

Sunning Hill Primary School



Teaching and Learning Policy 2025

Linked Documents: National Curriculum 2014, Assessment Policy, SEND Policy.

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Teaching and Learning Policy

Building a Bright Future Together

At Sunning Hill Primary, we instil self-belief and promote independence that allows children to become aspirational and committed, life-long learners. Our journey together provides our children with opportunities to learn and grow and encourages them to be curious about the world. Our children are encouraged to take responsibility for themselves, show resilience and be proud of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are happy, kind, charitable and respectful. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take risks and learn from their mistakes. These foundations provide a strong base for building a bright future together ensuring equality for all.

Teaching and Learning

Learning is the dynamic process of gaining new knowledge and skills. Children make progress when they can understand and recall what they have been taught.

All teaching staff are expected to understand how long-term memory works and to apply strategies that support it. Our teaching and learning approach is primarily based on Rosenshine's Principles in Action by Tom Sherrington, which provides the foundation for this policy.

This policy aims to:

- Ensure that every lesson provides high-quality learning experiences, enabling children to remember the intended curriculum,
- Embed a shared set of effective teaching principles across the school,
- Maintain consistency in teaching and learning across all classes and subjects,
- Support new staff with our standards and expectations.

Curriculum

All teachers are provided with essential documents for each subject:

- An overview of the units taught across the school,
- Key learning objectives, organised progressively across the unit with a balance of substantive and disciplinary knowledge that children are expected to know, remember and apply,
- New learning broken down into smaller steps and sequenced into lessons,
- Essential previous knowledge that must be recapped in the unit,
- Key vocabulary essential to their understanding of the unit,
- End points, to support end of unit teacher assessment,
- Subject policies.

Curriculum Policy

Sunning Hill Bespoke Curriculum Documents	Schemes*	
Subject	Subject	Chosen Scheme
History	Reading, Writing and Spelling	Pathways
Geography	Phonics	Little Wandle
Art	R.E	Bolton SACRE
DT	Music	Bolton Music Service
PSHE	Maths	White Rose
	Science	White Rose
	MFL	Language Angels
	Computing	Bolton Schools ICT Computing Toolkit
	P.E	Get Set 4 Eductaion
	Handwriting	Schofield and Sims WriteWell

*Schemes are adapted to meet the needs of the class and are a basis for teaching the subjects outlined above.

Features of effective teaching and learning and assessment

At Sunning Hill, we are committed to adopting research-informed approaches to teaching and learning in order to ensure the highest standards of education. We place a strong emphasis on the professional development of our staff, with ongoing CPD focused on continually refining and improving the delivery of the curriculum across all subject areas.

The use of effective formative assessment is central to our practice. This ongoing process enables teachers to monitor pupils' progress in real time, identify individual needs, provide targeted support or additional challenge where appropriate, evaluate the impact of their teaching and plan subsequent lessons with precision and purpose.

To help the children remember key knowledge and to support assessment, a wide range of teaching strategies are used and include:

1. **Rosenshine's Principles in Action** – 'say it again better', 'process questions' and 'check for understanding'
2. **Retrieval practice opportunities:** quizzes (Kahoot), memory models and flashback photos
3. **Cognitive overload** is avoided
4. **Time** for children to practice new skills

5. Children receiving regular, clear **feedback** to inform next steps
6. **End of unit assessments** - 'Show me what you know'
7. Hand actions linked for unit specific vocabulary
8. **Knowledge organisers**, which include essential, unit-specific knowledge
9. Memorable **first-hand experiences** (trips, visitors, in-house experiences)
10. An array of **access strategies** to support all learners including a dyslexia-friendly approach to all learning.

Summative Assessment

Effective summative assessment within the school serves several key purposes:

- **For school leaders:** It provides the information needed to monitor the performance of pupil cohorts, identify where additional interventions may be necessary, and work collaboratively with teachers to ensure all pupils are supported to make strong progress and reach expected levels of attainment.
- **For teachers:** It allows them to evaluate pupils' learning at the end of a unit, reflect on the impact of their teaching, and adapt future planning accordingly.
- **For parents and carers:** It enables the school to provide clear, accurate reports on children's achievement, progress, and wider outcomes over time.

At Sunning Hill, summative assessment judgements are informed by a combination of termly assessments and ongoing formative assessment. Pupil progress data is systematically collected and analysed each term to inform next steps at both individual and whole-school levels.

Nationally Standardised Summative Assessments

The school also participates in all required national assessments, including:

- The Early Years Foundation Stage (EYFS) profile at the end of Reception.
- The Phonics Screening Check in Year 1.
- The Year 4 Multiplication Tables Check.
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6).

Monitoring

Monitoring teaching and learning at Sunning Hill takes a variety of forms, including (but not limited to): learning walks, lesson observations, book scrutiny, pupil progress meetings, pupil voice feedback, contributions from our Junior Leadership Team and subject leader meetings.

The insights gained from these activities are used to provide targeted support for individual pupils and classes and to inform whole-school development priorities.