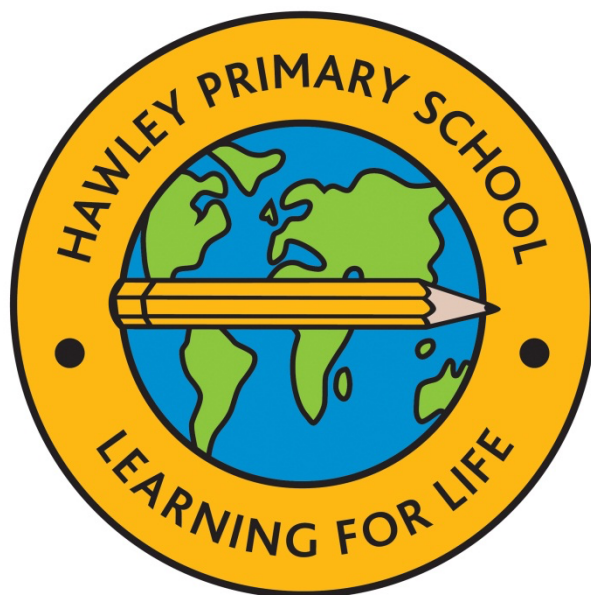


# HAWLEY PRIMARY SCHOOL



## TEACHING AND LEARNING POLICY

**AGREED BY HEADTEACHER & LEADERSHIP TEAM:** Autumn 2025

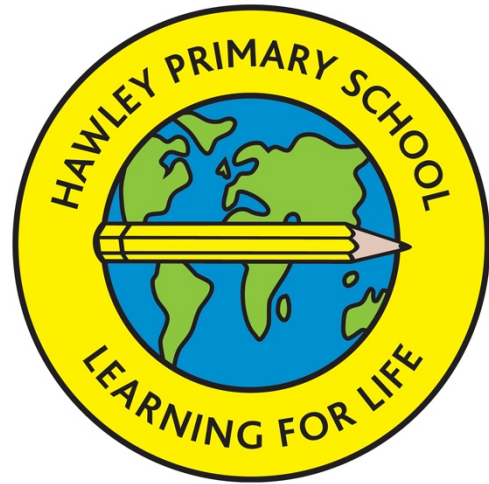
**LATEST REVIEW:** Autumn 2025

**NEXT REVIEW:** Autumn 2026

## 1. A Vision Statement for Hawley Primary School

The school community collaborated to create this statement which sets out what we want for all the children attending Hawley Primary School:

- H Happy & Healthy
- A Aiming High
- W Working Together
- L Learning to Grow
- E Encouraging Empathy
- Y Yes you can!



This underpins our three core values:

### **Respect, Resilience and Creativity – Learning for Life**

## 2. Our School Ethos

At Hawley, we provide a broad and balanced range of learning experiences that meet the needs and spark the interests of all pupils. Learning experiences that are fun, providing authentic opportunities for all children to develop emotionally as well as academically. During their daily experiences, staff will contribute to the development of this ethos through:

- Providing a calm and effective learning environment, in which every child can achieve their full potential;
- Fostering an inclusive and welcoming school community in which courtesy, kindness, happiness and respect are valued;
- Being positive role models;
- A fair environment, consistently following the school's 'Positive Relationships and Behaviour Management' policy, including our Golden Rules;
- Purposeful and informative planning, record-keeping, and assessment documentation in line with the school's assessment schedule;
- Challenging children with meaningful, investigative tasks, directly linked to the National Curriculum and Early Years Foundation Stage Curriculum guidance;
- Valuing and celebrating every pupil's success, progress, and achievements;
- Supporting children's needs in a holistic, child-centred manner;
- Effective management of professional development opportunities: reviewing personal and professional development by providing appropriate training and coaching from colleagues to ensure a high level of professionalism;
- Developing meaningful links with the wider community;
- And welcoming, supporting, and guiding teaching and non-teaching students.

### **3. Our Aims**

At Hawley Primary School we raise achievement for all learners and develop children who are ready for the world beyond school - '**LEARNING FOR LIFE**'.

