

HOBBS HILL WOOD PRIMARY SCHOOL

Teaching and Learning Policy

Committee	School Improvement
Author	SLT
Approved By Governing Body	12 March 2025
Frequency of Review	4 years
Next review Date	Spring 2029

Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

Our Mission

Inspiring confident and independent learners

Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

School Charter

We have the right to:	We have a responsibility to:
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy
Speak and be heard	Listen and respect each other's opinion

HOBBS HILL WOOD PRIMARY SCHOOL

Policy for Teaching and Learning (including homework)

Formation

- This policy was formed by the Governing Body in 2003 and last reviewed in 2025.

Aims

- To establish an agreed range of practice in respect of teaching and learning.
- To enable staff to identify aspects of practice which they wish to develop and in which they would welcome support.
- To improve the quality of learning experiences offered to children.
- To meet the needs of children more effectively by offering approaches to teaching and learning and use of resources which are consistent across the school.

Intent

At Hobbs Hill Wood Primary School our intent is to equip all pupils with the skills, knowledge and attributes of a Hobbs Hill Wood learner (see Appendix 1) to support them in becoming independent and confident lifelong learners.

Rationale

At Hobbs Hill Wood Primary School we believe that effective learning takes place when...

- a carefully planned, sequential curriculum is delivered
- teaching and learning is consistently of high quality
- a supportive and safe learning environment is created for all
- support and challenge is available for all
- learning is stimulating and promotes independent thinking
- each child's unique qualities are recognised and nurtured

Roles and Responsibilities

Teaching and learning is seen as a shared responsibility by all school staff, that is led by the Headteacher and Senior Leadership team.

Subject leaders of English and Maths are members of the SLT, setting school development priorities, and ensuring the consistent approach to these core subjects.

All teachers are seen as leaders, and take responsibility for leading the wider curriculum. Throughout the year, a programme of professional development and shared opportunities are provided to develop, update and refine teachers understanding of their own subjects and that of others across the school.

Subject leaders are expected to; develop, lead, monitor, feedback, evaluate, maintain subject knowledge, support and guide others within their subject area (individually and through INSET. The frequency of this may differ depending on the subject area and priority within the school development plan.

Pupils take responsibility in reflecting and evaluating their own learning on a daily basis within their lessons. In addition to this, they support and contribute towards the review of teaching, learning and the curriculum through pupil voice and the school council.

Governors regularly visit school to monitor and review the implementation of the school's curriculum and teaching and learning policy, in line with school development priorities.

We actively encourage parents to support their child's all round development in a variety of ways including: knowledge organisers, homework, weekly emails and other school-led activities

What is effective teaching at Hobbs Hill Wood Primary School?

Curriculum

The school's high quality planned curriculum aims to provide a depth of learning through rich and varied activities and experiences. It provides pupils with a learning journey that nurtures their interests, provides challenge, enjoyment and promotes the principles of the Hobbs Hill Wood learner.

The skills and knowledge based curriculum is sequential and progressive between year groups, and is developed by subject leaders. It offers pupils the opportunity to build on prior knowledge, provides opportunities to reflect and make links to other subject areas.

Class teachers hold the responsibility for planning, preparation and delivery of high quality learning opportunities that enables learners to grow from their starting points.

Across the school, a broad and balanced curriculum is enriched in a variety of ways, these include:

- Trips
- Residentials
- Visitors
- Workshops
- Whole school theme days/weeks
- Collaborative events
- Local partnerships
- Specialist support

Our approach to English- The Power of Reading (PoR) principles

The English Curriculum at Hobbs Hill Wood Primary School is delivered through use of the Power of Reading. We put quality children's literature at the heart of literacy learning. Through high quality texts and teaching sequences, we put great emphasis on engagement with core texts and attainment in language, vocabulary, reading and writing whilst continuing to meet all the requirements of the National Curriculum. By exposing all children to aspirational texts, they are encouraged to write following appropriate stimulus at an age-appropriate level. We interweave the teaching of reading and writing through the Power of Reading, demonstrating to children the importance of both as they develop their English learning.

At Hobbs Hill Wood Primary School we teach phonics through the Bug Club Progression which incorporates all aspects of English including: early reading (phonics), reading, writing and handwriting.

Our Approach to Maths

The Maths curriculum at Hobbs Hill Wood Primary School is delivered through a mastery approach, which gives our learners a secure understanding of the maths that's been taught and enables them to progress.

We follow the National Curriculum and each year group has an overview of the maths for that year. This is then split into three terms and each term comprises of individual units or blocks of learning, which are then broken down into small steps. This allows our learners to gain strong foundational knowledge and understanding and provides opportunities for consolidation.

