



Hartwell Primary  
School

## Teaching and Learning Policy

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

*'Believe, Aspire, Grow'*

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## **Curriculum Vision**

*‘Our aim is for children to leave Hartwell Primary School in Year 6, knowing that the world is an exciting place, full of diversity and opportunities for all. We want them to communicate confidently with others and to give informed opinions that are based on learned knowledge, understanding of the world and their experiences.*

*Through our curriculum, the children will want to take part in a range of learning opportunities and experiences to engage with the wider world. We want children to leave our school with ambition for their futures.’*

### **1. Teaching and Learning Intent**

**1.1** It is essential that the children in our school experience clarity and consistency throughout their time at Hartwell Primary School in order to support children receiving a well-rounded education and therefore, making good academic progress. This policy has been produced to ensure that all the children of our school are provided with a consistent approach in all classes, by all teaching staff so that they gain maximum benefit from their time in school and leave Hartwell secondary ready.

### **2. Aims**

2.1 The aims of this policy are to:

- Ensure all children’s needs are met
- Consistently use an agreed range of good practice across the school
- Give clarity to all staff of the school’s expectations for teaching and learning
- Ensure that children are receiving a broad, balanced and relevant curriculum that is rooted in quality first teaching (QFT)
- Develop children as learners so that they are resilient and independent.

### **3. The Curriculum**

3.1 The curriculum at Hartwell Primary School is designed to meet the needs of our children and meet the expectations of the National Curriculum. Our curriculum builds knowledge progressively to ensure that all children secure the building blocks of knowledge to move onto their next stage. The curriculum is the progression model.

3.2 Reading is the cornerstone of our curriculum as it an essential life skill which we develop from the first day a child enters our school in Reception: we engage and immerse children in reading and Read, Write, Inc. Phonics so that they develop a love of books and a sense of story. This continues

throughout our school by using high quality and diverse texts in English and throughout the curriculum.

3.3 Each class/year group has either a termly or half-termly topic as a driver for their learning supported by high quality texts of fiction and non-fiction. This allows teachers to link learning, where relevant, so that children can apply their learnt knowledge in a range of purposeful contexts. It is also important to note that links are only made between subjects where they are meaningful, tenuous links are not made as the impact of the learning would be lost. If a subject doesn't fit the current topic, no link is made. When subjects are linked through a topic focus, teachers are clear with children, which subject they are learning. Topic webs can be found on the 'Class Pages' of our school website.

3.4 For full details on each subject, go to the 'Curriculum' drop down menu on our school website.

#### **4. The Learning Environment**

4.1 The 'Learning Environment' can be defined as the physical environment and the psychological environment. Combined these aspects are essential for children to be successful in their learning.

4.2 Setting the tone: in both the beginning of the morning and afternoon sessions the teacher will call the register as a means of engaging individually with each child.

4.3 Seating Arrangements: the teacher will decide upon and plan the seating arrangements to maximise the progression in learning for all children. Arrangements will be changed to suit different learning situations or needs of the pupils.

4.4 Classroom Displays: are used for two purposes: to celebrate the high quality work that all children produce and as a learning support. Classroom displays that are used as a source of learning support should be clear, relevant to the current learning (this includes knowledge that children will need throughout the year, for example grammar). The classroom boards that are used for learning support are known as 'working walls' and are added to across a topic or unit of study. Teacher modelled examples must be integral to maths and Literacy working walls.

4.5 Classroom Organisation: Classrooms must be well presented and useful working spaces – it is not acceptable for classes to be untidy or poorly maintained. Years 1-6 all have chair pouches that enable children to have the

relevant resources for each lesson whilst leaving tables free from clutter. This ensures that children are organised and have a productive space to learn. In EYFS, children have drawers to keep their personal resources organised. Classrooms should be well-ventilated and maintained at a suitable temperature. Children have access to water throughout the day.

## **5. Planning**

- 5.1 For every subject of our curriculum, there is a long-term map (plan) that sets out the key areas of learning within each year and each term. For subjects other than literacy and maths, medium term plans are in place for each unit of study. Literacy plans are generated weekly centred on the current genre being studied and maths is planned weekly from the White Rose maths curriculum.
- 5.2 Plans are in place for each year group. The expectation of teachers is that they use these plans as the basis of their plan and amend to meet the needs of the current cohort having considered their prior experience and attainment.
- 5.3 Literacy: from the genre being studied (long-term map), teachers plan using high quality texts and by incorporating reading lessons, grammar and spelling ensures that children sequentially learn the knowledge to produce high quality work in both reading, writing and speaking. Literacy is planned weekly.
- 5.4 Maths: White Rose maths curriculum forms the basis of our maths curriculum. The long-term plan ensures the correct coverage of the areas of mathematics in terms of both aspects of maths, e.g. multiplication and division, and fluency, problem-solving and reasoning. Maths is planned weekly.
- 5.5 Medium Term Planning: this is used for the teaching and learning of all subjects other than Literacy and maths. MTPs cover each lesson within the unit being studied.
- 5.6 Storing and Sharing Planning: our plans are uploaded, prior to teaching them into the 'Planning' Folder on Microsoft Teams. Teachers must also upload their weekly timetable (overview) to Microsoft Teams.

## **6. Quality First Teaching**

- 6.1 The greatest positive impact on children's learning is 'Quality First Teaching' (QFT). Therefore, there are certain principles and strategies that all teachers are expected to use to ensure QFT for all children.

