Eaton House Belgravia

Teaching and Learning Policy

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Introduction

At Eaton House Belgravia, we are committed to cultivating a vibrant learning environment where children from Nursery to Year 3 are encouraged to become confident, independent, and enthusiastic learners. We believe that learning is a lifelong process and that every child should experience joy and curiosity in their educational journey.

Our approach to teaching and learning is rooted in the understanding that children learn best when they feel safe, supported, and challenged. High-quality teaching and a carefully sequenced curriculum provide pupils with the knowledge, skills, and attitudes they need to succeed both academically and personally.

We place equal value on academic achievement, personal development, and creativity. Our curriculum is delivered in a nurturing environment that reflects our values of kindness, ambition, and individuality, helping children develop into respectful, resilient, and thoughtful individuals.

Through excellent teaching practices, consistent expectations, and meaningful assessment, we aim to ensure that every pupil makes strong progress and reaches their full potential. This policy outlines our shared vision for effective teaching and learning at Eaton House Belgravia, providing a framework for consistency, ambition, and reflection across all year groups and subjects.

We are committed to ensuring that all pupils:

- Develop into confident, independent, and reflective learners, well-prepared for the next stage of education.
- Gain secure knowledge, understanding, and skills across all areas of the curriculum.
- Build positive self-esteem and develop meaningful relationships with peers and adults.
- Show respect for others' feelings, beliefs, cultures, and backgrounds.
- Grow into responsible, compassionate citizens who understand and value their place in the community.
- Embrace challenge, demonstrate resilience, and develop adaptable learning habits.
- Engage with high expectations, inclusive practices, and a secure sense of belonging.
- Are supported to achieve their personal best—academically, socially, emotionally, and creatively.

Our guiding principles are rooted in kindness, ambition, and individuality. We aim to foster a love of learning while nurturing character, empathy, and a sense of responsibility—ensuring all pupils thrive in a safe and stimulating environment that celebrates who they are and who they can become.

What Makes Effective Learning?

We recognise that children learn in different ways and at different paces. Effective learning happens when pupils are engaged, motivated, and feel secure in their environment. We aim to provide a rich, stimulating atmosphere in which every child can flourish, and where curiosity, challenge, and enjoyment are at the heart of the learning experience.

We believe that effective learning is supported by:

- A calm, positive, and inclusive environment where all pupils feel safe, respected, and valued.
- Clear learning intentions and success criteria shared with pupils, helping them understand what they are learning and why it matters.
- Regular opportunities to connect new learning to prior knowledge, ensuring that learning builds securely over time.
- A balance of independent, paired, group, and whole-class tasks that promote collaboration and discussion.
- Active learning experiences, including problem-solving, exploration, research, and practical application.
- Time for reflection, self-assessment, and peer feedback, helping pupils develop metacognitive awareness and ownership of their learning.
- Encouragement to ask questions, take risks, and learn from mistakes as part of the process.

Teachers support effective learning by planning lessons that use adaptive teaching approaches—scaffolding, questioning, modelling, and varied strategies that enable all pupils, including those with SEND and EAL, to make progress. Tasks are pitched with ambition, ensuring appropriate support for those who need it and meaningful challenge for higher attainers.

Pupils are also encouraged to reflect on how they learn best, identify strategies that support their thinking, and take increasing responsibility for their progress. In doing so, we aim to develop resilient, curious learners who are confident in their ability to grow.

Ensuring Progress and Continuity in Teaching and Learning

Curriculum Planning and Sequencing

Teachers use carefully constructed long-, medium-, and short-term planning to ensure learning builds sequentially over time. Planning is informed by curriculum maps, subject progression frameworks, and assessment outcomes. Objectives are selected to promote depth, challenge, and relevance across year groups. The Deputy Head, Heads of Year, Class Teachers, and Subject Leads (e.g. French, Music, PE, Art, Drama, Forest School) review coverage and progression annually to maintain continuity and consistency.

Planning also identifies meaningful, age-appropriate opportunities to actively promote the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. Teaching and resources present issues in a balanced and appropriate way and must not undermine these values.