Within the Maths curriculum we focus on fluency, reasoning and problems solving.

In fluency, we develop rapid and accurate recall and provide a concrete, pictorial and abstract (CPA) approach when introducing new concepts to build competency.

To develop conceptual understanding we provide opportunities for our learners to justify their views through reasoning using mathematical language and solve problems by applying maths in variety of problems.

Maths is supported by the use of the HfL Education Essentials Maths scheme in the FS and KS1 and through the use of Target Maths in KS2.

Planning

We follow a discrete subject curricular approach to learning where most subjects are taught as separate subjects but significant links are made between subjects and may be taught through a topic. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Termly plans reference the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan.

Termly and weekly plans are online and leaders monitor these regularly. Plans are based upon prior assessment, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study.

We are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Teachers ensure there is challenge for all across the curriculum.

The Early Years curriculum at Hobbs Hill Wood Primary School is based on the Early Years Framework and Development Matters. In our Foundation stage, we plan adult-led and child-initiated sessions that allow pupils to learn through playing, exploring and being active. Our curriculum is topic based and flexible so it can be adapted to the pupils' needs and interests.

We plan activities that provide pupils in the Early Years Foundation Stage with opportunities to develop knowledge, skills and understanding across the seven areas of learning: Communication and Language, Personal, Social, Emotional Development, Physical Development, Maths, Literacy, Understanding the World and Expressive Arts and Design.

Learning styles

We recognise that children learn in different ways. When planning, this is carefully considered and incorporated into the children's learning journey. Staff are encouraged to utilise appropriate strategies for the needs of their cohort. These may include:

- Talk partners
- Direct teaching
- Interactive teaching
- Conferencing
- Mind mapping
- Whole class work
- Paired work
- Independent work
- Group work
- Auditory (listening) activities
- Kinaesthetic (physical) activities
- Visual activities
- CPA (Concrete, practical, abstract)
- Guided teaching

Scaffolding

Scaffolding enables all pupils the opportunity to access their learning. It is therefore vital that we provide pupils with an accessible curriculum that is tailored to the needs of all learners. There are a range of methods that may be implemented by teaching staff, these may include:

- High quality targeted questioning
- Scaffolding tasks
- Adult support
- Peer working

- Prompts
- Flexible task expectations
- Individualised support
- Targeted group work
- Intervention group
- Use of Resources (concrete/pictorial)

Developmental Feedback & Marking

High quality developmental feedback and marking plays a key role in facilitating pupil progress and supporting teacher assessment. It is imperative that this is appropriate to need, meaningful, provides support, repetition and extension of learning for all pupils.

The lesson objective in all subjects will be highlighted by a member of staff. This will identify the pupils' understanding of the lesson content and facilitate staff and pupils in understanding the next steps in the learning journey.

Verbal feedback is an integral part of our approach, as it is a highly effective manner of providing immediate meaningful feedback for pupils to act upon. This will be provided on a regular basis to all pupils in all lessons.

Pupils will be encouraged to self-mark, reflect on and edit their own work. This will look different depending on the age and abilities of the pupils. Pupils will self-mark when appropriate. Likewise, when pupils reflect on, edit or evaluate their learning this will be written, or recorded, in a different coloured pen.

Staff may identify common misconceptions and age appropriate spellings when reviewing pupils' work. They may also mark work in greater detail to provide further developmental steps for pupils. Where this happens, pupils must be provided with time to reflect on the feedback and address areas for improvement.

Assessment

Regular formative assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Our primary mode of assessment across the school is teacher assessment, which is completed through the use of evidence gathered from a range of sources.

Evidence will be gathered through a range of methods, which may include highlighted outcomes in pupils' books, photos and written comments.

Summative assessments are carried out in line with governmental expectations. These are currently Year 1 and 2 phonics, Year 6 SATs, Year 4 multiplication and EYFS assessments. There are also internal summative end of year assessments for all year groups

Staff record data for pupils at three key points throughout the year. This information is used to inform pupil progress meetings, where the individual needs of all pupils are discussed.

Key data is analysed for trends across the school to support teachers and leaders' understanding of strengths and areas for improvement and to support ongoing school development.

We discuss pupil progress with parents three times a year through consultations and a written report. Our open door policy enables more regular informal conversations to happen on an ad-hoc basis, or when appropriate.

The parents and carers of pupils with SEND are offered further points of contact throughout the year to formally discuss attainment and progress.

