Teaching & Learning Policy

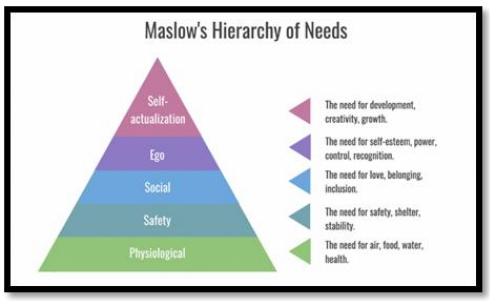
Introduction

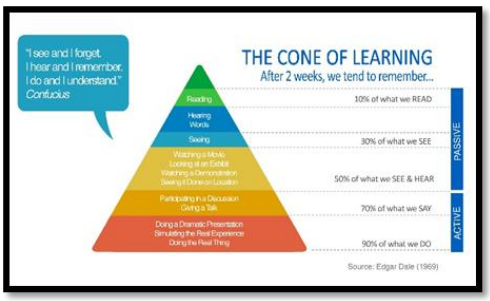
At Holbeach we aim for every child to be engaged and excited by learning, to become an effective learner and to begin to understand how they learn best. We endeavour to achieve this by providing an appropriate curriculum in a safe environment.

Our School Curriculum is a topic-based approach that ensures that children will develop both their knowledge and key skills in equal measure. The required knowledge and skills are intertwined throughout our curriculum with the children often developing both in tandem.

We believe that children learn best when three key prerequisites are in place:

1. The children feel **safe, secure, included and recognised** and where fun and enjoyment are valued as part of the learning process (see Maslow's Hierarchy of Needs).
2. The learning is set within a **meaningful context** (topic) with the links across the subjects clearly made for them.
3. The learning is taught primarily through **first hand experiences** (e.g. hands-on 'concrete' learning) that enable the children to be **active** rather than passive learners (see 'Cone of Learning' below)





The teaching and learning strategies that the teachers adopt build on the solid foundations of these three prerequisites and look to address these 7 key principles.

Key Principles at Holbeach

1. Our school works best when the environment is welcoming, stimulating, organised, well-resourced and when we all feel safe and secure.
2. Learning is best achieved when children are motivated to learn, expectations are high and the learning opportunities are well organised and purposeful.
3. We learn best when we feel valued, when respect, caring and co-operation are present.

4. We learn best when we are encouraged to take responsibility for ourselves and our own learning
5. Everyone works best when mistakes are valued as part of the learning process.
6. Effective communication is fundamental to a good working relationship both within school and with parents and the community.
7. Every learner has the right to access the curriculum and receive equality of opportunity.

The Principles in practice

Principle 1

Our school works best when the environment is welcoming, stimulating, organised, well-resourced and when we all feel safe and secure.

- All staff are responsible for ensuring that displays support the children's learning and celebrate their achievements.
- All staff are responsible for ensuring that the children take care of the displays that are up.
- All staff are responsible for ensuring that every child will have some work displayed at some point during the year.
- Identified staff (e.g. Learning Mentor, Sustainability Lead) are responsible for ensuring that the children are involved in maintaining the atmosphere and appearance of the school (e.g. Recycling group, guiding visitors, caring for their own classrooms).
- All classrooms at Holbeach should be kept well organised, exciting and interactive. They are fit for the purpose of learning and are language rich environments that promote high standards for all. (see classroom environment policy for further details).

Principle 2

Learning is best achieved when children are motivated to learn, expectations are high and the learning opportunities are well organised and purposeful.

- Teachers will be clear about what they want the children to learn in each lesson and how the learning will be presented..
- Teachers regularly build in assessment for learning (AfL) opportunities into lessons and use the evidence gathered to inform future lesson planning.
- Learning will be differentiated to meet the needs of individuals or groups of children. This may be achieved by varying the task, outcome and/or support.
- Children are organised, and lessons are delivered in the most appropriate way for the task and the learners needs e.g. individual, paired, group, class.
- Wherever possible, lessons are linked to a purposeful context and children's interests should be taken into consideration when planning.
- Teachers ensure that learning is predominantly active and collaborative rather than passive and solitary.
- Children are expected to "do their best" by being encouraged and supported to take part with a positive attitude towards their learning.
- All staff use positive images and role models to encourage high expectations of oneself and each other.
- Class teachers ensure that teaching assistants practice is consistent with that of teachers e.g. model for teaching assistants, give appropriate resources, model talk/questioning.
- Policies and planning are regularly monitored by a variety of audiences including self and year group monitoring, Phase Leaders, Subject Leaders, Senior Leadership Team and, where appropriate, Governors.

Principle 3

We learn best when we feel valued, when respect, caring and co-operation are present.

