



Bentham Community Primary School

Teaching, Learning and Inclusion Policy

Our Vision, Principles and Culture of Learning

1. Introduction

Bentham Community Primary School is committed to providing an ambitious, inclusive and inspiring education for every child from our **Two-Year-Old Provision** through to the end of **Year 6**.

We believe that excellent teaching transforms lives. It enables children to acquire knowledge, develop skills, discover talents, build confidence and become thoughtful, compassionate members of society.

Our approach to teaching and learning is rooted in the belief that every child deserves to experience success within a safe, nurturing and intellectually stimulating environment. We are committed to ensuring that all children, regardless of background, need or starting point, receive an education that prepares them well for the next stage of learning and for life beyond Bentham.

This policy establishes a shared understanding of what high-quality teaching and learning looks like at Bentham Community Primary School. It provides a consistent framework for all adults who work with children whilst recognising that effective teaching is responsive, reflective and rooted in professional expertise.

2. Our Vision

At Bentham Community Primary School, we believe:

Every child belongs. Every child can learn. Every child can flourish.

Our school is a place where children are known, valued and encouraged to become confident, curious and resilient learners.

We believe that:

- learning should inspire curiosity and creativity
- high expectations should be matched by high levels of support
- inclusion is achieved through excellent teaching
- every interaction is an opportunity for learning
- relationships underpin successful learning
- children should develop both academically and personally
- education should enable children to become kind, responsible and independent members of society.

Our curriculum and teaching enable children to become knowledgeable, articulate and confident learners who understand both their local community and the wider world.

3. Our School Values

Everything we do is underpinned by our shared values.

We encourage every member of our community to:

- **Be Proud**
- **Be Yourself**
- **Be Together**
- **Be Friendly**
- **Be Strong**
- **Be Bentham**

These values are not taught in isolation but are woven throughout daily school life.

They shape:

- how we teach
- how we learn
- how we treat one another
- how we overcome challenge
- how we celebrate success
- how we contribute to our community.

Every adult models these values through their interactions with children and colleagues.

4. Aims

Through excellent teaching we aim to ensure every child:

- achieves highly across the curriculum
- develops a love of learning
- becomes increasingly independent
- feels safe, valued and respected
- develops confidence and resilience

- communicates effectively
- demonstrates curiosity about the world
- understands the importance of kindness and respect
- is well prepared for the next stage of education.

We also aim to:

- provide consistently high-quality teaching
- remove barriers to learning
- create inclusive classrooms where everyone belongs
- develop confident professionals through continual learning
- build strong partnerships with families.

5. Our Philosophy of Learning

Learning is a lifelong process.

Children learn best when they:

- feel emotionally secure
- know that adults believe in them
- experience success
- understand what they are learning
- are challenged appropriately
- receive clear explanations
- have opportunities to practise and apply new learning
- receive timely feedback
- are encouraged to think deeply
- make mistakes without fear.

At Bentham we understand that learning is not simply the completion of activities.

Learning occurs when children:

- know more
- remember more
- understand more
- make meaningful connections
- apply learning independently.

Teaching therefore focuses on building secure knowledge over time rather than simply covering curriculum content.

6. Inclusion

Inclusion is central to everything we do.

Every child has the right to experience success.

Every teacher—and indeed every adult working within our school—is responsible for ensuring that all children can access ambitious learning.

We recognise that children arrive with differing experiences, strengths and needs.

Rather than lowering expectations, we remove barriers.

This means we:

- adapt teaching
- provide appropriate scaffolding
- make reasonable adjustments
- develop independence
- work collaboratively with families
- use specialist expertise where appropriate.

Our inclusive approach reflects the belief that diversity strengthens our community.

Children should see themselves reflected positively within our curriculum, classrooms and school environment.

7. The Bentham Learning Journey

Learning begins long before formal schooling.

From our Two-Year-Old Provision onwards, we carefully nurture children's curiosity, communication, confidence and independence.

As children move through school they develop progressively:

Ages 2–3

Children learn through:

- secure relationships
- play
- exploration
- language-rich interactions
- routines
- sensory experiences.

Adults carefully extend children's thinking through meaningful conversations and responsive interactions.

Nursery

Children continue developing:

- communication
- self-regulation
- physical development
- independence
- early literacy
- mathematical understanding
- curiosity.

Learning is carefully balanced between child-initiated exploration and adult-led teaching.

Reception

Children build secure foundations for future learning through:

- systematic phonics
- language development
- purposeful play
- carefully planned direct teaching
- high-quality interactions
- sustained shared thinking.

Key Stage One

Children begin to develop increasing independence whilst building secure knowledge across the curriculum.

