

Holwell Primary School



Teaching and Learning Policy

Status	Approved
Date Approved	September 2026
Review Date	September 2027
Head Teacher	Miss S French
Chair of Governors	Mr J Dunmore
Adaptation of previous year's policy	
Statutory policies are approved and ratified by the Governing Body and the approval of policies are recorded within the minutes of the meetings.	

TEACHING AND LEARNING POLICY

As a Hertfordshire school, we base our approach to teaching and learning on the Hertfordshire OAP. Staff use both this document and the OAP when considering teaching and learning.

At Howell Primary School, every child experiences an inclusive, high-quality, and ambitious curriculum that removes barriers to achievement. Our drive for continuous improvement, ensures high standards across the school. With enriched experiences and accessible learning, we enable every pupil to achieve their personal best.

We nurture academic success, character development, and well-being, empowering our pupils to thrive in school and beyond, becoming lifelong learners and responsible members of the community.



Our approach to our curriculum
is about educating
the head and the heart.

Lifelong learners

Our curriculum is designed to inspire, support, and challenge every child and to educate the head.

Responsible members of the community

Our approach to personal development empowers pupils to make thoughtful and responsible decisions, guided by our core RICRAC values. These are woven into our school culture, helping children to grow personally and to educate the heart.

At Holwell Primary School, our curriculum is designed to inspire, support, and challenge every child. Our curriculum is mapped to ensure progression, equity, and accessibility, with enriched experiences and adaptations that support every child. Core subjects like reading, writing, and maths are taught daily with structured approaches, while foundation subjects follow a sequenced, skills-based model in line with the National Curriculum.

At Holwell Primary, our values permeate all areas of school life. The RICRAC characters are used to underpin our values throughout the school – as part of lessons, assemblies and the whole school day.

Our RICRAC characters are:

- Respectful Reginald
- Independent Imogen
- Cooperative Chloe
- Resilient Rihanna
- Aspirational Antonio
- Courageous Cody



Learning today for our tomorrow

The Teaching and Learning policy has been developed to support staff in delivering appropriate, effective, and high-quality educational provision for all pupils, including disadvantaged and those with Special Educational Needs and Disabilities (SEND).

The policy ensures consistency across the school, thereby guaranteeing equal opportunities for all pupils. It also serves as a structured framework to support the delivery and continuous improvement of teaching practice. It promotes high expectations and aspirations for every learners and it outlines our principles and practices for the learning environment, planning, resources, lesson delivery, behaviour and attitudes, assessment and feedback and adaption.

How do we deliver high quality provision at Holwell?

Learning Environment

A positive learning environment is achieved in two ways – the physical layout of the room and the support given to pupils' personal development.

- Seating arrangements are considered to meet the needs of all pupils and should promote engagement, collaboration and focus - this may change from lesson to lesson
- The learning environment reflects relevant and current learning on working walls and displays, whilst remaining in line with the therapeutic teaching approach
- The learning environment develops independence in all children (e.g children are able to select a resource to support their learning independently)
- Pupils are encouraged to be motivated, resilient, and take pride in their work.
- Pupils feel safe and supported - the classroom is a safe place to make mistakes – children are respectful of their peers and dealing with misconceptions positively is modelled by staff

Planning

- The lesson is part of a clear sequence so that new knowledge and skills build on what has been taught before and prepare children for future learning.
- The lesson uses the ITP templates, knowledge organisers and progression documents.
- The lesson is ambitious and challenging. It is reflective of the children's abilities within the class.
- The learning needs of all children are incorporated within the teacher's planning.
- The learning intention of a lesson is the same for every pupil, only the implementation changes.

Resources

- The learning environment celebrates the children's achievements.
- Varied resources are available to all children to deepen understanding and reinforce learning (e.g. Resources are not just provided to LA/SEND but to all learners where needed). These range from word mats and maths manipulatives to physical curriculum resources appropriate to each unit of work.
- The vocabulary is rich and is purposeful to develop language (e.g. theme specific, ambitious key words, phonic sounds). These are displayed as appropriate.
- Enrichment opportunities are maximised to develop pupil's cultural capital. These include: workshops, trips and dropdown days.

