**St George's Church of England Infant and Preschool**

# Teaching and Learning Policy

Date adopted: October 2025

Date of review: October 2028

Signed:

Chair of Governors

**Let your Light shine** (Matthew 5v16)

## Our Vision

At St George's Infant and Preschool, our Christian vision "Let your light shine" and "Inspire, Believe, Achieve" are at the heart of all teaching and learning.
With our values of commitment, compassion, courage, community, and love in their hearts, we nurture children to flourish academically, spiritually, socially, and emotionally. Our curriculum gives every child a bright beginning in education. Through nurture, creativity, and purposeful learning, we inspire curiosity, build self-belief and enable all children to achieve their potential.

## The 6 Principles of Nurture

These principles underpin all teaching and learning at St George's, ensuring that our classrooms are safe, inclusive and supportive spaces for every child to grow and thrive.

1. Children's learning is understood developmentally.
2. The classroom offers a safe and secure base.
3. Nurture is central to wellbeing and learning.
4. Language and communication are vital for connection and understanding.
5. All behaviour is communication.
6. Transitions are recognised and supported as significant moments in a child's life.

## Introduction

At St George's, we believe that learning is a lifelong journey for children and adults alike.

We aim for every learning experience to be engaging, inspiring and purposeful, so that each child develops the knowledge, skills and values to flourish both now and in the future.

Through high-quality teaching, we nurture the whole child — fostering curiosity, independence, resilience, and joy in learning. We recognise that teaching and learning are most effective when they are rooted in strong relationships, emotional wellbeing, and a sense of belonging within our caring Christian community.

## Aims and Objectives

Through our teaching and learning, we aim to:

- Inspire children to develop curiosity, creativity, and a love of learning.
- Build self-belief and confidence so every child experiences success.
- Ensure all pupils achieve highly across the curriculum, reaching their full potential.
- Embed spirituality, reflection, and care for creation across all learning.
- Provide a nurturing, inclusive environment where diversity is celebrated and all children feel valued.
- Promote sustainability and responsibility for God's world.
- Develop independence, resilience, collaboration, and perseverance.
- Enable children to understand their locality and role within the wider world.
- Prepare pupils for the next stage of education and for life as kind, compassionate citizens.

## Effective Learning

We believe children learn best when they are:

- motivated, secure and confident;
- active participants in their learning;
- encouraged to take risks, make choices, and reflect on their progress;
- supported by adults who model curiosity and high expectations.

We provide opportunities for learning through a range of experiences, in line with the EYFS Framework and National Curriculum for Key Stage 1, including:

- investigation and problem-solving
- research, enquiry and discussion
- collaborative group and paired work
- independent exploration and reflection
- creative and expressive activities
- use of technology and digital media
- fieldwork and visits within our local community and beyond
- outdoor learning to promote sustainability and connection with nature
- role play, drama and storytelling
- practical, hands-on activities across all subjects

Children are supported to understand how they learn best - developing metacognition, self-reflection, and ownership of their learning journey.

## Effective Teaching

### Inspiring and Nurturing Learning

Teaching at St George's is underpinned by our belief that every child can flourish. We provide a safe, nurturing environment where positive relationships, consistency, and trust support children's emotional and academic development.

### Planning for Progress

Lessons are coherently sequenced, following the EYFS and National Curriculum, and build upon prior knowledge. Our teachers use assessment for learning to adapt teaching and provide responsive support and challenge.

### Active Ingredients of Teaching

Our staff share a consistent approach to effective teaching and learning using our "Active Ingredients" model:

- Reactivate prior knowledge to make learning 'stick'.
- Set a Goal to give clear purpose and direction.
- Explain and Model learning in small, progressive steps.
- Question to check understanding and deepen thinking.
- Scaffold learning, providing support which is gradually removed as independence grows.
- Practice to secure knowledge through guided and independent application.
- Review to connect learning, strengthen memory and celebrate achievement.

### Inclusion

At St George's, inclusion is at the heart of our Christian vision and nurturing ethos. We believe that every child is unique, valued and capable of success. In line with the National Curriculum statement on inclusion, we are committed to setting high expectations for all pupils, ensuring that every child can Inspire, Believe and Achieve.

Our teaching:

- Recognises and celebrates the individuality of every learner.
- Adapts teaching to meet the needs of all pupils, including those who are disadvantaged, have special educational needs and disabilities (SEND), or speak English as an additional language (EAL).
- Removes barriers to learning through high-quality, responsive teaching and a universal design for learning.
- Provides appropriate challenge so that all pupils, including the most able, are stretched and inspired to achieve their best.
- Ensures equality of access to the full curriculum and all school experiences.

- Promotes spiritual, moral, social and cultural development for all children.
- Builds pupils' confidence, self-belief and independence, enabling them to become resilient, reflective learners.

Teachers plan carefully to ensure that disadvantaged pupils and those with additional needs make strong progress, and that gaps in attainment and opportunity are narrowed. We use formative assessment to identify and address barriers swiftly, and we celebrate the achievements of all pupils.

At St George's, inclusion is not simply about access - it is about belonging, nurture, and aspiration. We want every child to let their light shine, knowing they are supported, valued and challenged to reach their full potential.

**The Learning Environment**

Classrooms are calm, purposeful and stimulating spaces that reflect our values and vision. Displays celebrate the learning journey, reinforce key learning whilst promoting language-rich, inclusive classrooms. Outdoor spaces are used to extend learning, promote wellbeing and teach care for the environment.

## The Role of Governors

Governors support and monitor teaching and learning by:

- Championing our Christian vision and nurturing ethos.
- Ensuring resources and environments support effective teaching.
- Monitoring standards, pupil outcomes and curriculum development.
- Reviewing impact through reports, visits, and feedback from pupils and staff.
- Supporting ongoing professional learning and innovation in teaching practice.

## The Role of Parents and Families

We value parents and carers as partners in learning. Together, we help children to flourish by:

- Maintaining open communication about learning and progress.
- Encouraging reading, curiosity, and exploration beyond school.
- Promoting healthy routines and positive attitudes towards learning.
- Sharing in our commitment to nurture, respect and inclusion.
- Celebrating your child's successes achieved at school and at home.

Regular newsletters, workshops, and meetings help families understand how to support their children and strengthen the link between home, school and church.

## Monitoring and Review

Teaching and learning are continuously reviewed through:

- lesson observations and learning walks,
- book looks and pupil voice,
- data analysis and progress reviews,
- professional dialogue and reflective coaching.

The Teaching and Learning Committee and Senior Leadership Team ensure this policy remains aligned with our curriculum vision, school values, and current educational research.