



Teaching and Learning Policy 2023

Approved by the LGB	September 2023
Next review due by	September 2024
Frequency	Annually

Our School Vision:

We believe every child has the right to be a successful and confident citizen who is able to make a positive contribution to the world they live in.

Our motto is 'Learning today, to make a difference tomorrow'

Our School Values:

Our School Values were updated following a consultation process with our stakeholders. The following table outlines ways in which a child might demonstrate our 4 core values.

Compassion - we show kindness and understanding to everyone We show kindness to one another. We help one another. When someone is feeling hurt or sad, we try to make them feel better. We use kind words	Responsibility - we think about the impact of ur actions. We make good choices about our behaviour. We think about how actions affect others. We look after our own and other people's property. We care for our environment
Courage - we are brave and believe we can We are not afraid to take risks or make mistakes. We will have a go at something new. We do not give up when we find something difficult. We will try things that we may be a little afraid to do.	Respect - we value everyone in all we do. We show good manners. We listen to others and their ideas. We treat each other as we would like to be treated. We celebrate differences and similarities between people.

Our School Aims:

- Every member of our school community will understand, live and breathe each of our core values. to challenge, develop and nurture the 'Whole Child' so they are able to grow into confident, resilient and emotionally literate citizens of the future.
 - Our children will receive a broad and balanced experience that progressively builds and deepens knowledge, understanding and skills across the curriculum
 - Our school community will work in partnership with parents, carers and governors
 - Our children will leave Hatchlands physically and mentally healthy and equipped with the skills to prepare them for their future.
 - Our children will have high aspirations and no limits on their learning,
 - All children will achieve, regardless of their background or starting points.

Our One School Rule:

We show kindness and respect to everyone.

Introduction:

The aim of this policy is to ensure that all teachers have a shared understanding of the minimum standards for teaching, learning and assessment at Hatchlands Primary School. We expect every teacher to ensure that the pupils are provided with high quality learning experiences that lead to high pupil engagement and interaction, resulting in high levels of pupil achievement.

By adopting a whole school approach to teaching and learning across Hatchlands Primary School, we aim to:

- understand and provide a quality first teaching;
- provide consistency of teaching and learning;
- enable children to see where their learning fits into previous and future learning and how it will prepare them for their future lives;
- enable teachers to teach as effectively as possible;
- enable children to learn as efficiently as possible;
- give children the skills they require to become effective lifelong learners;
- provide an inclusive education for all children;
- learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared;
- continue to grow professionally, through continued professional development, engaging in professional reading and self directed research.

Classroom Environment:

At Hatchlands, we believe in ensuring classrooms are purposeful learning spaces which are accessible to all. Please see our [environment checklist](#) for more information.

Classroom Organisation:

We adopt the RWI silent signals to support with transitions, in all lessons, throughout the school day. In order for the children to have a consistent approach throughout their time at Hatchlands, teachers should not use any other methods to gain the attention of the children.

Team Stop- All classes should adopt the RWI 'team stop' silent signal to gain the attention of all children at once. This can be supported with the words "team stop" however no further adult speak should be offered until all children are mirroring the 'team stop' signal and the adult puts down their hand. Adults should not talk over children, or whilst their hand is up, instead waiting for the children to model active listening skills before speaking.

1, 2, 3 Silent Signals- All classes should use the RWI silent hand signals of 1 to signal to children they need to stand up, 2 they need to walk (for example walk from carpet to table space) and 3 to sit down again.

Turn to your partner- Teachers should use 'TTYD' silent signal within all lessons to give children the opportunity to collaborate and share ideas with their peers. In the earlier years, this signal can be

supported by saying “talk to your partner” however children should soon be taught what the signal means without the need for additional verbal explanation from the teacher.

Wherever possible, teachers should adopt other silent signals to support with instructions. For example to signal to put pencils away, the close their books or to glue in a sheet.

Children’s Work:

Exercise Books:

All exercise books should have a printed sticky label on the front cover stating:

- The child's name (first and surname)
- The class name
- The subject
- Book 1/ 2 or 3

(This information should be typed directly onto the label and not handwritten)

A child’s current English and Maths books should have a plastic cover to protect them from damage. When the child reaches the end of their book, the cover should be taken off and applied to the new book.

All books (excluding maths) should have a margin on the left hand side of the page. If they do not come printed, please ensure they are drawn on in pencil prior to the lesson by a member of staff.

Worksheets:

At Hatchlands, we promote active and engaging learning therefore worksheets should only be used when the learning cannot be presented in another way.