Lesson Delivery

- Clear routines and expectations are embedded and demonstrated by all adults and children.
- Teacher's secure subject knowledge is evident through the lesson delivery.
- The language used by all adults is clear and concise.
- The pace of the lesson is appropriate and engages learners.
- Time is effectively used throughout the lesson with no time wasted (e.g prompt starts to task / timer used).
- A positive relationship between adults and all pupils is evident.
- Opportunities for all children to be actively involved in their learning is evident throughout.
- The lesson is linked to previous and associated teaching and learning
- The ideas and experiences of pupils are drawn upon.
- Learning is adapted as needed to ensure all children are able to achieve the learning intention of the lesson
- Instructions and explanations are clear and specific and supported appropriately, visual, audio, kinaesthetic. Children are encouraged to reflect on what helps them learn; from making best use of modelled explanations and what a good one looks like, to visual aids and to worked examples on working walls.
- High standards of effort, accuracy and presentation are expected demonstrating the children's aspirations to achieve.
- The working atmosphere is calm and purposeful.
- Children are prepared to take risks and not afraid to make mistakes. They demonstrate courage and resilience in their learning
- ICT is used where appropriate to enhance learning, developing pupils' digital literacy skills

Behaviour

- The behaviour policy is applied consistently by all adults and understood by the children.
- Children are encouraged to form positive relationships with the teacher, their peers and with other adults.
- Positive behaviour is celebrated and high expectations are set for all children.
- All adults model behaviour and expectations consistently.
- Lessons are made stimulating and relevant to maintain children's motivation and focus.
- All pupils are treated fairly, with an equal emphasis on the work of all demographics and needs.
- All pupils demonstrate the Holwell RICRAC values.
- Pupils are given opportunities to reflect on consequences of their behaviour and use effective strategies taught through high quality P.S.H.E.

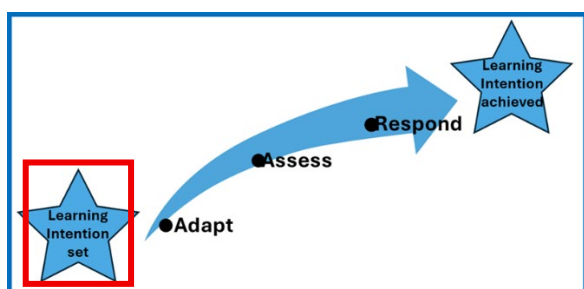
Assessment and Feedback

- The feedback provided is in line with Holwell's Feedback and Marking policy.
- Pupil understanding is assessed throughout the lesson by the use of the teacher's questions and observations (AfL) and adaptations made as appropriate
- Pupils are encouraged to self-assess in relation to the lesson intention and their individual targets
- The assessment provided is clear, direct and addresses misconceptions promptly.
- The assessment and feedback impacts on next steps in teaching and learning.
- There is evidence of children interacting with feedback.
- Teachers are aware and confident to use summative data to inform current and future teaching.

Adaptation

Our vision makes it clear that we expect all children to be able to access our curriculum and achieve the learning. When considering our sequence of adaption at Holwell, we align it to a journey with three parts – prior to the lesson (before the journey), in the lesson (during the journey) and after the lesson (at the destination). In this way, we take into consideration any adjustments that need to be made before the lesson, adaptations that can be made during the lesson and reflections on learning after the lesson, ready for future learning. All our lessons are structured in a similar way using ITPs (Interactive Teaching Presentations) and are our initial plan to direct the learning during the lesson.

Prior to the lesson (Before the Journey)



What are we teaching?

Our curriculum has been designed to meet the needs of the children at Holwell, considering the education of their head and their heart. The subjects are taught a progressive and sequential curriculum from E.Y.F.S to Year 6 which ensures that children leave Holwell Primary School with the skills and knowledge outlined within the National Curriculum.

Reading is a central part of our curriculum and is embedded across every subject through subject through the use of our 'Terrific Texts'. The texts are used for daily guided reading lessons, writing lessons and foundation subject lessons.

In writing, a clearly sequenced genre map has been designed to ensure that children have exposure to a variety of different text types each year. Each genre unit is taught following a clear sequence of lessons.

For our maths curriculum, as a school we implement some of the strategies used in the 'Herts for Learning Essential Maths' sequences which guide teachers on how to best cover the maths curriculum as well as supporting the delivery of carefully planned progression to ensure consistency across the school.

The foundation curriculum subjects are planned in six phases. A long-term plan for each year group indicates what topics are to be taught in each half term. We review our long-term plan on an annual basis. The long-term plan for each subject, shows the concept threads mapped across the school to ensure an even and thorough coverage of the core skills. The documents relevant to each subject are available in our "Subject All in One" documents as well as on the website. Our Knowledge Organisers are also available on the website.

What is the LI?

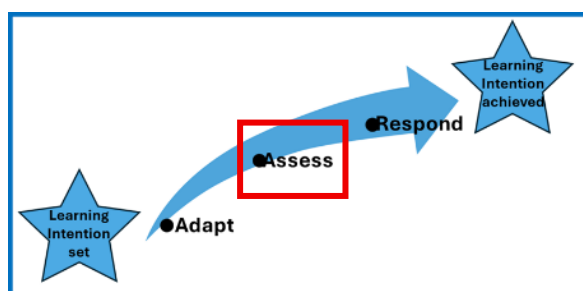
The Learning Intentions (LI) need to be clear and linked to skills and concepts outlined within the National Curriculum. This gives us a clear understanding of what learning we are planning for the lesson. For core subjects, the sequence of lessons is mapped out in our Curriculum Policy and our curriculum subjects are on our Knowledge Organisers. The skills from the National Curriculum are threaded throughout the subjects across the school and mapped on our overview documents. If you don't know where you are going – you'll never get there.

