



Valuing Potential; Creating Opportunities

HARTSBOURNE PRIMARY SCHOOL TEACHING AND LEARNING POLICY

This policy to be read in conjunction with all Curriculum Policies, Marking and Feedback Policy, Equal Opportunities Policy, Subject Leadership Policy, SEN Policy, Racial Equality Policy

DATE OF POLICY	September 2025	DATE OF NEXT REVIEW	September 2026
MONITORED BY	HEAD OF SCHOOL, TEACHING AND LEARNING COMMITTEE		

VISION

We aim to be a school where the children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

CORE PRINCIPLES

The aim of this document is to improve the effectiveness of teaching. We believe that the key to successful learning is combining evidence-based teaching approaches with the consistent development of pupil self-esteem and readiness for learning. A teaching and learning policy will benefit all children and assist us to:

- Build and develop our school ethos and deliver consistent practice across the school.
- Maintain, develop and monitor high standards and ensure appropriate progression.
- Meet the needs of pupils and offer challenge to all.
- Provide a broad and balanced curriculum and a high quality learning environment.
- Demonstrate accountability to parents, governors, pupils and the wider community.
- Allocate resources appropriately (including human) and give professional support to colleagues.

AIMS

At Hartsbourne we aim to provide an environment in which children are challenged by high expectations, encouraged to be active, caring and self-disciplined members of the school community and develop both spiritual and moral awareness. The broad and balanced curriculum on offer will reflect the aims and ethos of the school through:

- Encouraging love of life-long learning.
- Implementation of agreed policy documents that exemplify good practice.
- Emotionally intelligent interactions between all stakeholders.
- A safe and secure environment to support independent learning, pupil achievement and staff development.



- Teaching the knowledge and skills necessary for an ever-changing world.
- Developing the whole child with appropriate social-skills, self-esteem and respect for others.
- Collaborating on and sharing best practice through a well-planned staff meeting schedule and cross-trust teacher toolkits.
- Staying up to date with current practice and being self-reflective practitioners.

PLANNING

We believe that both individual lessons and learning sequences are most effective when they have been coherently planned with clear end-points in mind. Teaching staff will often adopt an approach of starting with the end result and working backwards to identify the steps of progress children will need to take along the way.

Teaching staff are required to complete a curriculum overview on an annual basis as well as medium-term plans (MTPs) on a half-termly basis. A curriculum overview will detail the names of each unit of work in each subject for the year, as well as whole-school focuses, half-termly topic themes, key texts and enrichment activities for each year group. An MTP will include a sequence of learning objectives over the course of a half-term for each subject, as well as planned-in opportunities for assessment, enrichment activities, and whole-school events. Teachers will be encouraged to include additional information about each lesson where this is deemed to assist the teaching process, and a modelled example is available for them to follow.

Whilst teachers are not required to submit short-term or weekly lesson plans, each lesson should be planned carefully according to agreed principles that make up 'The Hartsbourne Way' (see next section and appendix). Training in these principles forms a regular part of in-house training and lesson observations will use them as a starting point when offering feedback. As part of the process of planning individual lessons, class teachers should also be conscious of adapting their teaching (as far as is reasonable) to meet the needs of children whose needs are significantly different from their peers, either through their level of attainment or special educational needs. Teachers will use children's personal provision maps (PPMs) or education and healthcare plans (EHCPs) when planning to meet the needs of their class.

TEACHING PRACTICE

Following CPD work on 'Rosenshine's Principles of Learning', we developed 'The Hartsbourne Way': a set of agreed, evidence-based strategies that should underpin the vast majority of lessons. They are as follows:

1. Review of prior learning.

Lessons should begin with an opportunity to review previous learning in the form of timed starters, low-stakes quizzes, cloze sentences, discussion tasks etc.

2. New information in small steps.

Where children are encountering new learning, this should be planned and presented in



small steps so as not to overwhelm children's cognitive load.

3. Clear and detailed explanations.

Teachers should accompany new learning with explanations that are both clear and detailed, ensuring that the information is conveyed to children as efficiently as possible.

4. Questioning.

As new learning is taught, teachers should use a range of questioning to check children's understanding, targeting questions at specific children where necessary.

5. Teacher Modelling.

Teachers should model skills or routines that children are expected to follow to ensure they have as much clarity as possible about what is expected of them.

6. Practice makes perfect.

Before committing work to books, children should be given the opportunity to practise new skills or concepts through discussion tasks, questions or mini-whiteboard work.

7. Check understanding of the majority.

Teachers should check the understanding of children following this practice to ensure the majority of children have shown a good level of understanding before moving on to independent practice.

8. Deployment of support staff.

Support staff should be deployed to support children who are struggling to grasp new learning, providing further explanation or teaching where necessary.

9. Independent practice circulation.

A member of staff should circulate the class during independent practice, ensuring that children are on task and to perform short, drop-in corrections where necessary.

10. Plenaries.

At the end of a lesson, plenary sessions should be aimed at the whole class, giving children an opportunity to apply new learning in a different context or look ahead to their next learning steps.

Training in these principles forms a regular part of in-house training and lesson observations will use them as a starting point when offering feedback.

