



Policy Adopted	July 2023
Review date	July 2025

Holt Community Primary School **Teaching and Learning Policy**

Our Vision

Everyone Safe, Everyone Happy, Everyone Learning

We will challenge and support our children to continually grow as learners and individuals. We will ensure they have the skills, behaviour and confidence to adapt, think and create in a fast changing world. Our children will be happy, engaged and positive about their futures striving to be the best they can be every day.

Aims and Values

- To provide a happy, stimulating and safe environment which encourages and motivates each child.
- To work in partnership with parents/carers and the wider community
- To teach a broad and balanced curriculum.
- To promote independence.
- To teach children to support and help each other
- To encourage each child to make choices about a healthy lifestyle
- To foster an environment where all learners are valued equally and difference is recognised and respected.

Well-being and Relationships

We believe that children should feel happy, safe, respected and included in the life of the school. We will do this by:

- ensuring that policies are followed to secure the health, safety, safeguarding and well being of all the children.
- involving the children in decision making through the election of a school council.
- creating clear school and class rules agreed each year.
- promoting well being through weekly PSHE and PATHs lessons in each class.
- communicating with parents through regular reports, parent/ teacher meetings and through having an open – door policy.

The Learning Environment

The learning environment should engage and motivate the children from the beginning of each term and should support children's learning and encourage independence. The learning environment should:

- be a safe and caring place for everyone.
- be well organised and tidy and reflects a sense of pride in the school and the work we all do.
- have stimulating displays based around the term's topics.
- celebrates and shares the successes and achievement of all.
- includes a working wall for Maths and English.
- have class rules and the Golden Rule clearly displayed with a PATHs notice board.
- ensure that all learning resources are clearly stored and labelled and accessible to each child.
- have a visual timetable displayed.
- encourages pupils to take increasing responsibility for the care of equipment, property and each other.
- offers opportunities for learning and working outdoors.

See Classroom Checklist Appendix 1

Planning and resourcing

We recognise that a motivating and exciting curriculum will encourage a love of learning. Planning should:

- follow the curriculum as set out in the curriculum policy.
- identify clear learning objectives.
- include links to previous learning - reflection/feedback from previous teaching.
- be stimulating and relevant to the lives of the children and relate to other areas of the curriculum where possible.
- ensure that resources are prepared before the start of each lesson

See Timetable Checklist Appendix 2

The Learning experience

The learning experience should offer pupils the opportunity to:

- experience a range of learning approaches including practical, hands-on experiences, self study and use of IT.
- become increasingly involved in making decisions, planning and organizing their own work.
- think, question, reason and solve problems.
- acquire study /reference skills.
- practice and apply newly acquired skills and knowledge.
- work individually and as a member of a group.
- know what to do to improve their work.

Classroom Management

Children should have a clear understanding of what they are learning and what is expected of them. During lessons the teacher should:

- have high expectation of the quality, quantity and presentation of work – see the Presentation Policy
- have high expectation of behaviour - see behaviour policy.
- develop a calm and purposeful learning environment where all children are engaged in learning.
- ensure that all children are challenged so they are on task throughout the lesson.
- allow flexibility to move groups and shape the learning within the course of the lesson.
- ensure that Teaching Assistants are clear about their role within each lesson and are deployed strategically to maximise learning.
- Know all groups with identified needs (SEND,PP,EAL)

See Special Needs Checklist for Teachers – Appendix 3

The teacher should

- present a positive learning model to pupils.
- use a range of teaching methods to motivate and challenge pupils
- recognise and reward an individual pupils' achievements in learning and behaviour.
- Show a deep understanding of the subject to ensure that the learning is maximised within the lesson.
- encourage and maintain good relationships with parents/carers
- monitor progress and achievement.

Assessment and questioning

Assessment enables teachers to plan work that accurately reflects the needs of each child.

- Assessment to be continuous throughout the lesson and after – see assessment policy.
- Questioning is used to assess learning, challenge misconceptions, deepen understanding and improve reasoning.
- Marking - see the marking policy.

Homework

Homework is set weekly in order to give children the opportunity to reinforce what they have learnt in the lessons.

- Homework is set in line with the expectations set out in the homework policy.

Appendix 1

Classroom Checklist – This checklist will be used to monitor classrooms

The classroom is tidy and well organised (book shelves, desks, teacher's desk, floor).

The cloakroom is tidy (tidy shoes and coats on pegs) / no mud in the corridor.

Resources are accessible and labelled.

Chairs are pushed in when leaving the classroom. Tables are left tidy - no pens on the floor.

The English and Maths Working wall are up to date with current work.

Phonics display on the classroom wall and on desks.

PSHE/ Paths noticeboard with golden rule / class rules on display.

A Merit chart is on display.

All displays are up to date/ enhances learning/ are annotated with labels, captions and key vocabulary/ include children's writing where ever possible.

Best writing on display (at least half termly)

Class book on display

Class books needs to include:

New folder for each topic.

Planning sheet – annotated with where to find evidence of each objective.

Annotated Photographs of activities/work.

Please share these folders with the class and keep them in the classroom so that children can look at them.

Appendix 2

Timetable checklist – To be used to monitor class timetables

Maths daily lesson	White Rose medium term planning.
English daily lesson	Use objectives from Writing/Reading Assessment grid. KS1 has additional daily Phonics lesson.
Handwriting	Regular handwriting lessons using Twinkl scheme.
Teacher to read to the whole class daily	
Science	Weekly lesson.
Topic	Geography / History/ Art/ DT / RE taught in blocks of work.
Music	Weekly lesson using Charanga / whole class instruments.
PSHE	Weekly PATHs and RSHE lesson.
PE	2 X 1 hour/ swimming timetable.
Computing	weekly lesson.
French	KS2 weekly lesson.
Library time	Weekly visit (library timetable).

Appendix 3

Special Needs checklist for Teachers

Talk to the Senco and previous class teacher on transition.

Read all reports / IEP's in the shared folder.

Assess and update IEP's using smart targets 3 times each year in September, January and April.

Ensure IEP's are shared with children, parents and teaching assistants.

Ensure that all resources (equipment/ phonic sheets) named in the IEP are available.

Set up interventions that are named in the IEP.

Quality first teaching – ensure lessons are differentiated to meet the targets outlined in the IEP.

Signature  Headteacher 5/7/23

Signature  Chair of Governors 5/7/23

Checklists were updated Sept 24