



Teaching and Learning Policy

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
October 2025	All Sections	Full policy review, formatting. Updates from KCSIE (2025)

1. Intent

At Gatehouse School, we believe that teaching and learning should inspire curiosity, independence, and a lifelong love of discovery. We provide a stimulating, inclusive and ambitious education that empowers every child to achieve their personal best.

Our approach is rooted in the **Gatehouse Champion Values** – *Courage, Hard Work, Accountability, Motivation, Perseverance, Independence, Optimism, and Never Give Up*. These values underpin learning behaviours, promote resilience, and nurture well-rounded, kind and confident individuals.

Our aims are to:

- Deliver a broad and balanced curriculum, grounded in the **National Curriculum** and enriched through independent school flexibility, creativity, and opportunity.
- Ensure pupils develop deep, transferable knowledge through well-sequenced learning across EYFS to Year 6.
- Foster self-belief, curiosity, and joy in learning.
- Cultivate collaboration, oracy, and problem-solving skills that prepare pupils for life beyond Gatehouse.
- Promote inclusive education, ensuring all learners, including those with **SEND, EAL**, or high ability, are supported and challenged appropriately.
- Embed spiritual, moral, social and cultural development (SMSC) and British Values across all areas of the curriculum.

We aim for every Gatehouse pupil to leave as an articulate, independent learner who embodies the Champion Values and is ready for the next stage of their education.

2. Implementation

2.1 Curriculum Design and Sequencing

- The curriculum is coherently planned and sequenced to ensure progression in knowledge, skills, and vocabulary across all subjects.
- Subject leaders map vertical and horizontal progression, ensuring continuity and depth.
- Learning builds on prior knowledge through deliberate retrieval practice and spaced repetition.
- Cross-curricular links encourage contextualised learning, creativity, and critical thinking.
- Enrichment opportunities, including trips, performances, and visiting specialists, extend learning beyond the classroom.
- In EYFS, learning follows the **Early Years Foundation Stage Framework**, supporting a smooth transition into Key Stage 1.

2.2 The Learning Environment

- Classrooms are safe, purposeful, and inclusive spaces designed to promote curiosity, independence, and collaboration.
- Displays celebrate achievement, reinforce key vocabulary, and support retrieval.
- Classrooms are organised to maximise engagement and accessibility, with clear routines and high expectations.
- Mutual respect, kindness, and active participation are modelled and expected at all times.

2.3 Effective Teaching

Teaching at Gatehouse School is founded on high expectations, expert subject knowledge, and evidence-informed pedagogy. Lessons are engaging, purposeful, and sequenced to enable pupils to know more, remember more, and do more.

Effective teaching at Gatehouse ensures that:

- Each lesson has a clear purpose and progression, with learning objectives and success criteria shared and reviewed.
- Teachers use **Rosenshine's Principles of Instruction** and **EEF guidance** to structure learning – reviewing prior knowledge, modelling, guided practice, and independent application.
- **Questioning** challenges thinking, checks understanding, and promotes curiosity.
- **Formative assessment** is continuous, enabling teachers to adapt instruction and address misconceptions quickly.
- **Retrieval practice** and **spaced learning** reinforce long-term retention of key knowledge.
- **Feedback** is timely, specific, and moves learning forward, following the principles set out in the **Marking and Feedback Policy**.
- **Adaptive teaching** ensures lessons are accessible and ambitious for all learners, including those with additional needs or high ability.
- Learning support assistants and specialist teachers collaborate closely with class teachers to ensure effective inclusion.
- Teachers create a positive climate for learning where mistakes are valued, effort is praised, and perseverance is celebrated.
- Lesson time is used efficiently, with transitions managed smoothly to maximise learning.

Teachers reflect regularly on their practice, engage in professional development, and share effective strategies to maintain the highest standards of teaching.

2.4 Assessment, Feedback and Marking

- Assessment is continuous, purposeful and supports progression.
- Teachers use formative and summative assessment to identify strengths, gaps, and next steps.