Results of individual pupils' assessments are made available to parents and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

Inclusion

We believe that all children should have access to a wide and varied school life experience. We aim to offer a broad and balanced curriculum which is relevant and scaffolded to help all children reach their full potential. Staff provide a nurturing environment that encourages children to become lifelong learners. Children are provided with diverse and Inclusive learning experiences that aim to meet the needs of all learning styles.

Monitoring and Evaluation

A termly monitoring cycle is in place to ensure the quality of teaching and learning across the school. Teaching and learning will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the senior leadership team.

Subject leaders in the wider curriculum are expected to monitor teaching and learning throughout the year, and provide feedback to staff.

What makes an effective learner at Hobbs Hill Wood Primary School?

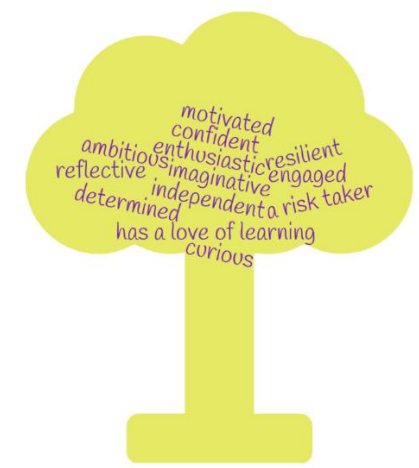
As a school, we firmly believe that our approach enables all pupils to become the best that they can be. This is through both academic and personal development.

Learning behaviours are those which support learning and promote engagement through self-regulation. This is directly correlated with behaviour, as pupils who are engaged with their learning generally behave well.

They are highly important in, not only developing a child's academic abilities, but also their personal attributes of resilience, motivation, determination and reflectiveness to name just a few.

A large part of this can be linked to developing a growth mindset approach, however it does go deeper and further than this.

At Hobbs Hill Wood Primary School we have developed a whole school personalised approach to growth mindset and learning behaviour: The Hobbs Hill Wood learner is



Resilient, motivated, determined, reflective, curious, enthusiastic, has a love of learning, engaged, a risk taker, confident, independent, ambitious, imaginative.

The Hobbs Hill Wood learner principles underpin our approach to teaching and learning, and these are embedded within all that we do.

Good citizenship is embedded throughout the school using our PSHE curriculum. Pupils are encouraged to take on roles and responsibilities and strive to achieve their very best in all that they do. This approach focuses pupils and staff on being kind and considerate members of our learning community.

Pupils are recognised and celebrated regularly for demonstrating the qualities of The Hobbs Hill Wood learner.

How do we create an effective environment for learning at Hobbs Hill Wood Primary School?

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all pupils are helped to reach their academic and emotional potential. Pupils learn best when they feel safe to take on challenges, are interested and motivated and feel valued.

Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment (including a carpet focus area for FS/KS1)
- Creating a subject focussed environment which stimulates interest in the theme of study e.g. wall/door display, themed book corner or role play area
- Making sure the equipment is labelled and accessible to promote independent learning
- Creating a space for each pupil; labelling trays, where applicable, and pegs/lockers
- Teaching, and expecting, pupils to respect and care for their environment
- Ensuring classrooms are inviting and all work surfaces are clear and clutter free
- Providing an inviting book corner (FS/KS1) and book table (KS2)
- Creating role play areas (where and when relevant)

We use display to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.

Each class across school should have:

- An English working wall, which may include modelled examples illustrating the Power of Reading text, story maps, photos, modelled writing, and pupils' work all related to current learning.
- A Maths working wall, which may include models of concepts, a range of representations, key vocabulary, questions, and the steps of learning all related to current learning.
- Creative curriculum displays that are innovative and use captions to effectively generate interest. Key questions are clearly displayed.
- The characteristics of a Hobbs Hill Wood learner are clearly displayed
- Team point area/display
- Science display reflecting the topic being taught
- Well-presented displays of high quality pupil's work that reflects their achievements
- Displays should reflect the make-up of the school population i.e. positive images of culturally diverse groups, examples of community languages and images that challenge stereotypes of gender and disability

Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- resources for maths and English are progressive across the school and relevant to pupils' needs;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library and technology resources are valued resources and used appropriately;

- children and adults work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources;
- learning toolkits are available to pupils in all classes.

Each classroom is well equipped with resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

We promote the use of visits and visitors to enrich the curriculum throughout the school to widen children's experiences and support learning across a range of subject areas.

Homework

See separate policy.

Equal opportunities

- This policy applies to all, regardless of race, religion, gender, background or disability.

Responsibilities

- It is the responsibility of all members of staff to ensure that this policy is implemented.

Review

- This policy will be reviewed by the Head and staff in 2029.