6.2 The list that follows provides an overview of some of the strategies that teachers must use in delivering learning to children:

- Learning objectives and success criteria clear to all
- Revisit prior learning (being explicit about what knowledge the children already have and how today's learning will build on that)
- Active learning: this means that all children are expected to engage with the learning through individual response (if this is during the teacher delivery, usually this is done on an individual whiteboard), paired or small group work. The use of 'hands up' is kept to a minimum.
- Modelling: teachers must model to children in every lesson not only the 'finished product' but the thought process, e.g 'thinking out loud'. Teacher models can then be added to the working wall as appropriate
- Questioning: teachers use questions to drive learning, assess children's understanding and uncover/address any possible misconceptions.
- Knowledge Organisers: in our school, knowledge organisers are built across a unit of study by the children themselves (with teacher guidance) to support their independence as learners. Knowledge organisers may be individual or as a whole class depending on the subject or age of the child.
- Revisit and review: within lessons and as part of marking and feedback, children have the opportunity to assess their progress in the lesson through reviewing their work against the success criteria. This is done in a number of ways. Teachers have visualisers in class and use these to share children's work to collaboratively review as a focus and model for individually checking work. Children use green pen to edit and improve their work.

## **7. Marking and Feedback**

7.1 The school's Marking and Feedback Policy is available on the school's website.

7.2 The basic principle of our school's policy is that teacher's will make clear how the children have achieved against the success criteria in each lesson and provide feedback of what they need to do to improve their work. This is done both verbally in the lesson and in written form after the lesson.

7.3 In Key Stage 2, written feedback that details a child's next step is known as an 'arrow comment' in our school. When a child receives an arrow comment,

they are expected (and supported) in responding in their green pen. In Key Stage 1, pink and green highlighting is used to indicate to the child what they have achieved to meet the success criteria and where they need to respond/edit. This provides the child an opportunity to revisit an aspect of the lesson they had not yet secured or be challenged further if the lesson objective had been fully met.

7.4 Children are daily given the opportunity to respond to marking, usually first thing in the morning.

## **8. Assessment**

8.1 Teachers assess children's learning continuously, in a range of ways and for different purposes. Teachers use assessment information in order to effectively plan learning opportunities appropriate to the specific needs of their class and the needs of individuals within their class. This requires the analysis of all assessment information. In order to address specific, individual needs of some children, diagnostic assessment may also be used.

8.2 Assessment for Learning (AfL): Assessment is an ongoing process of continual reflection on and review of progress, involving both the teachers and the children. At Hartwell, this takes place on a daily basis as teacher's monitor children progress in each lesson through giving effective feedback to children and modifying teaching to meet each individual's needs.

8.3 Assessment of Learning: These assessments are ongoing and judgements are drawn together in a summative assessment of the child's level at a particular time. These assessments provide an attainment level which demonstrates how far the child has progressed through the curriculum and it also provides vital 'gap analysis' information to specifically target knowledge that the individual is yet to secure.

8.4 Diagnostic Assessment: This type of assessment is most often used to identify or to give a more detailed picture of SEND for a specific child or group of children.

8.5 Pupil work and teacher marking form the basis of formative assessment judgements which inform planning. Teachers record summative judgements based on evaluation of children's work each term.

## **9. Intervention**

9.1 Intervention can take several forms. As part of QFT staff must be 'intervening' in children's learning to support and challenge them; this is expected classroom practice.

9.2 Small Group Intervention: this can be done for two purposes: to address specific SEND for a group of children who have the same need, e.g. sensory or as a 'catch up' intervention. This is where a group of children have either a 'gap' in their knowledge or they need some extra support and time to repeat an aspect of their curriculum.

9.3 One to One Intervention, adult directed: this is either when a child is working on a specific of their IEP or it can be to address an individual need/gap.

9.4 One to One Intervention, child initiated: as we encourage all children to be independent and responsible learners, we promote and encourage children to ask for 1:1 time with an adult on an aspect of their learning they feel that they are not yet secure. In Key Stage 2, this is known as 'surgery time'.

## **10. Homework**

10.1 Homework at Hartwell is designed to support children in embedding key knowledge and to extend their learning beyond the classroom. It also provides an ideal opportunity for children to share their learning with their parents.

10.2 Full details of homework expectations can be found in our Homework Policy. Fundamentals of our policy are that children frequently read/learn their sounds, rehearse spellings and practice key mathematical concepts.

10.3 Homework may also be set in relation to the current topic. This includes 'holiday homework' where children's creativity is encouraged.

## **11. Extra-Curricular Clubs**

11.1 Our school offers a wide range of extra-curricular clubs, including sports and activities, music and creativity and pupil-led clubs. This offer supports children in developing wider personal interests and talents.

## **12. Monitoring Teaching and Learning**

12.1 The quality of teaching and learning is monitored both formally and informally throughout the academic year. Alongside scheduled performance management lesson observations, leaders conduct a range of other monitoring activities.

12.2 Monitoring activities include and are not limited to:

- Learning Walks
- Drop ins
- Planning scrutiny
- Book monitoring
- Pupil voice

### **13. Related Documents**

13.1 This policy should be read in conjunction with the following school policies:

- The Staff Handbook (Staff and Governors only)
- Homework Policy
- SEND Policy
- Individual subject policies