MARKING AND FEEDBACK

Marking and feedback will usually take place at one of four common stages in the learning process:

1. 'Marking in the Moment' – marking or feedback that happens during the lesson.
2. Summary Feedback – marking or feedback that takes place after a lesson has finished.
3. Follow-Up Interventions – marking or feedback that takes place between the end of one lesson and the beginning of the next.



4. Subsequent Feedback – marking or feedback that takes place in a subsequent lesson.

More information is available in our [Marking and Feedback policy](#).

LEARNING ENVIRONMENT

The environment in which children work forms a crucial part of the learning process. First and foremost, children are provided with classrooms that are safe, welcoming and provide everything they need to access learning and make progress. Children will have specified areas of the classroom that are designated to them to foster a sense of ownership and independence, such as pegs, trays and assigned table places for various subjects. All staff will further develop this sense of ownership as well as children's skills of independence by encouraging them to keep their classroom tidy and organised, as well as modelling this themselves through classroom management. The learning environment will be a place where learning is celebrated through display and enhanced through 'working walls' (containing current learning, key vocabulary, topic-related questions or strategies) and access to physical resources. All classrooms will also have a designated reading area or small class library, created and curated by teachers to encourage access to high-quality books for all children. As important as the physical environment is the atmosphere for learning in each classroom. Teachers will implement and maintain specific and consistent routines to ensure that the learning atmosphere is always calm and purposeful, as well as managing behaviour in a manner consistent with the school behaviour policy. Put simply, an effective learning environment will make children feel safe and remove as many barriers as possible to their learning progress.

More information is available in our [Behaviour Policy and Learning Environment Expectations document](#).

HOME LEARNING

We believe that homework provides children with a valuable opportunity to embed learning by giving them another chance to practise skills or revise knowledge learned in the classroom in a different context. Building positive homework habits will also help children to develop independent study skills, which will become increasingly important as they move through the education system. We also believe that children who complete homework regularly become more confident learners thanks to extra opportunities to practise and embed learning from class. Finally, homework provides a window for parents into not only the learning progress of their children, but also the methods and strategies used in our curriculum.

More information is available in our [Homework Policy](#).

CPD AND MONITORING

It is vital that teaching staff are supported as much as possible to hone and develop their teaching practice. This will be achieved through a programme of in-house CPD training sessions, lesson observations and opportunities for teachers to learn from one another via lesson study.



In-house training will involve using staff meetings and INSET sessions to share evidence-based teaching strategies with teaching staff, as well as opportunities to reflect on these and consider how current teaching practice could be adapted. The aforementioned 'Hartsbourne Way' was borne out of a study of Rosenshine's Principles of Instruction and will evolve as work on studying these teaching strategies continues.

Lesson observations will be undertaken periodically by senior leaders and 'The Hartsbourne Way' will be used as a starting point when evaluating the strength of the lesson observed. Feedback will be delivered in both verbal and written form, with suggestions for development becoming a focal point for subsequent observations. Teachers will be given suitable notice of a lesson observation and will have the opportunity to raise concerns about the process with either a senior leader or chair of governors.

Where used, lesson study will provide teaching staff with the opportunity to work collaboratively in order to develop their teaching practice. This will involve pairs of teachers planning, delivering and evaluating a lesson with a specific focus together, in order to better understand what strategies were successful and what could be developed. The focus will be linked to a teaching strategy that has been studied recently as part of the CPD programme, ensuring that all aspects of training are connected.



APPENDIX - 'THE HARTSBOURNE WAY'



'The Hartsbourne Way' - what happens in lessons?



<p>1. Review of prior learning.</p> <p>Lessons should begin with an opportunity to review previous learning in the form of timed starters, low-stakes quizzes, cloze sentences, discussion tasks etc.</p>	<p>6. Practice makes perfect.</p> <p>Before committing work to books, children should be given the opportunity to practise new skills or concepts through discussion tasks, questions or mini-whiteboard work.</p>
<p>2. New information in small steps.</p> <p>Where children are encountering new learning, this should be planned and presented in small steps so as not to overwhelm children's cognitive load.</p>	<p>7. Check understanding of the majority.</p> <p>Teachers should check the understanding of children following this practice to ensure the majority of children have shown a good level of understanding before moving on to independent practice.</p>
<p>3. Clear and detailed explanations.</p> <p>Teachers should accompany new learning with explanations that are both clear and detailed, ensuring that the information is conveyed to children as efficiently as possible.</p>	<p>8. Deployment of support staff.</p> <p>Support staff should be deployed to support children who are struggling to grasp new learning, providing further explanation or teaching where necessary.</p>
<p>4. Questioning.</p> <p>As new learning is taught, teachers should use a range of questioning to check children's understanding, targeting questions at specific children where necessary.</p>	<p>9. Independent practice circulation.</p> <p>A member of staff should circulate the class during independent practice, ensuring that children are on task and to perform short, drop-in corrections where necessary.</p>
<p>5. Teacher Modelling.</p> <p>Teachers should model skills or routines that children are expected to follow to ensure they have as much clarity as possible about what is expected of them.</p>	<p>10. Plenaries.</p> <p>At the end of a lesson, plenary sessions should be aimed at the whole class, giving children an opportunity to apply new learning in a different context or look ahead to their next learning steps.</p>