

# Teaching and Learning Policy

## Document Control Page

### Revision History

Date	Type of change	Initials	Purpose of Revision
February 2026	Major	SB	Policy completely revised to include assessment - to be reviewed every 3 years unless required before this date

#### Aims

At Hatch Warren Infant School we are committed to high quality teaching and learning to raise standards of achievement as well as the all-round development of every child. We aim to create a positive, effective and fun learning environment that supports individuals to thrive and develop a desire for life-long learning. Hatch Warren Infant School is a community where we can all grow and develop together.

#### Guiding principles

At Hatch Warren Infant School, all children are nurtured within a friendly, happy, safe and stimulating environment. This allows pupils to grow through our long-term mission statement of 'Happiness and Wonder, Inspires Success'.

Learning is the purpose of the whole school and is a shared commitment involving children, parents, staff, Governors, the community and the local authority.

Our school values of kindness, independence, creativity, respect, perseverance, teamwork and focus underpin all that we do. We aim to help all children thrive, be successful and achieve to make themselves proud. We develop motivated children to have a love of learning through being curious and independent thinkers and resilient problem solvers whilst building strong relationships to become collaborative, fun-loving and inspirational citizens of the community.

We are lucky to have a widely diverse community where all children are valued, celebrated and well represented, and therefore have a strong sense of belonging, which as a result, develops a strong and positive sense of self.

Our school values were chosen by our children through school council discussions in classes and a competition was run to represent these values as animals.

These are:

- Focused Flamingo
- Respectful Reindeer
- Teamwork Tiger
- Independent Iguana
- Persevering Panda
- Kind Koala
- Creative Chameleon

## **Roles and responsibilities**

Teaching and learning in our school is a shared responsibility and everyone in our school community has an important role to play.

All members of the school's community should work towards the school's aims by adhering to the vision and values and:

- recognise children as individuals, respecting their rights, values and beliefs
- promote good relationships and a sense of belonging
- provide a well-ordered environment in which everyone is fully aware of behavioural expectations
- offer equal opportunities and recognise the importance of different cultures
- encourage, praise and positively reinforce good relationships, behaviour and work
- work as a team, supporting and encouraging each other

## **Teachers**

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Assess pupils to recognise their individual strengths and support children to address any gaps in their learning
- Provide opportunities for pupils to recap on their learning, building on previous learning in order to ensure learning is secure for all
- Ensure learning is progressive and continuous
- Adapt learning so that it meets the needs of all learners
- Use effective marking and feedback as opportunities to further develop children's learning
- Provide quality first teaching through a challenging and stimulating curriculum designed to encourage all children to achieve well
- Actively engage parents/carers in their child's learning through newsletters, parent engagement events, parents evening and home learning
- Keep up-to-date with educational developments
- Have a positive attitude to change and the development of their expertise
- Meet the expectations set out in all relevant policies and the staff handbook

## **Support staff**

Support staff at our school will:

- Know the pupils well and differentiate support to meet their individual learning needs
- Support pupils to overcome barriers in their learning and address gaps in learning
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective feedback and marking as required
- Feedback observations of pupils to teachers
- Demonstrate and model themselves as learners
- Have high expectations and celebrate achievement
- Meet the expectations set out in all relevant policies and the staff handbook

## **Subject leaders**

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills

- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Ensure their curriculum is effectively tailored to meet the needs of the children in school
- Drive improvements in their subject, working with teachers to identify any challenges
- Moderate progress across their subject through reviewing a range of evidence
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Meet the expectations set out in all relevant policies and the staff handbook

### **Senior leaders**

Senior leaders in our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate all 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 support and guidance to staff through coaching and mentoring
- Input and monitor the impact on continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in all relevant policies and the staff handbook

### **Pupils**

Pupils at our school will:

- Take responsibility for their own learning and support the learning of others
- Display good learning behaviours at all times
- Be curious, keen, focused and hard working
- Try their hardest at everything they are asked to do
- Complete home learning and reading as required
- Meet the expectations set out in our behaviour and relationship policy

### **Parents and carers**

Parent and carers at our school will:

- Value learning and encourage their child as a learner
- Make sure their child is ready to learn each day
- Support good attendance and punctuality
- Contact school promptly to discuss matters which affect a child's happiness, progress or behaviour
- Support and give importance to home learning and reading
- Provide support for the discipline within the school and the teacher's role
- Participate in discussions about their child's progress and attainment

### **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 pupil's progress and attainment

- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure that other school policies promote high-quality teaching, and that these are being implemented

### **Curriculum**

Our curriculum has been devised to revisit learning and build on knowledge and concepts over time which supports children to know more and remember more. Our curriculum introduces new key knowledge, understanding and skills in different contexts. It allows opportunity for this to be revisited with increased difficulty and challenge over time through their topics.

At Hatch Warren Infant School, we understand that learning is a change to long term memory and everything in long term memory is knowledge. Our planning supports children to know more and remember more. Knowledge can be categorised in several ways, with the most common involving three key types:

- Procedural knowledge - this is 'knowing how' and gives children the processes and steps to perform tasks. This helps children achieve fluency which helps them carry out tasks accurately over time.
- Semantic knowledge - this is 'knowing that' and involves learning facts and understanding how they relate to other facts.
- Episodic knowledge - this is 'learning from experience' and is the events and activities where children gain procedural and semantic knowledge. We provide fun, engaging, hands-on experiences which children remember well to support their knowledge acquisition.

**Substantive knowledge** - this is the content the children need to know.

**Disciplinary knowledge** - these are the methods, concepts that help children think, question and build knowledge.

**Foundational knowledge** - the core concepts, basic facts, and essential skills that serve as the building blocks for all future learning (phonics, reading fluency, vocabulary, handwriting, spelling, number facts and basic calculations).

