

# Teaching & Learning Policy

September 2021



**Limitless Potential**

**Ignite Passion**

**Embrace Difference**

Mr. Stephane Bommel  
Headteacher

Mr. Keith Oliver  
Chair of Governors

## Teaching & Learning Policy

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**Hazlewood Community Primary School**

*Date: September 2021*

*Date for Governors Review: September 2022*

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## 1. Aims

This policy aims to:

- Explain how we will 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

**Limitless Potential / Ignite Passion / Embrace Difference**

### **Vision Statement**

*At the heart of our school, all individuals have opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock limitless potential for all in our community. Through nurturing and trust, we can open the door to exciting new adventures, challenges and experiences to spark dreams for every child.*

At Hazlewood Community Primary School we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative, confident and committed to ensuring that all of the children in our care are happy, enthusiastic and purposeful learners.

### **We are working together to:**

- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Provide active, co-operative and independent learning through dynamic and high quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future
- Provide a welcoming, secure, stimulating and enriched learning environment
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles
- Celebrate our growing diversity and work in partnership with parents, children and the wider community

### **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.

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 via newsletters, school website, letters, Parentmail, Seesaw, school exhibitions.
- Update parents/carers on pupils' progress, and produce three written report on their child's progress
- Meet the expectations set out in the school's curriculum policy, behaviour policy, and marking and feedback policy and standard operation procedures.

#### **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 the school's curriculum policy, behaviour policy, and marking and feedback policy and standard operation procedures.

### **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/phase, 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 the school's curriculum policy, behaviour policy, and marking and feedback policy and standard operation procedures.

### **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 the school's curriculum policy, behaviour policy, and marking and feedback policy and standard operation procedures.

### **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 the school's curriculum policy, behaviour policy, and marking and feedback policy and standard operation procedures.

### **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. Standard operations procedures**

Standard operation procedures are produced to ensure consistency across all key stages and progression across all key stages.

The school has produced standard operations procedures for the following curriculum areas:

<https://hazlewoodprimary.co.uk/curriculum/>

## **5. Learning environment**

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls and in the local area.

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 classroom environment including a reading area.
- Current learning walls in which pupils have previously learned about and can identify and refer to during lessons
- 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 [gifted and talented.

### **Teaching team will:**

- Use support staff effectively to provide extra support
- Work with our SEN leader (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

## **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 on Seesaw and on our school website.

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

If necessary I pad or laptops equipment will be provided, loaned or made accessible.



## **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.

### **Marking and feedback policies:**

- EYFS
- Key Stage 1
- Key Stage 2

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

We will track pupils' progress using a combination of formative and summative assessment.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive three 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.

Senior leadership team & curriculum leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Learning walks
- Reviewing marking and feedback policy
- Termly pupil progress meetings
- Pupils' interviews and School ambassadors
- Book professional discussions
- Lesson drop-in sessions

## **11. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Marking & Feedback policy
- Equality information and objectives