- Feedback helps pupils understand how to improve and celebrate their achievements.
- Assessment data is reviewed termly by teachers and subject leaders to inform planning and intervention.
- Marking and feedback follow the **Marking and Feedback Policy**, ensuring clarity, consistency, and pupil response.
- Pupils engage in self and peer assessment to develop reflection, metacognition, and ownership of learning.

2.5 Homework and Independent Study

Homework reinforces classroom learning, supports retrieval, and develops pupils' independence and self-regulation. It is designed to consolidate, extend, or prepare for learning in school.

All pupils are expected to **read every night and practise spellings regularly throughout the week** as part of their homework routine. Tasks are planned to be purposeful, balanced, and age-appropriate.

Expectations by phase and year group:

- **EYFS:** Reading, phonics, and family-based learning activities.
- **Year 1:** Daily reading and spelling practice, plus two pieces of maths homework, one piece of English homework and one piece of topic homework each week.
- **Year 2:** Daily reading and spelling practice, plus two pieces of maths homework, two pieces of English homework, one piece of science homework, and one piece of humanities homework each week.
- **Year 3:** Approximately 30 minutes of homework per night.
- **Year 4:** Approximately 40 minutes of homework per night.
- **Year 5:** Approximately 50 minutes of homework per night.
- **Year 6:** Approximately 1 hour of homework per night, including 11-plus entrance-exam papers during the autumn term as an additional piece of homework to support secondary transition.

Homework may be set via **Google Classroom, Mathletics, Atom Learning** or similar platforms, with feedback provided digitally or in class.

Parents are encouraged to help establish positive study routines, ensure a suitable space for learning, and communicate with teachers if concerns or difficulties arise.

2.6 Inclusion and Adaptive Teaching

- All pupils have the right to a high-quality education that meets their individual needs.
- Teachers plan lessons that differentiate appropriately to support pupils with **SEND, EAL**, or additional learning needs.
- The SENCO ensures provision is matched to individual profiles and monitored for impact.
- Challenge and extension activities are planned for **most-able** pupils.

- Adaptations are made to resources, language, and pace to ensure equity of access.

2.7 Digital Learning and Online Safety

- Technology is used to enhance learning, collaboration, and creativity across the curriculum.
- Pupils develop digital literacy and understand how to use devices safely and responsibly.
- Teaching follows the **Computing Policy**, **Online Safety Policy**, and **Cyber Security Policy**.
- Staff model responsible use of technology and uphold the **Acceptable Use Agreements** for staff and pupils.
- Online platforms are used in compliance with **UK GDPR** and safeguarding guidance.

2.8 Professional Development and Collaboration

- Teachers engage in continuous professional development (CPD) aligned to school improvement priorities.
- Lesson observations, coaching, and peer review are used to share best practice.
- Collaborative planning promotes curriculum consistency and progression across phases.
- Staff development links directly to the **Teachers' Standards** and professional growth.

2.9 Effective Learning

Effective learning is the active process through which pupils acquire, connect, and apply knowledge, skills and understanding. At Gatehouse, learning is characterised by curiosity, independence, resilience, and reflection — all rooted in the **Champion Values**.

Pupils learn best when they:

- Understand what they are learning and why it matters.
- Make links to prior knowledge and can explain their thinking.
- Take ownership of their learning and reflect on their progress.
- Collaborate effectively, listening and responding to others.
- Use feedback constructively to improve future work.
- Persevere with challenging tasks, seeing mistakes as part of learning.

Teachers promote metacognition and self-regulation through explicit teaching of learning behaviours, helping pupils develop strategies to plan, monitor and evaluate their learning.

At Gatehouse, pupils are offered opportunities to learn in different ways, using a range of tools, resources, and methods to support diverse learning preferences and to demonstrate understanding through varied outcomes.