- Children are encouraged to share concerns with adults and to identify a known adult that they are comfortable speaking with about their problems.
- Time is devoted to sorting our children's problems in an individual context and with the whole class (e.g. PHSE curriculum and during a Circle time).
- We promote personal safety by clearly defined rules e.g. no running, take care on staircases and walking on the left.
- We make children and their families aware of how to be safe using the internet, only using secure sites.
- The Senior Leadership Team work in a way that is approachable, supportive, honest and fair.
- People attempt to listen to each other attentively recognising everyone has a valuable contribution to make.
- Unacceptable behaviour (e.g. bullying, racism, sexism) is never tolerated and incidents are dealt with promptly.
- Critical comment is given constructively.
- Praise is freely given to acknowledge others contribution – both children and adults.
- Inappropriate behaviour is dealt with in such a way as to show it is the behaviour that is disliked not the person. A "Restorative Justice" approach is followed by all staff.
- Assemblies promote this principle in content and format, e.g. sharing assemblies across the key stages.
- All staff ensure that the children are specifically taught the skills relating to this principle

Principle 4

We learn best when we are encouraged to take responsibility for ourselves and our own learning

- Children are encouraged to be actively involved in establishing the success criteria for their work.
- Children are involved in evaluating their own learning both during lessons and in response to the teacher's marking.
- Children are expected to carry their own belongings and to do things for themselves (e.g. tie their own shoe laces) wherever possible.
- Children are given time to think and reflect on their behaviour and can discuss this calmly and concisely with adults and peers.
- Throughout their time at Holbeach children are nurtured to ultimately take control of their own discipline and work habits.
- All staff ensure that the children are specifically taught the skills relating to this principle

Principle 5

Everyone works best when mistakes are valued as part of the learning process.

- Individuals are always encouraged to have the confidence to recognise their own mistakes and to take responsibility for them.
- Positive and constructive support is given to build confidence and reinforce learning.
- We create a sense of belonging by valuing pupils contributions whether correct or not.
- Mistakes are used as constructive learning opportunities – children are encouraged to "have a go" and take risks.
- Mistakes are crossed through with one straight line and the use of erasers is limited as overuse can affect children's attitude to making mistakes.

- Relationships in school are supportive and foster trust.
- Children are given regular written and verbal feedback on their learning.
- All worked is marked and is used to inform the teaching and learning in the next lesson. Children are explicitly made aware of the elements of their work that they have been successful with and what the next steps in their learning are.
- All staff ensure that the children are specifically taught the skills relating to this principle

Principle 6

Effective communication is fundamental to a good working relationship both within school and with parents and the community.

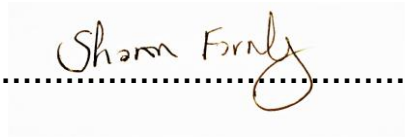
- All staff communicate with children in a clear and calm way.
- All staff ensure that when addressing learning points or behaviour that they are explicit in what they are saying is good and what they are saying could be better.
- Class teachers share weekly and daily plans and targets with teaching assistants.
- Teaching Assistants work with all groups of children and provide feedback to the class teacher on progress.
- There is a weekly school newsletter that is used to inform parents and children of the learning that takes place in school and to celebrate a variety of successes.
- Class Teachers set home learning on a weekly basis to ensure that parents and carers are aware of the learning taking place in school.
- Online class blogs and individual reading record books are regularly kept up to date to ensure that communication between school and home is ongoing and purposeful.
- There are two formal Parent Evenings twice a year.
- The Headteacher, the Deputy Headteacher and the Learning Mentor are in the playground before and after school every day for parents and carers to approach.
- All staff ensure that the children are specifically taught the skills relating to this principle

Principle 7

Every learner has the right to access the curriculum and receive equality of opportunity.

- All staff aim to make the school's curriculum as diverse as possible so that every child can 'see themselves' and their family within the work that they do.
- Subject Leaders monitor the diversity of the school curriculum in their subject and support class teachers with developing this in their classrooms.
- Children's individual health care plans are followed rigorously so that time out of school is minimised and that the full breadth of the curriculum is available to all children regardless of disability or ill health.
- Class Teachers ensure that all children are able to access the national curriculum at the level that is appropriate to them by providing any additional support required or by setting a more appropriate task.
- All children needing additional support are identified and monitored (see SEND Policy) with the appropriate provision made.
- Termly pupil progress meetings take place between the Class Teacher, Headteacher and Assessment Co-ordinator. All groups of children are discussed and pupils needing additional support are identified and support is planned for.
- Children with English as a second language (EAL) receive additional help to promote their inclusion.
- Teaching Assistants facilitate equal access to all lessons supporting all ability groups and individual pupils.
- Learning Mentors support inclusion of children who are underachieving for a variety of reasons (e.g. behaviour, poor attendance, and emotional difficulties.)

Teaching & Learning Policy

Signed:  .....

Chair of Governors: *Sharon Farnley* **(please print name)**

Signed:  .....

Headteacher: *Tom Bulpitt* **(please print name)**

Date of Policy: September 2026

Date of Review: September 2028