Transition and Pupil Handover

Transitions between year groups are supported through formal handovers in the summer term, where teachers share attainment data, support needs, and individual learning profiles. EYFS to Key Stage 1 transition is carefully managed to ensure continuity in expectations, pedagogy, and emotional support. These processes ensure that each child's learning journey remains smooth and responsive.

Consistency in Teaching Practice

All teachers follow agreed approaches to lesson structure and behaviour expectations. Planning reflects whole-school priorities, including curriculum balance, **adaptive teaching**, and the development of independent learning skills. Parallel year group planning meetings promote cohesion and consistency, particularly in the core subjects of English, Mathematics, and Science.

Supporting All Learners

Teaching is **adaptive and inclusive**, ensuring that all pupils can access the curriculum and achieve success. Lessons are scaffolded through questioning, modelling, practical resources, and flexible groupings to support and stretch pupils according to their needs. Regular pupil progress meetings review assessment data, monitor interventions, and evaluate their impact. Where additional support is needed, staff collaborate with the SENCo and, where appropriate, external professionals to provide effective, targeted strategies.

Monitoring and Feedback Loops

The quality and consistency of teaching are monitored through work scrutiny, lesson observations, and learning walks carried out by the Deputy Head and supported by Heads of Year and Subject Leads. Findings are shared in staff meetings and feed directly into feedback, curriculum refinement, and professional development planning. **Pupil voice** is actively gathered to ensure that teaching and learning remain engaging, inclusive, and responsive to children's needs.

Characteristics of Effective Teaching

High-quality teaching that inspires, challenges, and nurtures every child from Nursery to Year 3 is central to the school's approach. Effective teaching is underpinned by the values of kindness, ambition, and individuality.

All teachers are appropriately qualified and given generous non-contact time to support high-quality planning, feedback, and professional development. Classroom assistants are deployed strategically to enhance learning and support pupils' wellbeing, contributing to a collaborative and responsive learning environment.

Teaching is purposeful and inclusive. Teachers set high expectations for all learners, building on each child's existing skills, knowledge, and understanding. Lessons are planned with clear learning objectives and delivered through **adaptive teaching**, ensuring every pupil is both supported and challenged. Where children require additional support, an Individual Learning Plan (ILP) may be created in collaboration with the Head and SENCo to tailor provision and secure progress.

Teachers regularly assess pupils' progress, using both formative and summative assessment to inform planning and provide next steps. Timely interventions are used to address misconceptions and extend learning.

Positive relationships are central to effective teaching. Staff foster a classroom climate of mutual respect, care, and consistency. Behaviour expectations are clear, with pupils involved in shaping class rules that promote responsibility and inclusion. Praise, encouragement, and House Points are used to motivate pupils and nurture positive attitudes towards learning.

Classrooms are vibrant, well-organised spaces that celebrate achievement and reinforce current learning. Displays are regularly updated and serve both a celebratory and instructional purpose, supporting independence and engagement.

Educational visits and outdoor learning opportunities are carefully planned with both safety and enrichment in mind. All visits are subject to thorough risk assessment, with permissions obtained in line with school policy.

Teaching assistants are deployed flexibly to support individuals and small groups, prepare resources, and enhance access to the curriculum.

Teachers are encouraged to reflect on their practice and engage in ongoing professional development. Regular appraisals help identify strengths and areas for growth, ensuring a shared commitment to continuous improvement.

Above all, teaching at Eaton House Belgravia takes place in an atmosphere of trust, warmth, and high aspiration—ensuring that every child achieves their best and develops confidence in their own abilities.

Pupil Voice in Teaching and Learning

Definition

Pupil voice refers to the meaningful involvement of pupils in their own learning. It gives children opportunities to share their ideas, reflect on their progress, and influence classroom practice. Even in the earliest years of school, pupils can express what they know, what they enjoy, and what helps them learn best. By embedding pupil voice in lessons, teachers encourage independence, curiosity, and ownership of learning, while gathering valuable feedback to adapt teaching.

