.
- Allocate resources strategically to support high-quality teaching and learning.
- Promote a culture of high expectations, collaboration and continuous improvement.
- Ensure statutory duties, including safeguarding and assessment, are fully met.
- Report regularly to governors on the quality of education.

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## **Governors**

Governors provide strategic oversight of teaching and learning. They will:

- Monitor and evaluate the impact of the school's teaching and learning strategy.
- Ensure resources are deployed effectively to support curriculum delivery and CPD.
- Hold leaders to account for the quality of education through reports and visits.
- Ensure the teaching and learning policy reflects statutory duties and the school's values.
- Celebrate successes and support the school in addressing areas for development.

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## **Pupils**

Pupils are expected to take responsibility for their learning by:

- Engaging fully in lessons and striving to do their best.
- Following Belmont Way routines such as Fantastic Listening and Being Charming.
- Demonstrating resilience, respect, and responsibility in their learning and relationships.
- Completing homework and independent tasks to the best of their ability.
- Contributing to pupil voice activities and reflecting on their progress.

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## **Parents and Carers**

Parents and carers are vital partners in securing effective teaching and learning. They will:

- Support their child's attendance, punctuality and readiness for learning.
- Encourage positive attitudes to school and uphold the Belmont Way values at home.
- Engage with school communication, workshops, and meetings.
- Support learning at home through reading, homework, and safe online use.

- Share relevant information with school to support their child’s progress and wellbeing.

## Appendix 1 – Teacher Standards

The Belmont Teaching and Learning principles are aligned with the national Teachers’ Standards:

Relationships & Culture → Standards 1, 7, 8

High Expectations & Challenge → Standards 1, 2

Clarity & Explanation → Standards 3, 4

Practice & Participation → Standards 2, 4, 5

Feedback & Reflection → Standards 2, 6

Inclusion & Equality → Standards 5, 7

Character & Community → Standards 1, 8

Professional Growth & Collaboration → Standards 8

## Appendix 2 - Belmont Standard for Teaching

*Every Child Matters. Every Moment Counts.*

At Belmont, high-quality teaching is defined by eight guiding principles. These expectations apply in every classroom, every day.

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### 1. Relationships & Culture

- Build respectful, trusting relationships with pupils.
- Use Belmont Way routines consistently (*Fantastic Listening, Fantastic Walking, Being Charming*).
- Establish calm, purposeful classrooms where every child feels safe to learn.

### 2. High Expectations & Challenge

- Set ambitious goals for all learners.

- Provide appropriate stretch and support through adaptive teaching.
- Promote resilience, effort and growth mindset.

### **3. Clarity & Explanation**

- Share clear learning objectives and success criteria.
- Break down new content into small steps; model and scaffold.
- Teach pupils how to learn, not just what to learn.

### **4. Practice & Participation**

- Engage all pupils through questioning, discussion and practice.
- Use strategies such as *Cold Call* and *No Opt Out* to secure 100% participation.
- Provide opportunities for retrieval practice and long-term memory building.

### **5. Feedback & Reflection**

- Give feedback that is specific, timely and actionable.
- Provide time for pupils to respond and improve.
- Celebrate mistakes as learning opportunities.

### **6. Inclusion & Equality**

- Remove barriers so every child can access the full curriculum.
- Plan for pupils with SEND, EAL and those who are disadvantaged.
- Promote equality, diversity, and representation in all subjects.

### **7. Character & Community**

- Model and nurture virtues from the Belmont Way Character Curriculum.
- Encourage collaboration, respect, and gratitude.
- Connect learning to the wider community and real-world contexts.

### **8. Professional Growth & Collaboration**

- Reflect on practice and engage with feedback.
  - Take part in CPD, coaching and collaborative planning.
  - Share good practice with colleagues to raise standards across the school.
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