Teaching includes:

- explicit instruction
- modelling
- guided practice
- retrieval
- carefully sequenced learning.

Key Stage Two

Children deepen understanding through increasingly challenging learning.

They become:

- reflective learners
- effective communicators
- independent thinkers
- resilient problem-solvers
- responsible members of the school community.

Throughout every stage, learning builds progressively towards the knowledge, skills and attitudes children need for secondary education and beyond.

8. High Expectations

At Bentham Community Primary School, high expectations are non-negotiable. We believe that children generally rise to the expectations adults have of them.

High expectations apply equally to:

- behaviour
- effort
- participation
- presentation
- attendance
- achievement
- relationships.

Children are encouraged to embrace challenge and understand that learning often involves struggle, reflection and perseverance.

Adults provide support without reducing ambition.

9. Learning Environment

Every learning environment should be calm, purposeful and welcoming.

Children should feel:

- safe
- valued
- respected
- challenged
- inspired.

Effective classrooms include:

- consistent routines
- language-rich displays
- working walls that support current learning
- accessible resources
- books celebrating diversity
- opportunities for independence
- celebration of achievement.

Displays support learning rather than simply decorate classrooms.

The environment reflects children's learning whilst promoting curiosity and pride.

10. Behaviour for Learning

Outstanding learning depends upon positive relationships and consistent expectations. Our Behaviour Policy underpins every classroom.

Adults:

- explicitly teach routines
- model respectful behaviour
- build trusting relationships
- celebrate positive choices
- use restorative approaches where appropriate.

Children understand that everyone has the right to learn. Behaviour is viewed through an inclusive lens. Where behaviour reflects unmet need, adults seek to understand and support whilst maintaining high expectations.

11. Quality First Teaching

Quality First Teaching is the most important factor in improving outcomes for all children.

Every lesson should be:

- ambitious
- inclusive
- carefully sequenced
- responsive
- engaging
- appropriately challenging.

Effective teaching includes:

- secure subject knowledge
- clear explanations
- effective modelling
- purposeful questioning
- adaptive teaching
- regular retrieval practice
- responsive assessment
- opportunities for independent application.

Teachers understand that successful learning is built over time through carefully planned curriculum sequences.

12. Every Adult is a Teacher

Teaching and learning are the responsibility of the whole school community.

Although teachers hold overall responsibility for learning, every adult contributes to children's success.

Teachers

Teachers:

- plan ambitious learning
- establish positive relationships
- assess understanding
- adapt teaching
- provide effective feedback
- work collaboratively with families.

Nursery Practitioners and Early Years Practitioners

Practitioners create nurturing environments where children develop through high-quality interactions, purposeful play and carefully planned experiences.

They understand that every routine—including snack time, outdoor play and personal care—is a valuable opportunity for communication, independence and learning.

Teaching Assistants and HLTAs

Support staff are integral members of our teaching team.

They:

- reinforce teacher explanations
- promote independence
- provide carefully planned support
- contribute observations
- deliver agreed interventions
- encourage pupils to think for themselves.

Support is carefully designed to develop independence rather than dependence.

The class teacher always remains responsible for every child's learning and progress.

Leaders

Leaders create the conditions in which excellent teaching flourishes.

They:

- model effective practice

- provide professional development
- support staff through coaching
- monitor quality
- celebrate excellent practice
- ensure inclusion remains central to school improvement.

13. Working in Partnership with Parents

Parents and carers are children's first educators. Strong partnerships between home and school significantly improve outcomes.

We work collaboratively with families by:

- sharing children's achievements
- communicating regularly
- providing guidance for supporting learning at home
- listening carefully to parental views
- celebrating success together.

Parents are encouraged to play an active role throughout their child's learning journey.

14. Professional Culture

Bentham Community Primary School is a learning organisation. We believe adults should continue learning throughout their careers.

Professional development is:

- collaborative
- evidence informed
- reflective
- practical
- continuous.

All staff are encouraged to:

- engage with research
- share expertise
- reflect upon practice
- learn from one another
- embrace innovation
- continually improve outcomes for children.

Teaching improves through collaboration rather than compliance. Leaders foster a culture of trust, professional dialogue and continual improvement.

15. Monitoring and Review

The quality of teaching and learning is monitored through a range of evidence including:

- lesson visits
- learning walks
- professional dialogue
- book scrutiny
- curriculum monitoring
- pupil voice
- assessment information
- staff reflection.

Monitoring is developmental rather than judgemental. Its purpose is to improve outcomes for children through supportive professional dialogue and continual refinement of practice.

This policy will be reviewed annually or sooner where changes in legislation or guidance require amendment.

Reviewed and Updated September 2026