Learning experiences are planned to engage every learner and to develop collaboration, creativity and independence. These include:

- **Paired and group work** to develop communication, teamwork, and oracy;
- **Independent study and reflection** to encourage ownership and self-regulation;
- **Use of technology and digital tools** to research, create, and present learning in innovative ways;
- **Fieldwork and educational visits** that extend learning beyond the classroom and provide real-world context;
- **Research and problem-solving tasks** that build enquiry, reasoning, and critical thinking;
- **Creative activities** such as art, music, design, and drama to promote expression and imagination;
- **Debates, role plays and oral presentations** to develop confidence and persuasive communication;
- **Practical investigation and experimentation** across science, design and cross-curricular themes;
- **Participation in athletics and physical activity** to foster teamwork, wellbeing, and perseverance.

These varied approaches ensure that every child can access, apply, and share knowledge in meaningful and enjoyable ways, reinforcing our belief that learning should be dynamic, inclusive, and inspiring.

2.10 Enrichment, Intervention and Challenge

At Gatehouse School, teaching and learning extend beyond the classroom through purposeful enrichment, targeted intervention, and provision for high-ability learners. We are committed to ensuring every pupil is both supported and challenged to achieve their personal best.

Enrichment

- Enrichment opportunities are embedded throughout the curriculum and across all year groups, enhancing knowledge, creativity, and cultural capital.
- Subject Leaders plan and review enrichment experiences such as trips, visiting speakers, workshops, themed days, performances and clubs that deepen understanding and bring learning to life.
- Pupils demonstrating particular strengths are invited to take part in additional challenge events and opportunities, such as Able Writers' Workshops, competitions, academic projects and leadership roles within school life.
- SLT in collaboration with Subject Leaders, ensure that enrichment remains purposeful, inclusive and aligned with curriculum intent.

Intervention

- Early identification of additional needs is central to Gatehouse's inclusive approach. Class teachers use formative assessment to highlight pupils requiring targeted support or extension.

- The SENCo works closely with the Deputy Head and class teachers to design and monitor interventions that are additional to or different from the usual classroom provision.
- Interventions may involve small-group or one-to-one support, precision teaching, pre-teaching, or structured catch-up programmes.
- Each intervention is planned, implemented, and reviewed for impact, ensuring that pupils make measurable academic and emotional progress.

Able, Gifted and Talented Provision

- Gatehouse School values high achievement and nurtures potential through carefully planned challenge and enrichment.
- The SENCo, working alongside the Deputy Head and Nurture Teacher, maintains and reviews the Able & Gifted Register, ensuring provision reflects pupils' evolving strengths.
- Teachers design differentiated and open-ended tasks that promote higher-order thinking, problem-solving and creativity.
- Identified pupils may participate in nurture-group sessions, subject-specific extension projects, or advanced mentoring with specialist teachers.
- The wellbeing of able and gifted pupils is carefully monitored to ensure challenge remains balanced and that success is celebrated across all areas of school life.

2.11 Roles and Responsibilities in Teaching and Learning

High-quality teaching and learning are the collective responsibility of all staff. Every member of the Gatehouse community plays a vital role in ensuring pupils make strong academic and personal progress.

Headteacher

- Provides strategic leadership and ensures that the quality of education meets the highest standards.
- Oversees the implementation of this policy and reports to Governors on its impact.

Director of Studies

- Lead the development, monitoring and evaluation of teaching and learning across the school.
- Works with Subject Leaders, the SENCo and staff to ensure consistency, challenge and inclusion.
- Coordinates enrichment and intervention programmes to support continuous improvement.
- Provide strategic leadership and ensure that the quality of education remains consistently high across all phases.

SLT

The Senior Leadership Team, alongside the Head and Deputy Head of EYFS and the Heads of Key Stage 1 and 2, support teaching and learning through a programme of monitoring, review, data analysis, and ongoing CPD and reflection.