Presentation:

Children are encouraged to take pride in their work. Children should be expected to neatly put a line through any errors and avoid scribbling in their book. Children should never write on the front of their books/ in the margin. If this does happen, the child should be spoken with in line with our Behaviour for Learning Policy and the marks should be rubbed out (by the child where appropriate).

Another way children demonstrate the values is by ensuring that all work is neatly dated.

Work within maths books should have the short date (e.g. 12/6/22) however work in all other lessons should have the long date (e.g. Tuesday 12th June 2022).

If a lesson continues over more than one day, the children should write the short date in the margin to identify the work which is completed on each day.

Children are expected to write in pencil from KS1. From Year 3, after demonstrating consistently neat, joined writing, across a range of subjects, children may be awarded their 'pen license', meaning that they can write in black biro pen.

Learning Intentions & Success Criteria

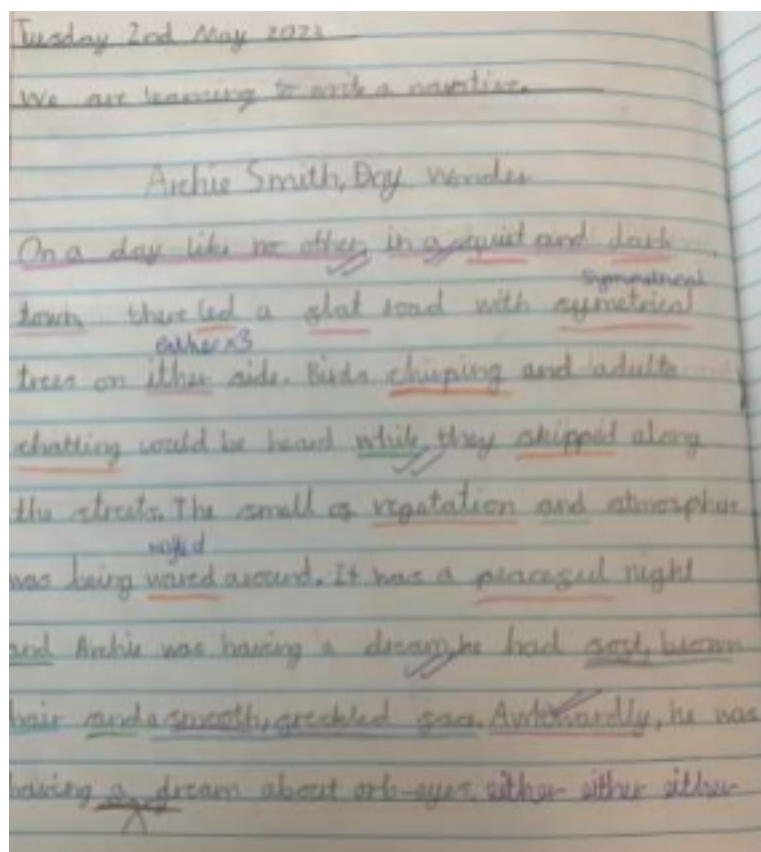
All lessons should have a learning intention and success criteria. The Learning Intention will be introduced using the script 'Today we are learning...'. The Success Criteria will be introduced using the script of either: 'To be successful you must include...' or 'To be successful you could include...' depending on the lesson type.

The learning intentions should be in child speech and decontextualised (for example, 'we are learning to write instructions', rather than 'we are learning to write instructions for making a cake'.)

Children of all ages should be involved in co-creating the list of success criteria at the start of the lesson, with the teacher. This should be written in the moment, on the class flipchart or working wall. This should remain visible throughout the lesson and referred back to at various stages within the lesson (mini plenaries). This will enable the children to self reflect on their learning and identify where improvements can be made.

At Hatchlands, we use colour codes to identify different aspects of Success Criteria. Wherever possible, the Success Criteria should be written in these corresponding colours. When children 'check in' at different parts of the lesson they should underline features of the Success Criteria within their work. For example, if their Success Criteria states children should use conjunctions, children should underline these in green pencil.

Example:



Children in KS1 will stick learning intentions neatly into their books, underneath the date.

Children in KS2 need to write their learning intention, unless otherwise agreed by Inclusion Lead.

We do not stick premade SC grids into children's books.

The success criteria should never include our 'non negotiables' for example: applying phonics, using full stops or numbers written the right way around. Children should be taught that these are

transferable skills and need to be used in all work.