We will do this by:

- Encouraging all children to achieve their full potential in all areas of the curriculum and develop the necessary skills and knowledge to equip them for their future lives;
- Providing our children with a happy, challenging, and secure learning environment;
- Striving to develop real pleasure in learning, which is evident in all aspects of school life;
- Endeavouring to ensure that each child develops a positive view of themselves and a respect for other people and their space, feelings, and property;
- Developing a self-disciplined individual, who is aware of how their actions may affect others;
- Working to instil respect for religious, moral and British values as well as an understanding of other races, religions, and ways of life around the world;
- Ensuring that all children start their education happily and develop lively and enquiring minds;
- Helping all children to understand their right to an education, as stated in the UNCRC.

### **4. Teaching Strategies**

At Hawley Primary School we recognise the importance of high-quality teaching for all pupils, in all year groups and across the curriculum. High quality, creative teaching is essential in supporting our aims and vision leading to good progress. To facilitate a culture of professional development, supported by performance management and self-evaluation, every teacher has their teaching observed.

To ensure equality of access, and pitching of lesson content appropriate to the needs of the learners, teachers and leaders employ a variety of strategies:

- Home visits, to initiate contact and forge relationships between parent, child, and teacher in the Early Years Foundation Stage transition process
- Continual development of links between the school and pre-school groups
- Subject leaders evaluate and develop their curriculum areas, to ensure continuity and progression between EYFS and KS1, and KS1 and KS2
- Transition meetings at points of transfer throughout the school
- Teacher lesson observations
- Discussion and a range of differentiated questioning techniques
- Previewing and reviewing work
- Provision of a creative curriculum that nurtures creativity for all
- Interactive teaching
- Enhance learning opportunities using digital technology and blended learning strategies
- Conferencing with children in meaningful pupil-voice activities
- Listen to and respect children as individuals with equal rights
- Value children's contributions and pupil voice
- Plan, organise and share subject-specific learning
- Providing opportunities for self-reflection
- High expectations and non-negotiables
- Providing opportunities for reinforcement to consolidate learning
- Create a supportive and nurturing atmosphere in the classroom, based on positive praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process to promote progress
- Providing all children with opportunities for success
- Use a range of communication strategies (both verbal and non-verbal)
- Challenge children appropriately

Teachers will use a range of strategies in any one session. Activities should show a balance in terms of individual, group, and whole class work. Teachers structure each session to ensure the best possible progress for all children, based on individual starting points. Specialist teaching is provided weekly for French.

## 5. Teaching & Learning in the Classroom

### Planning

Detailed planning uses assessment of pupils' knowledge and understanding to differentiate effectively for each child.

Medium term planning and overviews are established by phase leaders and teachers in each year team. Class teachers then adapt these to accommodate the learning needs of the pupils in their class.

Skills and objectives are identified and shared with both pupils and parents via the school website overviews. Children are assessed against the learning objectives and milestones for English and Maths and against the progression of skills for each Foundation Subject. Children for whom the milestones are not appropriate may be assessed against Pre-Key Stage Standards or the Engagement Model. This would be undertaken in conjunction with the schools SENDCo.

### Differentiation

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Adult support
- Resources

Differentiated tasks and success criteria will be detailed in weekly planning and may change on a day-by-day basis. Learning objectives will be specified for each session and may vary based on the needs of each individual class. In some cases, it may be appropriate for children to work on a task that is not linked to the rest of their peers based on their prior knowledge and starting points. This is overseen by the Leadership Team and SENDCo.

### Learning Processes

We recognise that children enter school at different stages of development. Children learn in different ways and at different rates of progress. This is often related to their personal learning characteristics and preferences. While learning, children develop their skills through a variety of approaches. These might include:

- Investigation
- Critical thinking and creative problem solving
- Experimentation
- Creative activities
- Listening
- Observation
- Talking and discussion
- Questioning
- Practical exploration and role play
- Retrieving information
- Researching
- Imagining and reflecting
- Repetition
- Making connections between new and existing knowledge
- Applying skills and knowledge in a range of authentic contexts
- Making choices and decision-making
- Developing social, moral, spiritual, and cultural skills
- Developing thinking skills
- Taking responsibility for own learning
- Self-assessing learning to accelerate progress

Learning opportunities allow pupils to access a range of these processes and develop their own strategies which will support them in gaining the knowledge and skills needed for future learning. Alongside this we also develop some core characteristics of learning. (See Curriculum Statement.)