Application in Teaching and Learning (Kindergarten–Year 3)
Pupil voice is developed gradually across the early years and lower Key Stage 2, using age-appropriate strategies that blend oral, visual, and practical methods. Teachers select approaches suited to the developmental stage of the class.

1. KWL Grids (Know–Want to know–Learned)

- **Younger pupils (KG–Y1)**: Completed as a whole-class chart with teacher scribing or pupils contributing through drawings or oral responses.

- **Older pupils (Y2–Y3)**: Pupils may complete grids independently or in small groups, recording their own ideas in words or pictures.
- **Purpose**: Captures prior knowledge, encourages curiosity, and provides a reflective end-point.

Example: Before a topic on animals, KG–Y1 pupils share ideas orally while the teacher writes them onto a class poster. Y3 pupils complete their own grids, noting what they already know about habitats and what they want to discover.

2. Exit Tickets

- **Younger pupils**: Responses given through smiley/sad faces, thumbs up/thumbs down, or drawing one thing they learned.
- **Older pupils**: Write a short response on a slip of paper or mini whiteboard, answering a prompt such as "One new thing I learned today…"
- **Purpose**: Provides the teacher with a quick snapshot of understanding to inform the next lesson.

Example: At the end of a Maths lesson, Y1 pupils circle a smiley face if they feel confident about subtraction, while Y3 pupils complete a short calculation as an exit ticket.

3. Plenaries

- **All ages**: Used to recap learning and highlight progress, with outcomes feeding directly into the planning of subsequent lessons.
- **Younger pupils**: Whole-class recap games, songs, or choosing a "learning hero of the day."
- **Older pupils**: Mini quizzes, "think–pair–share," or summarising what they learned in their own words.
- **Purpose**: Consolidates learning and gives the teacher diagnostic insight to guide the next session.

Example: After a Science lesson, Y1 pupils take turns sharing one thing they discovered. In Y3, pupils write one question they still have, which the teacher uses as a springboard for the following lesson.

4. Wonder Wall

- **Younger pupils**: Teacher records children's oral questions on sticky notes or invites them to draw what they are curious about.
- **Older pupils**: Pupils independently write or draw their questions on slips of paper and post them to the Wonder Wall.
- **Purpose**: Encourages inquiry-led learning and shows pupils that curiosity drives classroom exploration.

Example: In Y2, pupils write questions like "How do clouds move?" which are displayed and revisited during the Weather topic.

5. Self-Assessment

- **Younger pupils**: Visual tools such as traffic-light cups, coloured pencils, or happy/sad faces to show how confident they feel.
- **Older pupils**: Checklists, sentence stems ("I am proud of…", "Next time I want to improve…") or simple rubrics.
- **Purpose**: Builds independence and metacognitive skills, teaching pupils to reflect on their progress.

Example: After a writing task, Y1 pupils colour in a smiley face if they remembered capital letters, while Y3 pupils use a checklist to ensure they included adjectives and full stops.

6. Peer Assessment

- **Younger pupils**: Simple oral sharing, often teacher-guided ("Tell your partner one thing you liked about their work").
- **Older pupils**: Structured feedback using prompts such as "two stars and a wish."
- **Purpose**: Encourages collaboration, communication, and responsibility for learning.

Example: In Y1 Art, a pupil says "I like your bright colours," with teacher support. In Y3, pupils review each other's writing with two compliments and one suggestion for improvement.

7. Class Discussions and Surveys

- **Younger pupils**: Circle time discussions, voting with hands or counters, or choosing between options ("Which story did you like best?").
- **Older pupils**: Short surveys, digital polls, or group discussions on what has helped them learn most effectively.
- **Purpose**: Provides direct feedback on teaching and learning, ensuring pupils' views are valued and acted upon.

Example: In KG, pupils vote on their favourite story using counters. In Y3, pupils complete a simple survey on which activities (group work, independent writing, practical tasks) they found most helpful in a topic.

Impact

By embedding these strategies in age-appropriate ways, teachers ensure that pupils from Kindergarten to Year 3 experience their voices being heard and acted upon. This fosters engagement, independence, and curiosity, while giving teachers valuable feedback to shape planning. It also demonstrates to pupils that their contributions matter, building a culture of respect, reflection, and shared responsibility for learning.