Together, they will:

- Monitor teaching and learning through lesson observations, learning walks, book looks, pupil conferencing and analysis of assessment data, maintaining a clear focus on impact and pupil outcomes.
- Review curriculum intent, implementation and impact with Subject Leaders each term to ensure coherence, continuity and progression from EYFS to Year 6.
- Analyse assessment outcomes to identify strengths, trends and areas for development, ensuring that appropriate interventions and enrichment opportunities are implemented.
- Lead professional dialogue with staff to celebrate good practice, provide constructive feedback, and identify development needs.
- Oversee the quality of Early Years provision, ensuring EYFS practice reflects the principles of play, exploration, active learning and creativity, and provides a smooth transition into Key Stage 1.
- Report findings to the Governing Body and ensure professional development priorities align with the School Improvement Plan and long-term strategic goals.

SENCo

- Ensures inclusive and adaptive teaching for pupils with additional needs and those who are able, gifted or talented.
- Coordinates support, intervention and enrichment alongside teachers and the Nurture Teacher.
- Monitors provision and evaluates the impact of support strategies.

Subject Leaders

- Lead the intent, implementation and impact of their curriculum area.
- Map progression, monitor standards and ensure curriculum coherence across year groups.
- Support colleagues in improving subject knowledge and pedagogy through collaboration and professional development.

Class and Specialist Teachers

- Deliver high-quality, well-sequenced lessons based on clear learning objectives and success criteria.
- Use assessment to inform planning, address misconceptions and provide timely feedback.
- Adapt teaching to meet diverse needs and maintain high expectations for all learners.
- Create positive classroom environments where the Champion Values are lived and modelled.

Teaching Assistants and Support Staff

- Work collaboratively with teachers to enhance learning, provide targeted support and promote independence.
- Participate in ongoing professional development to strengthen classroom practice.

Pupils

- Take responsibility for their learning, demonstrating curiosity, resilience and respect.
- Engage actively in lessons, feedback and reflection to achieve their personal best.

Governors

- Hold the Headteacher and Senior Leadership Team to account for the quality of education.
- Ensure that teaching and learning policies, curriculum provision and resources meet statutory and independent-school standards.

3. Impact

The impact of high-quality teaching and learning at Gatehouse is evident when:

- Pupils demonstrate secure knowledge, understanding, and skills appropriate to their stage.
- Work in books and across subjects reflects pride, progress, and challenge.
- Pupil voice shows enthusiasm, confidence, and engagement in learning.
- Children apply the **Champion Values** in their attitudes, resilience, and relationships.
- Data and teacher assessment show sustained progress over time.
- Parents recognise and support their child's growth as confident, capable learners.

Evaluation of impact includes lesson visits, work scrutiny, assessment data, and pupil feedback to ensure continuous improvement.

4. Monitoring and Review

- The **Headteacher** and **Senior Leadership Team** monitor teaching and learning through observations, planning reviews, book looks, and pupil conferencing.
- **Subject Leaders** evaluate curriculum implementation and pupil outcomes, reporting termly to SLT.
- The **Headteacher** reports to **Governors** annually on the quality of education and pupil progress.
- This policy is reviewed annually, or sooner if required by new guidance or legislation.

Appendix: Linked Policies and Guidance

Internal Gatehouse Policies

- Curriculum Policy
- Assessment Policy
- Marking and Feedback Policy
- Positive Behaviour Policy
- SEND and Inclusion Policy
- EAL Policy
- Online Safety Policy
- Computing Policy
- Cyber Security Policy
- Staff Code of Conduct
- Home–School Agreement
- Equal Opportunities Policy
- Remote Education Policy

External Frameworks and Guidance

- Education Inspection Framework (Ofsted, 2024)
- ISI Framework for Inspection (2025)
- National Curriculum in England (DfE, 2014, as amended)
- Early Years Foundation Stage Framework (DfE, 2024)
- Teachers' Standards (DfE, 2021)
- Special Educational Needs and Disabilities Code of Practice (DfE, 2015)
- Keeping Children Safe in Education (DfE, 2025)
- Education (Independent School Standards) Regulations (DfE, 2014, as amended)