



# Teaching and learning policy

## Hughenden Primary School

**Approved by: The Governing Body**

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### 1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

### 2. Our guiding principles

#### **Enrich. Empower. Ignite!**

Our philosophy drives us forward to be the best that we can be. To succeed, we CHEER! Our CHEER values enable everyone, every day, to work towards achieving our vision:

Every child will leave Hughenden enriched, empowered and with a thirst to learn and achieve.

At Hughenden primary school, our principle philosophy is that learning should be enriched so that we are developing the whole child and supporting their potential, going beyond academic achievement alone. We want to empower our pupils to discover, to be independent and to be ambitious for themselves through providing them with a solid

bedrock on which to thrive. Lastly, we want to ignite a lifelong love of learning through fostering talent, discovering new passions and displaying curiosity and aspiration in everything we do.

Our values are:

**C**ooperation

**H**onesty

**E**nthusiasm

**E**mpathy

**R**espect

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

### **3. Roles and responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. Expectations for how pupils, staff and parents will meet their responsibility to achieve our vision are set out in our home-school agreement.

This is how we will create the above conditions for pupils' learning at all times:

### **3.1 Teachers**

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning through communicating via Class Dojo, reading records and homework books as well as celebrating learning and achievement via Class Dojo, school newsletters and during open classroom sessions, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress at our two parents' evenings and produce an annual written report on their child's progress
- Meet the expectations set out in our behaviour policy and marking and feedback policy.

### **3.2 Support staff**

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in our behaviour policy and marking and feedback policy.

### **3.3 Subject leaders**

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Drive improvement in their subject, working with teachers to identify any challenges

- Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our behaviour and marking and feedback policies.

### **3.4 Senior leaders**

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in our behaviour and marking and feedback policies.

### **3.5 Pupils**

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners

- › Know their targets and how to improve
- › Put maximum effort and focus into their work
- › Complete home learning activities as required
- › Meet the expectations set out in behaviour policy.

### **3.6 Parents and carers**

Parents and carers of pupils at our school will:

- › Value learning
- › Encourage their child as a learner
- › Make sure their child is ready and able to learn every day
- › Support good attendance
- › Participate in discussions about their child's progress and attainment
- › Communicate with the school to share information promptly
- › Provide resources as required to support learning
- › Encourage their child to take responsibility for their own learning
- › Support and give importance to home learning

### **3.7 Governors**

Governors at our school will:

- › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- › Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- › Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- › Make sure other school policies promote high-quality teaching, and that these are being implemented

## **4. Planning**

Teachers use WhiteRose planning for maths, follow our English planning sequence, and use subject-specific curricula set out by the subject leaders for Science (PAZAZ) and the wider curriculum. Written, weekly plans are produced for English whilst the learning objectives for other subjects are set out in medium-term plans.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

See our EYFS policy for more details on our school's teaching and learning in the early years.

## 5. Learning environment

When pupils are at school, learning will take place in classrooms, quiet rooms, outdoor spaces, the school hall and library.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

## 6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are most able.

Strategies we will use to do this:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing adaptations such as writing frames and word banks as appropriate.

See our SEND policy for further detail.

## 7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available as a physical copy in homework books and online on sites such as Mymaths and OneMinuteMaths.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

## **8. Marking and feedback**

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given as necessary to motivate the pupils, move their learning forward or to address misconceptions. It will be given verbally or in pupil books. See our Feedback and marking policy for more detail.

## **9. Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment. Each term we will have assessment weeks where teachers will complete reading, writing and maths summative assessments. Phonics assessments may not fall within these weeks.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings in the Autumn and Spring terms. Pupils will receive a written report annually.

## **10. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

This will be achieved through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

## **11. Review**

This policy will be reviewed every two year by the deputy headteacher. At every review, the policy will be shared with the full governing board.



## **12. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Non-examination assessment policy
- Equality information and objectives