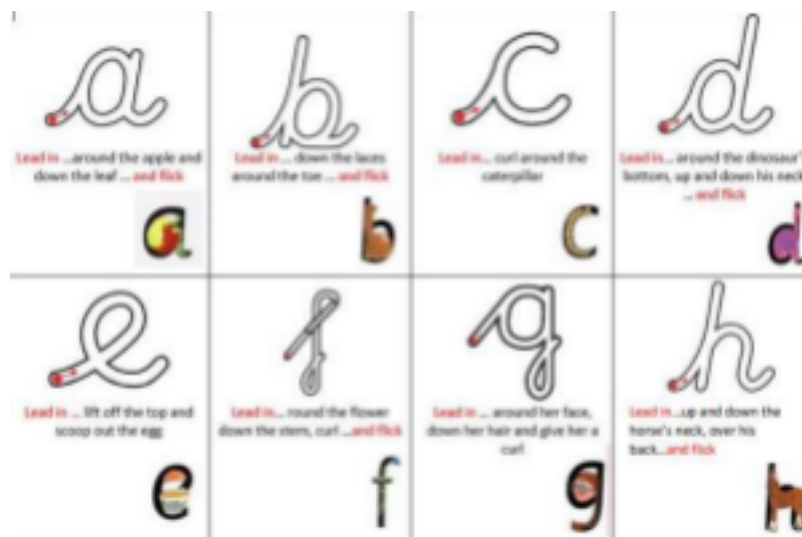
Handwriting:

Handwriting should follow the RWI programme.

In Reception children learn to write in print until summer term when they begin to learn the lead in and out strokes.

In Year 1, children are taught to write in a pre-cursive script from September.

The lead into letters will start with the patter “up we go” and then finish with “and off we go” to lead into another letter.



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From Year 2, children are taught to write in a cursive script.

Handwriting practise should take place in their separate handwriting book.

Every class in KS1 should have a discrete, daily handwriting lesson.

Children in KS2 should have at least 2 handwriting sessions each week. Children identified as needing more, should receive more sessions as detailed in your year group provision map.

Celebration Books:

Every child will have their own Celebration Book. This will follow the child through their years at Hatchlands and showcase some termly examples of their work throughout the years.

At the end of each term every child will have the following stuck into their Celebration Book: - An

independent piece of writing (this can be the same work which is used for termly assessments) - A sketch 'you' (a self portrait) 'shoe' (a sketch of their shoe) and 'view' (a sketch of their view- this could be out of the window or completed outside).

Termly Sketches:

Autumn term- you (a self portrait)

Spring term- shoe (a sketch of a shoe)

Summer term- view (a sketch of their view)

At the end of year, these books will be passed to the child's new class teacher to continue adding to. When the child leaves Hatchlands, they will be given their Celebration Book to take home with them.

Floor Books:

Children will not have individual books for RE/PSHE/ RSE. Instead they will have a class 'Floor Book'. This is an A3 sketchbook style book in which classes will evidence and celebrate the learning they have completed in a creative, collaborative way. There is an expectation that work is celebrated in the class Floor Book at least 3 times a half term.

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Evidence within Floor Books may include:

- Photos
- Quotes from learners
- Extracts of children's work- individual or group

Here are some examples:



Planning:

Planning Documents:

Teachers are required to complete the following planning:

[Long Term Overview](#)

[Half Termly Overview](#)

Unit plans:

These should not be used as weekly plans, rather a map of the learning throughout the whole unit which may last up to 2 or 3 weeks. There is no requirement for teachers to complete formal 'S plans' although this process should be embedded in the planning cycle and feed into unit planning.

There is no expectation for teachers to complete week or lesson plans.

[English Unit Plan](#)

[CC Unit Plan](#)

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In Maths, teachers can use the premade unit plans provided by Mathematics Mastery. It is the responsibility of the individual teacher to adapt these to the needs of their class to ensure the learning is suitable. Where teachers have been identified as needing additional support or structure with Maths planning, they will be asked to use the below Maths unit plan.

[Maths Unit Plan](#)

Planning Expectations:

Teachers are expected to save all planning in folders within their year group folders on the Google Drive.

There is no expectation on the level of detail within unit plans as long as teachers have planned for the unit to be correctly pitched, resources and personalised to the needs of all learners within their year group and that all adults are clearly utilised throughout every lesson.

We are aware that different teachers plan in different ways and like different levels of detail within their planning to support their delivery of lessons.

Planning should be saved to the Google drive at least 1 week prior of the teacher planning on teaching that unit.