Expectations for Teachers

Teachers are expected to integrate pupil voice regularly into lessons and sequences of learning. While not every strategy will be appropriate in every lesson, all teachers should ensure that:

- Pupil voice is explicitly sought at different points in a unit (beginning, during, and end).
- Feedback gathered from pupils informs subsequent planning and teaching.
- Methods are adapted to suit the age and stage of the class, ensuring accessibility from Kindergarten through to Year 3.

Working in Partnership with Parents

A child's education is most successful when home and schoolwork in close partnership. The involvement of parents in every aspect of their child's learning and development is highly valued, and a culture of open, supportive communication is actively fostered.

An 'open door' approach encourages parents to raise concerns or questions early, ensuring any issues can be addressed promptly and constructively.

Collaboration with parents is supported through a number of key initiatives:

- Parents' Evenings take place each term, offering dedicated time to meet teachers and discuss academic progress, wellbeing, and next steps
- Curriculum Information Evenings outline key topics and share the school's approach to phonics, numeracy, reading, and homework
- Support materials and guidance leaflets are provided to help parents reinforce learning at home, such as strategies for reading, phonics, and times tables
- Individualised guidance may also be offered by teachers to support specific home learning tasks or projects

Parents play an essential role in helping to uphold school values and fostering a positive learning culture. To support their child's success, families are encouraged to:

- Ensure excellent attendance and punctuality
- Prepare children for the school day with the correct uniform and equipment
- Promote healthy routines that support learning and wellbeing
- Communicate any changes at home that may affect a child's emotional or academic development
- Reinforce a positive attitude to school and nurture a growth mindset

By working together, school and home create a strong, consistent foundation through which every child can be supported, challenged, and nurtured.

Use of Resources

- Teachers are expected to be fully familiar with the resources available within their year group and across the school, ensuring that every opportunity to enhance learning is maximised. A wide range of high-quality resources supports effective teaching and learning at Eaton House Belgravia:

- **Classrooms** are well equipped with interactive whiteboards, age-appropriate furniture, and a variety of manipulatives and practical resources.
- The **Computing Suite** provides access to desktop computers, and the school maintains a bank of tablets to support cross-curricular digital learning.
- Digital technology is used purposefully and proportionately. Within the EYFS, staff follow the current statutory framework and DfE guidance on children's screen use, ensuring that screen-based activity is intentional, age-appropriate and supports learning and development rather than replacing high-quality interaction and play.
- Opportunities to explore **immersive and digital learning tools** are developing under the oversight of the Director of Digital Strategy across the Eaton House Schools group.
- Staff have access to a variety of teaching materials, schemes, and textbooks suited to each subject area and age group.
- The **hall and outdoor spaces** are used for PE, drama, assemblies, and enrichment activities.
- Teachers are encouraged to make purposeful use of the **local area and wider community** to support learning through fieldwork and educational visits.
- Heads of Year and Subject Leads are allocated an **annual budget** to support resource provision, with additional requests considered as needed.
- Assistant Teachers support **resource preparation, displays, and administrative tasks** to ensure classrooms remain organised, stimulating, and inclusive.
- Regular **INSET and professional development** ensures staff remain confident and creative in their use of available resources.

Monitoring, Evaluation and Review

The Deputy Head, alongside the Head, Heads of Year, Class Teachers, and Subject Leads, is responsible for the ongoing monitoring and evaluation of teaching and learning across the school. This is achieved through:

- Lesson observations, book looks, and learning walks.
- Review of long- and medium-term planning to ensure **coverage, progression, and alignment with school aims**.
- Monitoring of assessment data to track pupil progress and identify areas for improvement.
- Feedback from pupils, parents, and staff.

- Review of learning environments and use of resources.

This policy is reviewed annually to ensure it reflects **current research, pedagogical approaches, curriculum developments, inspection frameworks, and the evolving needs of the school**. Updates are made in consultation with relevant staff and stakeholders.