What prior knowledge do the children have?

It is important to consider

- Sequences of learning and Knowledge Organisers show what prior learning has taken place – either in earlier lessons or previous units of work.
- Review marking from previous lesson
- Flashback slides at the beginning of lessons
- Use of GPs to ensure prior misconceptions have been addressed

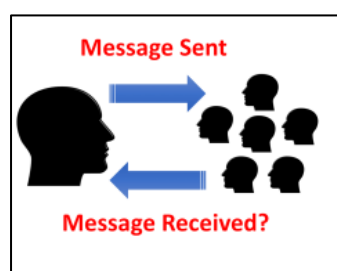
In the lesson (During the Journey)



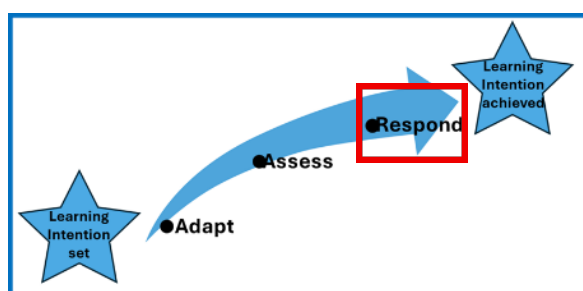
At this point in the journey we are looking at how well we are heading for our destination. This is a little like how a SAT NAV works. We have set our journey destination (The Learning Intention) but enroute, we need to use our Assessment for Learning (AfL) strategies.

AfL allows children to have an active role in their learning and for us to be able to respond to misconceptions and secure learning immediately. For children to engage in this actively, the culture and learning atmosphere in the classroom needs to be one where all the children feel safe to share.

The challenge for teachers is to involve as many students as possible which leads to the need for good questioning routines and good knowledge-check routines where the ratio of student involvement is high and the information received has a good diagnostic component. We are checking that the children are all on track because if they are not – we will need to use a different route.



How do we respond to AfL



If we have come across some obstacles (and through the use of AfL, children are not on track to achieve the LI), we need to reroute the lesson; we need to respond and make adaptations to the learning to ensure all children will be able to achieve the Learning Intention (reach the destination).

After the lesson (At your destination)

At this point, we are marking work to understand how well the children have achieved the Learning Intention for the lesson. The children are able to mark their own work in many lessons with the answers displayed on the ITP. The Marking and Feedback Policy gives more detail on how work is marked and feedback given.

From the marking, we are able to make judgements about where to take the learning next. Does the sequence of learning need changing? Does a lesson need repeating? Are all children able to progress to the next lesson?

Inclusion

The school prioritises inclusive practice, ensuring all pupils feel supported and able to learn successfully. This focus is woven into our continuous improvement strategy, with leaders regularly reviewing provision, refining teaching approaches, and addressing barriers to learning. Through ongoing reflection and development, the school maintains a strong commitment to meeting the needs of every learner.

The school uses an 'Overcoming Barriers Pathway' to identify and determine the targeted support each child requires. Through this structured approach, staff assess individual needs, pinpoint specific barriers to learning, and agree with the most appropriate interventions. This process is underpinned by the graduated approach, a cyclical model of Assess, Plan, Do, Review, which ensures that support is carefully monitored and adapted over time. Following this process, if children require a provision above that provided within ordinarily available provision, children might be supported through an Individual Support Plan (ISP), which outlines personalised strategies, provision and outcomes tailored to their unique needs. This ensures that every child receives consistent, focused support that enables them to make purposeful and sustained progress. This may include internal or external support for barriers including SEND, behaviour or environmental.

The Overcoming Barriers Provision Map is used to track and monitor the targeted support in place for each child. This is a dynamic working document that leaders review regularly and share with staff to ensure that provision remains responsive, consistent, and well-coordinated. The provision map enables all adults to clearly see the interventions, strategies, and outcomes associated with each pupil, supporting a joined-up approach to meeting individual needs. Our knowledge of the children enables us to plan strategies for overcoming known barriers, prior to the lesson. Many of these strategies can be found in the Hertfordshire Ordinarily Available Provision document.

This policy links with the following policies and procedures:

- Behaviour policy

- Curriculum policy

- Early Years Foundation Stage (EYFS) policy

- SEND policy and information report

- Marking and feedback policy

- Home-school agreement

- Assessment policy

- Equality policy