Lessons:

Every lesson must include the following elements:

In brackets are the main QFLT elements it links to

1. A review of previous learning e.g. flashbacks (Previous year/ Previous unit/ previous lesson) **(QFLT A1, A4 & B4)**
 2. Clear learning intention (verbally shared in child speak, displayed on class flipchart and stuck into pupil's books) **(QFLT A1)**
 3. Success Criteria (formed with children, displayed on class flipchart and referred to throughout the lesson) **(QFLT A1)**
 4. New learning is presented in small steps, in a multi- sensory way **(QFLT C3 & C5)**
 5. Worked models and examples- practically alongside the children or using the visualiser/ google slides **(QFLT C3)**
 6. A 'WAGOLL' (what a great one looks like). A finished example of the end product the children are working towards completing. **(QFLT A1)**
 7. Challenge for all learners e.g. through the use of effective and varied questioning, deeper thinking opportunities **(QFLT- C3)**
 8. All children have access to scaffolds/ resources are appropriate to the needs of the children in your class **(QFLT- B3)**
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9. Learning is personalised to ensure progress against pupil's individualised targets/starting points where appropriate **(QFLT C1 & C13)**
 10. Range of interactive strategies, not dominated by teacher talk **(QFLT C3)**
 11. Timely reviews of learning to check for understanding and maximise learning time **(QFLT B4 & C1)**
 12. High quality verbal and/ or written feedback in order to have immediate impact on current learning **(QFLT B4 & B5)**

Hatchlands English Lessons:

After consultation with our staff team, we have agreed a collection of effective learning and teaching strategies which should be utilised in English lessons.

- The teaching of SPAG should feature in all lessons
- Examples of what the end piece of writing should look like, which is shared at the beginning of the unit to give purpose to their writing
- RWI sound mats on children's tables, RWI sound posters displayed at the front of classes and referred to throughout the lesson (dependant on age and stage of children)
- Key vocabulary explained and added to the working wall in front of the children. Words have sound buttons to enable children to decode if necessary
- Exciting book themed resources to promote excitement and imagination in the text they are learning about: feely bags, magical boxes, suitcase of resources, puppets etc
- All children having access to resources to enable them to succeed: Talking tins, chromebooks, word banks, visuals etc
- Opportunities for all children to reflect and edit their work using purple polishing pens • Opportunities to share and celebrate their work with specific talk about what makes it successful • Joy, magic and fun, taking learning outside where relevant

Hatchlands Maths Lessons:

- Use of **CPA approach** throughout lessons / sequence of learning
- **Flashback** to previous learning either from the day before, the week before, the unit before, the month before
- Teachers **model the key method** and expose the children to a **range of key representations** to support their conceptual understanding
- Children work through **worked examples as a guided group** using key representations/resources supported by the teacher
- Teachers focus on **key vocabulary** and teaching this through **sentence stems** with these going on the working wall as and when is necessary
- Children are regularly learning with their **talk partners** using the correct language / vocabulary
- Children's independent learning has a focus on **variation** rather than variety
- Children have access to a **challenge** at the end of their independent learning which is applying their learning skill to a **problem solving / reasoning** based question(s).
- Learning to be **multisensory and purposeful** when possible with a focus on real-life problems

Hatchlands Connected Curriculum Lessons:

- Use of **physical resources** and **artefacts are purposeful** to engage and deepen learners understanding
- **Working walls** updated with learning journey to support reflection and **vocabulary retrieval**
- Teachers **challenge** learners through **deep** and **open questions, inspiring** them to research further into areas of interest
- Learning is extended through **home learning** activities and whole school **subject focus weeks**.
- Learning is celebrated and shared with the **wider community** through our school **blog**
- Teachers extend pupils understanding of key knowledge and skills through **workshops** and **trips**
- Teachers to make links with **outdoor learning** where applicable.
- Children are regularly learning with their **talk partners** using the correct language / vocabulary
- Learning journey is recapped at the beginning of lessons through **flashbacks and quizzes** to recall prior knowledge or skills that will be applicable to future learning.
- **Vocabulary** is shared with pupils in a visual way with definitions to secure understanding. Pupils have opportunities to apply vocabulary through discussion and written activities.
- Activities are **scaffolded** to ensure learning is **inclusive** for all.

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Google Slides:

There is no expectation that every lesson needs to have a detailed collection of Google Slides. These are an example of a resource to support learning within lessons but are not expected for every lesson.

When used, they should clearly state the learning intention for the lesson, with key vocabulary typed in red. Slides should be on a dyslexic friendly, light yellow background.

Slides should include key prompts and visuals, not a detailed explanation of the teaching instructions.

During lessons, slides should be on 'slideshow' view so teacher notes are not visible to children. Teachers should ensure they are familiar with the content of the slides and have personalised them for the needs of the learners in their class.

Teachers should use slides interchangeably with their working wall, visualisers, whiteboards and other classroom resources to ensure an active approach to teaching and learning.