### **Long term planning**

Long term year group curriculum maps can be found on our website: [www.hwis.hants.sch.uk](http://www.hwis.hants.sch.uk) as well as subject specific curriculum maps detailing progression of knowledge and skills as well as intent, implementation and impact.

Long term plans have been designed to ensure progression of substantive and disciplinary knowledge which supports pupil progress. Our plans include specific key vocabulary to enable the children to develop their understanding over time and be able to communicate their knowledge verbally.

In the Early Years Foundation Stage (Year R), long term plans identify coverage over a year. The EYFS documentation is used to carefully plan progression each term. Staff work together to assess, deliver and review and implement this into their planning. There is a balance of continuous and enhanced provision, using play and formal aspects of learning.

### **Medium term planning**

Staff work in year group teams to create medium term using the long term planning and progression documents. In Key Stage One (Year 1 and 2), children are taught in classes of the same age and are taught through a half termly topic. These plans identify knowledge, skills and vocabulary progression alongside teaching strategies and learning opportunities.

### **Short term planning**

Staff work in year group teams to create short term planning. This is generated using the medium term plans but is flexible to take account of the emerging needs of individuals and cohorts of pupils.

### **Delivery of learning**

This may be different depending on subject, activities and learning opportunities. There will be a mixture of:

- Whole class teaching
- Satellite teaching
- Streamed, differentiated teaching
- Group work
- One to one teaching
- Collaborative paired/group teaching
- Independent learning
- Child initiated learning
- Paired talk

### **Learning environment**

The learning environment is critical in supporting teaching and learning. A range of environments are used throughout the day including classrooms, outdoor provision (EYFS), the hall and smaller intervention and sensory spaces.

All learning environments will:

- be organised, comfortable and welcoming
- display work that refers to prior learning to promote independence
- have carefully selected resources
- have displays celebrating children's learning
- be calm and productive to reduce sensory overload

### **Teaching strategies**

A range of teaching strategies are used by staff at Hatch Warren Infant School. These include:

- Flashcards to build knowledge over time
- Targeted, repetitive learning (e.g. structure of phonics)
- First-hand practical experience
- Drama
- Images to support new concepts
- Visual timetables

### **Meeting the needs of all learners**

Children enter school at different stages of development. We adapt learning to cater to the needs of all our pupils including those with special educational needs and disabilities (SEND), with English as an additional language (EAL), who are disadvantaged and those that are more able.

Staff consider cognitive load when planning for learning. Staff take an individualised approach to learning, working hard to diminish barriers that children may face.

### **Home learning**

Home learning supports children make the link between what they have learnt at school and the wider world. Reading is a prime example and we expect children to read at home at least three times a week.

### **Marking and feedback**

Marking needs to be meaningful and used constructively to promote pupils' learning, offering each child challenge and motivation. It is a valuable tool in the learning as assessment process. Feedback and next steps will clearly explain to children what they are doing well and what they need to do next to improve their work. The use of verbal feedback, symbols and annotations will be used to ensure it is child friendly and can then be used in subsequent lesson for reflection and review.

### **Assessment, recording and reporting**

Assessment is a continuous process that provides information on the achievement of learning. Assessment informs the planning, teaching and learning of all aspects of school life. Whilst it provides an overall judgement on how well a child has achieved, the key purpose of assessment is to enable the staff to support the child more effectively in their learning. Regular formative and summative assessments are made of the children to establish their attainment and to inform future planning.

Termly assessment judgements are made and these are analysed and discussed in pupil progress meetings. These are held with class teacher, team leader, DHT/HT and SENDCo. Teachers moderate their assessment judgements between themselves, across the school and with teachers from local schools.

Children in EYFS are assessed in the summer term against the EYFSP to determine which Early Learning Goals (ELG) they have achieved and whether they have achieved the Good Level of Development (GLD).

Teachers report to parents/carers three times a year through two parents evenings and an annual written report. However, parents/carers can discuss their child's progress at any point in the year by making an appointment to meet the teacher.

Phonics is tested in Year 1 and re-tested where necessary in Year 2.

### **Monitoring and evaluation**

Teaching and learning is monitored in our school to ensure that all children make the best possible progress from their starting points.

School leaders, team leaders and subject managers monitor and evaluate the impact on children's learning through activities such as:

- learning walks
- reviewing marking and feedback
- termly pupil progress meetings
- gathering pupil voice
- planning scrutiny
- book scrutiny
- lesson observation
- moderation

## **Foundational Knowledge**

Foundational knowledge refers to the core literacy, numeracy, and social-emotional skills—such as reading, writing, communication, and basic mathematics—that children must secure by the end of Key Stage 1 (age 7) to access the wider curriculum and thrive academically. It includes building executive function (focus, memory) and general world knowledge.

### **Key Aspects of Foundational Knowledge**

- **Literacy & Communication:** Phonics, reading fluency, vocabulary, and writing skills.
- **Numeracy:** Basic number facts, calculation skills, and problem-solving.
- **Physical & Emotional Development:** Social skills, self-regulation, and motor skills.
- **Executive Function:** The ability to focus attention, hold information, and manage tasks.
- **General Knowledge:** An understanding of the world, including early science and social concepts.

### **Importance of Strong Foundations**

- **Future Academic Success:** It is considered the essential building block for all future learning.
- **Equity:** Securing these skills early helps close the gap for disadvantaged pupils.
- **Curriculum Access:** It ensures pupils can engage with a broad and balanced curriculum in later years.