## Learning Styles

At Hawley Primary School we recognise that children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates a range of learning styles. These include:

- Individual learning
- Collaborative learning in small groups
- Conferencing
- Peer collaborative learning
- Group work organised according to appropriate criteria (i.e., mixed ability, interest groups). Teachers work using flexible grouping according to children's needs each day and the lesson content
- One-to-one learning with an adult
- Whole class

## Different learning needs require different teaching styles

Teachers will consider the different learning needs of children in their planning and delivery of lessons. We recognise that regardless of different learning preferences, some children need scaffolded experiences across a range of lessons. This preparation will support independence and build children's resilience so that they feel better equipped to approach new and challenging tasks successfully. Children will have opportunities to work in different groups both collaboratively and individually. Those with identified needs will have support through their 'Passport to Success' which identifies their key next steps in learning. At Hawley Primary School, we believe that all children feel included and develop a strong sense of belonging in their class. We ensure all children's needs are met within the classroom and deploy the correct support to enable children to thrive.

## Independence

Children need to develop their own independence to enable them to be learners for life. We will encourage this by:

- Setting open-ended tasks
- Using higher order questioning
- Setting meaningful home tasks
- Supporting an independent selection of resources
- Establishing responsibilities for equipment and the school environment
- Encouraging responsibility for the presentation and high standard of their own work
- Teaching the children skills of time management
- Developing pupil roles and responsibilities

We aim to create a classroom environment where resources to support learning are readily accessible, pupils are taught and practise the skills of being independent and pupils are scaffolded with routines, systems, and high expectations.

## The Learning Environment

For effective learning to take place, a positive environment needs to be provided in order that children are met with learning success. We will therefore:

- Provide calm, safe, and welcoming surroundings;
- Foster a strong and positive partnership between all staff, pupils, and parents;
- Deliver the curriculum in a variety of different and creative ways;
- Recognise and provide for the learning styles and characteristics of our children;
- Use a range of learning resources;
- Provide a caring atmosphere of positive reinforcement and celebration;
- Extend the learning opportunities for the children using wider school and community experiences;
- Integrate the use of technology and devices.

## Outdoor Learning

The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All children have the right to experience the unique and special nature of being outdoors. At Hawley Primary School, we believe it is important to enable children to use the outside environment as a context for learning throughout the year.

As part of the broad balance of curriculum and learning provision we plan for opportunities to enrich and enhance learning through outdoor experiences, outdoor education and educational visits and ventures.

### Learning Feedback

The children's work is marked according to the school's Marking and Feedback Policy. Feedback identifies progress made and next steps addressed through pupil conversations, teachers' planning and identified focus groups. Teachers evaluate and reflect on the outcomes of the learning objectives. In year group teams, class teachers have weekly planning, preparation, and assessment time to reflect on the children's attainment, feedback to individual pupils as appropriate and plan for the next steps in learning.

### Record-keeping and Assessment

Regular assessments are made of pupils' work to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment and Marking and Feedback Policies.

- All Reception pupils will be assessed using the Reception Baseline Assessment during the Autumn Term (RBA) and the Early Years Foundation Stage Profile (EYFSP) at the end of the reception year.
- Year 1 pupils will be assessed in Phonics using the National Phonics Screening Check (PSC).
- Year 4 pupils to complete the Multiplication Tables Check (MTC).
- Year 6 pupils will be assessed in Mathematics and English using teacher assessments and verified by Key Stage 2 Statutory Assessment Tests (SATs).

Children are assessed against 'age-related expectation' criteria as set by the government and formulated into key milestones for the children to meet by the end of each term in Reading, Writing and Maths. All results from these assessments are recorded used online Arbor assessment tracking, then analysed and used to inform future planning. In addition, children in key stage two complete non-statutory standardised tests using testbase.

Children that have been identified as having an additional need will have their 'Passport to Success' reviewed and evaluated on a termly basis, alongside the class teacher's assessment systems, to ensure that progress is accelerated.

### Pupil Achievement

It is our expectation at Hawley Primary school that all children make good progress based on their starting point. Each half term, with the support of the Senior Leadership Team, all teachers assess and evaluate the progress of their children at Pupil Progress Meetings and plan effective interventions to ensure that all children remain on track. For further information, see our Assessment Policy.

### Monitoring and Evaluation

Pupils' work will be monitored and moderated termly in each of the core curriculum areas by the SLT. A review of this monitoring is held with all members of the teaching staff alongside a Pupil Progress Meeting each term.