Writing Non Negotiables:

Our writing non negotiables should be visible in the classroom environment as a 'writing toolkit' and referred to within lessons where appropriate. Teachers should display these in a way which appeals to the needs and interests of their class. A copy of the 'writing toolkit' should also be taped onto the back cover of all exercise books (excluding maths books). Children should be taught to open these up so they are visible when they are completing work in their exercise books.

[EYFS toolkit](#)

[KS1 toolkit](#)

[KS2 toolkit](#)

Teachers should ensure that children are aware which aspects of the toolkit they are specifically working towards. Children should be aware of their specific targets through ongoing conversations with teachers and not marked on the toolkits.

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Teachers may choose to make an adapted version of the toolkit to suit key children within their class who are working significantly below age related standards. This should be agreed with the Inclusion Lead before doing so.

Agreed Schemes:

At Hatchlands we use the following schemes:

- RWI handwriting (All year groups)
- RWI phonics (Reception +)
- RWI spelling (When completed RWI phonics)
- RWI comprehension (Y2+)
- Mathematics Mastery (Reception, KS1 & KS2)
- Literacy Tree (End of Reception +)
- Coram Life PSHE/ RSE (All year groups)
- Purple Mash Computing (All year groups)
- Real PE (KS1 & KS2)

Teaching Strategies:

To promote motivation, engagement and challenge for all children, a variety of learning experiences should be used.

1. Whole class teaching

A key element of teaching at Hatchlands includes the use of talk partners. We recognise the importance of speaking and listening in all areas of the curriculum, and the need for all learners to articulate and extend their learning.

Talk partners should:

- be organised and change regularly
- be displayed in classrooms so all adults teaching the class can continue a consistent approach
- have good speaking and listening modelled for them, including the development and frequent review of 'what makes a good talk partner'
- have opportunities to 'think, pair, share'

2. Interactive Strategies

There are multiple interactive strategies that can be used in whole-class teaching to engage learners. Such strategies often provide teachers with useful AfL information.

These include but are not limited to:

- thumbs up/ thumbs down
- mini whiteboard 'show me'
- use of drama/ role play
- hot seating
- popcorn responses
- wave of responses
- conscience alley
- freeze frames

3. Group/ Independent work strategies

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Children should be given regular opportunities to work collaboratively and share ideas with others.

Specific strategies for collaborative learning (which help make the curriculum accessible for all learners) include:

- snowballing (talk partners first, then share with another pair/ group)
- jigsaw (groups research one aspect of a topic, becoming 'experts'. Re-organise into home groups to complete task using expertise of each member)
- matching/ sorting
- true/ false sorting
- diamond ranking
- mind/ concept mapping
- speaking frames
- sentence stems

Alongside these, teachers should use various ICT resources (interactive whiteboards, chromebooks, iPads and visualisers) to engage children with their learning.

Inclusive Teaching and Learning:

We must ensure that we offer all children access to an appropriate curriculum. In most cases, this means adapting the learning to meet the needs of children using some of the following strategies: • providing resources which are appropriate: careful selection and evaluation is required • planning for support to be

provided to groups or individuals by additional adults • being aware of groupings to support and challenge children

- providing writing frames appropriate to the needs of the child
- scaffolding support as appropriate to support the child
- adapting activities as appropriate
- providing word banks/ visuals
- promoting independent choice
- providing alternating methods of recording work (e.g. chromebooks, talking tins, iPads)

It is vital to recognise the link between effective formative assessment and effective differentiation. In order to differentiate effectively, teachers must have a clear understanding of exactly where the children are in their learning and how they learn best.

Please see our [whole school provision map](#) for more information.

Pupil Groupings:

Teachers should plan opportunities for children to work collaboratively with others in a range of different groups to enrich their learning experiences and opportunities. Groupings should be fluid and relevant to pupils, according to their next learning steps. Tables within the classroom should be organised in a way to promote pupil collaboration.



Teachers should keep the following criteria for grouping in mind when planning: • abilities within the group (usually in mixed ability groups although there may be occasions when children need to be in similar ability groups)

- gender ratio
 - children's home languages
 - adult chosen or self-chosen
 - children's social behaviour
- individual leadership qualities

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Agreed Symbols:

Teachers can use the following symbols within their Google Slides to signal key parts within a lesson.

Flashback symbol	
'Check in' symbol- used to prompt children to review SC throughout the lesson	

Success Criteria colour codes:

(As referenced on pg 5)

Verbs
Adjectives/ Expanded Noun Phrase
Conjunctions
Adverbs/ Fronted adverbials/adverbial phrases
Adverbs
Figurative language
Prepositional phrases
Noun
Expanded noun phrases