

Hempshill Hall Primary School



Teaching and Learning Policy September 2026

Overarching Philosophy

Our mission statement 'Happiness, Harmony and Success' underpins everything we do. This commitment is shared by all stakeholders. We believe that all children deserve the highest quality teaching and the very best learning opportunities. We are aspirational for all learners and ensure our pupils receive a broad, well balanced, rich curriculum which gives them a thirst for knowledge and a love of learning. This will enable them to access higher education and compete at the highest level in the career market in order to effect social mobility and positive change.

Rationale

Teaching is the process that all staff undertake to help the pupils develop skills, strategies and knowledge. This document is a statement of the aims, principles and strategies for teaching and learning at Hempshill Hall School. It lays the foundation for our approach to teaching the curriculum and should be read in conjunction with our curriculum, and subject policies.

This document aims to:

- Promote the development of effective strategies for teaching and learning
- Ensure that we meet the needs of pupils more effectively by establishing a consistent approach to teaching and learning
- Provide support and guidance to staff on effective teaching and learning strategies
- Provide information to parents on our approach to teaching and learning and explain how they can support and contribute to its development
- Ensure resources support effective teaching and learning

What is learning?

As a school, we have determined that our definition of learning is a change to the long-term memory.

Our curriculum provides opportunities for practice, retrieval and reinforcement of key concepts to ensure knowledge sticks in the long-term memory. We teach children substantive knowledge (broadly subject content) and disciplinary knowledge (skills and techniques required to answer questions in a particular subject area).

The key knowledge is mapped out succinctly which enables pupils to build on prior learning through progressive learning sequences. Lessons and activities are designed to help children to generate automaticity in their learning.

Principles of Teaching and Learning

Effective teaching and learning is the process we adopt to deliver our curriculum. It is broad, balanced, relevant and adapted to meet the needs of the pupils, whilst meeting the requirements of the National Curriculum.

Our whole school curriculum model provides a natural progression from the Early Learning Goals towards full participation within the National Curriculum framework, with programmes designed for and implemented at an appropriate level.

The curriculum prepares children for the transition to secondary education and promotes independence.

A consistent, research and evidence-based teaching and learning pedagogy has been established (Teaching and Learning Protocols) and is embedded across all classes.

All members of the school community (teachers, support staff, parents and members of the school's Governors) work towards the school's aims by:

- sharing responsibility for facilitating access to the curriculum so that they make progress
- valuing children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- maintaining a well-ordered environment in which all are fully aware of behavioural expectations and where self-discipline is actively encouraged
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviour and work
- working as a team, supporting and encouraging one another

All classroom staff work towards the school's aims by:

- working collaboratively within a shared philosophy and commonality of practice
- encouraging good relationships with parents and establishing links with the wider community
- having a positive attitude to the structure and organisation of the school
- taking an active part in the performance management and the monitoring and evaluation programmes in order to further their professional development

Parents work towards the school's aims by:

- communicating with school staff about their children's abilities and difficulties
- taking a full and active part in setting targets for their children and assist in implementing programmes to address these at home
- ensuring that children attend school regularly and punctually
- supporting school around issues relating to behaviour and attitudes
- being aspirational about their children's abilities and offering encouragement and praise
- engaging with school in discussions concerning their child's progress and attainments
- ensuring early contact with school to discuss matters that affect a child's happiness, progress and behaviour
- engaging with learning outside of school such as family homework projects and reading
- encouraging children to participate in activities which add cultural capital such as after school clubs, Primary Parliament and RSC

Pupils work towards the school's aims by:

- being punctual and ready to learn
- being organised - e.g. bringing necessary kit, returning reading books regularly
- conducting themselves in an orderly manner and showing respect for themselves and others
- taking pride in their work and a growing responsibility for their own learning
- working well with their peers and being tolerant of others
- sharing their learning at school with parents and carers

Quality Teaching and Learning

Our aim is to create an environment in which quality teaching and learning can take place so that all pupils have the opportunity to realise their potential.

We believe that **quality learning occurs when children:**

- experience success and are able to feel a sense of achievement
- feel happy and secure and have a feeling of self-worth
- feel accepted and have a sense of pride in belonging to their school/class

- feel a sense of ownership towards their work and increasingly take control of their own learning
- are supported by their parents and feel that their work/effort is valued both at home and at school
- are taught how to think, communicate effectively, solve problems, concentrate and persevere as independent learners
- are challenged and motivated and see work as having a purpose
- are actively involved in the learning process
- are given the opportunity to communicate their ideas
- are given opportunities to present their work to different audiences
- are given the opportunity to work collaboratively and independently
- can make informed choices to aid their learning
- are given opportunities to apply acquired knowledge and skills to new situations

We believe that **quality learning occurs when Teachers, and Support Staff:**

- undertake regular training to maintain high standards of teaching and learning
- have secure subject knowledge to enable children to learn key, relevant facts
- consistently implement agreed teaching and learning protocols
- set a good example by being enthusiastic, committed, flexible and punctual
- create an atmosphere of trust and establish clear classroom routines/systems that encourage self-discipline
- establish a calm working atmosphere and build effective relationships with pupils
- create a stimulating, well organised and challenging environment in which to work
- take account of children's interests and experiences when planning learning
- have high but realistic expectations for all that are made clear to the children
- respond consistently, fairly and positively to children's behaviour
- ensure that work is rigorously planned in line with the learning sequences, enabling children to build on prior learning and acquire new knowledge
- are aware of and sympathetic to factors that may affect children's learning (e.g. special educational needs, pupil premium)
- are concerned with all aspects of a child's development, not simply their academic achievement (e.g. social, emotional, moral, physical etc) and are considerate of individual needs
- provide learning opportunities that ensure equal opportunities for all
- adapt learning to match the abilities of the children
- take time and care to assess and record children's achievements accurately
- give regular feedback to the children about their progress (acknowledging effort and pointing ways forward for the future)
- encourage children to assess their own performance and to strive for improvement
- have respect for children and value their comments and views
- encourage curiosity and a positive attitude to learning
- encourage children to question, make decisions, investigate and solve problems
- provide opportunities to consolidate and generalise their learning

