

# Teaching and Learning Policy

## Hunmanby Primary School

Document Status			
<b>Date of Next Review</b>	January 2026	<b>Responsibility</b>	<i>Full GB</i>
<b>Success Criteria for review completion</b>	Shared to all staff & Governors	<b>Responsibility</b>	<i>J Tiffany</i>
<b>Date of Policy Creation</b>	<b>15/01/24</b>	<b>Responsibility</b>	<i>HT</i>
<b>Date of Policy Adoption by Governing Body</b> 29.01.24	<b>Signed</b>		
<b>Method of Communication (e.g Website, Noticeboard, etc)</b> Email /Governors Standards Meeting			

### Policy Statement

In drawing up this Teaching & Learning Policy, the following were consulted:

- Teaching Staff
- Support Staff
- Children (via the School Councils)
- Governing Bodies
- Parents/Guardians/Carers

### Contents:

1. Teaching and Learning Statements
2. Developing the Learning Environment
3. Developing the Teaching Environment

### Teaching Statement

As members of staff we will:

- plan carefully for the different groups and individuals within our class, using the agreed school formats
- deliver purposeful lessons that link to real-life situations and the School Charter, problems and interests wherever possible
- We will make links to the 10 Big Ideas within our lessons

- give pupils a wide range of learning opportunities that develop all their skills and knowledge and recognise their strengths
- build on links with other subjects where possible
- include questions to challenge pupils and make them think
- check on what pupils already know and then help them to learn more and remember more over time
- deliver lessons at an appropriate pace
- tell pupils what the next steps are in their learning
- tell pupils what they are going to learn and how they know if they are successful
- expect pupils to work hard and do their best
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development. use different methods in your lessons to help pupils learn - continually assess pupils learning and help them to move on
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- work closely with other adults to help pupils in their learning
- try to make lessons exciting and interesting
- always try to help pupils if they have problems with their work

### **Learning Statement**

As learners we expect the pupils to:

- work hard to stay on task
- participate with shared talk
- follow the Golden Rules
- complete homework on time

- listen to/read teacher's comments to help make progress
- use success criteria, recap prior learning and identify next steps to help progress
- be ready to ask and answer questions in order to progress
- feel comfortable and confident in asking for help
- be helpful to adults and other children

### **Developing the Learning Environment**

Improving the range, quality and number of learning opportunities:

- ❖ Through cross curricular work wherever possible
  - Relating work to real life
  - Improving discrete understanding of subject disciplines as well as inter-subject understanding
  - Providing interesting topics and projects
- ❖ By involving parents
  - Sharing curricular targets (through reports and parents evenings)
  - Sharing topics/interests covered in class (through curriculum newsletters/school website)
  - Curriculum workshops/meetings
- ❖ By our displays
  - Learning walls for Literacy and Numeracy in all classrooms
  - Stimulating/celebratory displays across the school  
Artefacts/interactive displays are available to support work
- ❖ Through learning first hand
  - All year groups to have visits and visitors linked to their work
  - An emphasis on doing and finding out

EYFS includes child initiated learning to enhance the curriculum
- ❖ Through planning and assessing for learning opportunities
  - Continuous assessment takes place in lessons to inform planning
  - Setting of individual targets through class/SEND reports
  - Marking for learning – comments (either written or verbal) indicating what children need to do next
  - EYFS – observational assessment identifies the next steps in learning to create a record of their learning journey using Tapestry

- Learning objectives shared and reviewed with the children
- ❖ Through creativity, drama and self expression
  - Using different media for representing learning, including visual and expressive arts
- ❖ Through extra curricular activities
  - Those that engage children in a range of healthy activities, encouraging a healthy lifestyle
  - Those that enrich the curriculum and reflect children's own interests

### **Developing the Teaching Environment**

Improving the quality of and opportunities for teaching through:

- ❖ Providing professional development opportunities
  - In-house
  - Externally/LA provided
- ❖ Ensuring the necessary resources are readily available to support
  - Classroom management
  - All subjects/topics
  - Independent learning
  - Preparation and planning
  - Assessments
- ❖ Providing support for teachers to meet their performance management objectives
  - INSET
  - Resources
  - Advice
  - Non-contact time
- ❖ Ensuring PPA time takes place
- ❖ Requesting only necessary planning – obtained through Curriculum Maestro and other published schemes
- ❖ Ensuring that additional adult support is available when necessary through
  - The effective deployment of teaching assistants
  - The use of volunteers and student teachers
  - Paired and team teaching where appropriate
- ❖ Protecting the work life balance for teaching staff

- Use of IT to reduce workload
  - Monitoring number of observations
  - Careful timing of events across the year
- ❖ Providing an exciting and stimulating curriculum
- Develop the curriculum in consultation with staff
  - Have a considered approach to the curriculum which makes teaching interesting and fulfilling