Subject Leaders will monitor children's books, work on Seesaw, assessment on Arbor and curriculum planning termly.

The Headteacher will observe the practice of each class teacher, in a specified curriculum area, at least once per term.

All the above is linked to teachers' overall performance monitored through the Performance Management process.

### Resources

Each classroom will be equipped with rich resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource areas and will be regularly audited by Subject Leaders. Consumables will be replenished as necessary by the Admin & Finance Manager.

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.

## **6. Management of the School Day and Learning Organisation**

### The school day

The school day is from 8.30 a.m. - 3.00 p.m. for KS2 and 8.40 a.m. to 3.10 p.m. for KS1 & EYFS.

### Time Allocation

Curriculum content can be delivered weekly, or as blocks of study. Work is planned using the long-term curriculum map. Teachers ensure that National Curriculum programmes of study are effectively covered.

### Minimum Time Allocation per Week - Key Stage One and Key Stage Two

|                    |                     |
|--------------------|---------------------|
| English            | 6 ½ hours           |
| Maths              | 5-6 hours           |
| Science            | 45-90 minutes       |
| Computing          | 45 minutes          |
| P.E.               | 2 hours             |
| R.E.               | 1 day per half term |
| Music              | 45 minutes          |
| French             | 45 minutes          |
| PSHE/My Happy Mind | 1 hour              |

History, Geography, Art, and DT are part of our creative curriculum provision. Average time allocations are between 40 minutes to one hour per week.

All areas of the learning environment will be planned for, including outdoor areas, to ensure opportunities for a range of practical activities. For further information see the Classroom Management and Display Policy, and the Positive Relationships and Behaviour Management Policy.

### Class Structure

The class structure is as follows for the academic year 2025-2026:

- Year R Classes – Giraffes and Zebras (EYFS)
- Year 1/2 Classes – Elephants, Gorillas and Rhinos
- Year 3/4 Classes – Lions, Tigers and Leopards
- Year 5/6 Classes – Jaguars, Panthers and Pumas

Our primary objective is to ensure the children's personal, social, and emotional needs are successfully met. We ensure that there is equity for all children using this mixed class structure.

(See our Early Years Policy for more details on our school's teaching and learning in the Early Years)

## **7. Roles and Responsibilities**

Teaching and learning At Hawley Primary School is a shared responsibility and everyone at our school community has an important role to play.

### **7.1 Teachers**

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents in their child's learning using Seesaw, Parent Open Sessions and Topic Showcases/Performances including
- Clearly communicate home learning which is focused on core subjects to create strong foundations in both maths and English
- Update parents on pupils' progress at two parent consultations and produce a written report on their child's progress each year
- Meet the expectations set out in the staff handbook, curriculum statement as well as the performance management, assessment, marking and feedback policies.

### **7.2 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
- 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 staff handbook, curriculum statement and performance management policy

### **7.3 Subject leaders**

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Support class teachers to 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, 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 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 staff handbook, curriculum statement as well as the performance management, assessment, marking and feedback policies.

### **7.4 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 opportunities for coaching and mentoring, ensuring that teachers in all stages of their professional development receive appropriate levels of support and maximise the impact of continuing professional development (CPD) opportunities
- Address underachievement and intervene promptly
- Meet the expectations set out in staff handbook, curriculum statement, code of conduct as well as the performance management, assessment, marking and feedback policies.

### **7.5 Pupils**

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Always meet expectations for good behaviour for learning, 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 Positive Relationships and Behaviour Policy and Homework Policy

## **7.6 Parents**

Parents 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

## **7.7 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

## **8. Equal Opportunities**

We ensure that all our children have opportunities to gain knowledge and understanding in every aspect of their learning in school regardless of gender, race, physical or intellectual ability.

## **9. Monitoring and Review**

This policy is reviewed annually by the Senior Leadership team and the Governing body in consultation with the teaching and support staff. The policy is a working document and open to change and restructuring as and when the need arises.

### **Other related Policies:**

- Policies and Curriculum Statements for each curriculum subject area
- Assessment Policy
- Child Protection Policy
- Early Years Policy
- Equalities Policy
- Online Safety Policy
- Home School Agreements
- Homework Policy
- Marking and Feedback Policy
- Positive Relationships and Behaviour Management Policy
- Safeguarding Policy
- SEND Policy
- Trips and Visits Policy