Knowledge Retention

- Substantive and disciplinary knowledge is sequenced coherently and logically across the curriculum.
- Pupils recap on prior learning at the beginning of each lesson.
- Texts used as stimuli in English lessons; whole class reading lessons are for reading for pleasure link to topics to deepen knowledge.
- All classes deliver launch days at the beginning of each main topic designed to immerse the children in the topic and begin to introduce key learning that can then be built upon in subsequent sessions.
- A carefully considered programme of educational visits is planned for all children to have the opportunity to learn in a 'real life' setting.
- All classes (Y1-Y6) use question boxes which link to key knowledge across the foundation subjects. Any knowledge that is not secure at the end of each unit remains in the question boxes to be further embedded in subsequent half terms.

- Use of knowledge retention strategies such as prior learning recaps, Quiz, Quiz, Trade and exit tickets every other Friday afternoon and at 'snatch a minute' times throughout the week.
- Main topic knowledge organisers displayed and all foundation subject knowledge organisers stuck in exercise books. Key knowledge referred to/highlighted throughout topic and through reading activities.
- End of unit quizzes devised for all foundation subjects which link to key knowledge. Knowledge that is not embedded remains in question boxes to be revisited and children who have gaps in knowledge are targeted by the teacher in subsequent knowledge retention activities.
- Termly summative assessment judgements are made for all children in all foundation subjects. Subject leads review attainment results and adapt their curriculum to refine areas where knowledge retention requires development.

Effective classroom management is a key element in providing quality teaching and learning

We believe a teaching environment that promotes learning will have many of the following features:

- a positive ethos which provides a positive classroom atmosphere
- overall organisation that encourages the children to become independent learners
- clearly established systems and routines
- rules governing behaviour that are consistently applied and which children think are fair
- efficient and flexible use of space which facilitates working as individuals, in small groups or as a whole class
- an orderly environment promoting tidiness and organisation and an interactive environment encouraging children to touch and explore
- a wide variety of appropriate and well managed resources including information technology and appropriate software
- informative, clearly labelled displays that showcase children's work, are relevant to the topic, up to date and varied

Strategies for the Use of Resources

- Individual subject budgets are allocated for subject leaders and additional money is available to develop areas of work as set out in the school improvement plan. Subject leads monitor the provision of equipment/resources and advise colleagues on their appropriate use.
- Classroom resources are the responsibility of classroom teachers and subject coordinators who ensure that: there is a range of resources appropriate to the age range, ability and curriculum taught, which are well organised, clearly labelled and, where appropriate, accessible to the children.
- Children are taught to value resources, treat them with respect and understand the importance of proper storage.
- Children are encouraged to act independently in selecting materials suitable for the task and for returning resources to their correct place.
- Due regard is given to Health and Safety issues, e.g. storage and use of tools. Risk assessments are completed.
- Children are taught to use time effectively and are encouraged to take increasing responsibility for this as they progress through the school. Within classrooms, consistent routines are established so that children engage in all activities and know what to do when activities are completed.
- Technology is a major resource that is used to support quality teaching and learning across the whole curriculum. The SLT, computing lead and computing consultant have responsibility for providing technical support and guidance for computing throughout the school. All staff are responsible for facilitating access to technology for pupils when required and helping them to develop and apply their skills.

Strategies for Ensuring Progression and Continuity

- Planning is a rigorous and highly organised process in which all teachers and classroom support staff are involved. Subject coordinators have drawn up curriculum overviews and lesson sequences that outline key knowledge and skills to be taught.
- Weekly plans follow the lesson sequences.
- Teachers and support staff meet daily to discuss the learning needs of identify children and group and adapt the learning appropriately. For children with identified SEND needs, their Child Friendly Targets inform these discussions.
- Subject co-ordinators monitor planning and teaching so that they can provide support and guidance as appropriate and disseminate good practice.
- Regular CPD opportunities are mapped out throughout the year for subject leads to share subject specific updates and new initiatives. CPD may be formal or informal.
- Feedback to pupils about their own progress is achieved through discussion and the marking of work (with the pupil wherever possible).
- Formative and summative assessment is used to guide the progress of individual pupils and inform next steps.

Strategies for Recording and Reporting

- Records of attainment and progress are kept for each child in all subjects across the curriculum.
- Subject leads monitor attainment and progress within their subject.
- Termly pupil progress meetings are held to review performance and plan for any interventions that are required.
- Progress and attainment is reported to parents on a regular basis through parents' evenings, review meetings/sharing of targets for SEND pupils and interim and end of year reports. Parents are also welcome to make an appointment to see any member of staff at any other time to discuss their child's progress.
- At the end of each academic year, professional transition meetings are held to communicate key information and share individual pupil targets.
- When a child leaves our setting, relevant information is communicated to a receiving school at the point of transfer.

Health and Safety

Health and Safety issues are the responsibility of all who work in the school. However, the Headteacher has overall responsibility for Health and Safety and all problems should be reported immediately. More detailed information can be found in the school Health and Safety Policy document.