

# Hingham Primary School



# Learning and Teaching Policy

<b>Formally adopted by the Governing Body/ Trust of:-</b>	<b>Hingham Primary School</b>
<b>On:-</b>	<b>19<sup>th</sup> September 2025</b>
<b>Chair of Governors/Trustees:-</b>	<b>Susan Gothard</b>
<b>Review date:-</b>	<b>September 2026</b>

Hingham Primary School  
Learning and Teaching Policy



## Our Vision

Through nurturing confident, independent individuals and providing engaging and challenging learning experiences, we aim to work **together** to achieve our best.

## Purpose

Our core purpose is to ensure effective learning and teaching, enabling all children to achieve their best. We are a mainstream primary school and expect that children can access the National Curriculum.

## Aims and Objectives

Through our teaching, we aim to:

- foster positive learning behaviours
- prepare children for the next stage
- enable children to become motivated, engaged, positive and independent learners
- promote high expectations and ambitions
- promote opportunities for high quality talk
- support children to make good progress whatever their starting points
- include all children in our learning opportunities
- enable them to develop and apply a range of skills including reading, writing, communication and maths
- promote opportunities for outdoor learning including Forest School
- enable them to achieve national expectations or above expectations
- encourage children to never give up in the pursuit of being their best
- facilitate opportunities to develop collaborative and co-operative skills
- encourage the children to be resilient, resourceful, reflective, responsible and ready.

## Definition of Learning

Learning involves taking the next step in:

- acquiring new skills and knowledge
- remembering that knowledge or skill
- applying these to a variety of contexts

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. Adults recognise that children need their emotional and wellbeing needs to be met to enable learning. To this end, we provide opportunities for:

- oracy – instigating, building, challenging, clarifying, probing, summarizing, modelling and marking (Voice 21)

- collaborating and co-operating
- thinking
- creating
- making choices about their learning
- educational visits, guests and performers
- listening
- being active
- investigating and enquiring
- quizzing and repetition to ensure commitment to memory
- supporting them to take risks, make mistakes and learn from them in a safe environment
- building on previous learning and identifying their next steps
- reflecting on their own and other's learning

## Definition of Teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding so that they can achieve their best.

We believe that effective teaching is ensuring progress by:

- planning and delivering purposeful, context-based lessons, linking them to real-life situations and problems including Primary Task Design
- modelling "what a good one looks like"
- using CLIP groups (Co-operative learning interactive patterns)
- using the Oracy toolkit and
- setting challenging tasks, with the opportunity for mastery
- embedding core skills of reading, writing, oracy and mathematics across the curriculum
- providing open-ended questions and challenges in our lessons
- building on previous learning
- delivering well-paced and engaging lessons
- facilitating independent learning through the "least help first" approaches
- setting clear and high expectations
- accurate assessment and sharing next steps for learning
- using other adults effectively
- providing for the needs of all learners
- giving constructive feedback
- encouraging positive learning behaviours
- adhering to the Teachers Standards 2012
- setting appropriate home learning that reinforces key skills

Teachers should have a working knowledge of the content of school policies and apply them to their practice.

## Learning Environment

We believe that the environment sets the climate for learning. Each classroom will:

- have English and mathematics learning displays which are updated regularly to support the learning in the classroom including vocabulary and concepts (Working Walls)

- have easily accessible resources to promote independence
- have purposeful displays representing the broad curriculum which are used for information, celebration, interaction or appreciation
- being aware of cognition overload and how a classroom can support not overwhelm
- be well-organised and uncluttered using available space to its best advantage
- be safe and hazard free
- provide equity – support to access for all
- have accessible resources to support mental health and wellbeing

Our outdoor spaces will:

- enrich learning
- enrich the development of team work and resourcefulness
- encourage engagement
- be used to develop resilience

To enrich our curriculum, outside the classroom environment, we provide

- a range of clubs and extra curricular activities
- opportunities to compete against and interact with other children
- opportunities to take part in community events
- a greater understanding of the world through supporting charities
- assemblies by visiting speakers
- special focus events
- Music tuition

## Teaching Development

We believe that teachers teach best when they are learners.

We encourage and provide opportunities for staff to improve their teaching and meet their performance management targets through:

- attending CPD training
- INSET
- peer observation and feedback
- visiting and working with other schools
- reading publications, blogs and “evidence snacks” on current practice
- sharing ideas and professional debate at staff meetings
- paired working for new initiatives

## Parental Involvement

We believe that parents have a fundamental role to play in helping their children to learn. We do all that we can to inform parents about what and how their children are learning by:

- offering termly Parents’ Meetings to discuss children’s progress
- sending an annual report
- explaining to parents how they can support their children with home learning
- holding parents’/carers’ workshops to explain current practice and to give ideas for support

- publishing weekly class newsletters and regular school newsletters
- maintaining the school website
- holding class-based events for families
- regular invitations to families to get involved in children's learning and school life
- opportunities for feedback/involvement on specific subjects

To support their child in their learning, we require parents to:

- have a positive attitude to school and learning
- help their child to get into a good routine with home learning
- encourage their child to strive to do their best
- regularly hear them read and read to them
- talk to them daily; spend some time with devices turned off
- ensure their child has the best attendance possible aiming for 100% (See attendance policy)
- make sure that their child is equipped for school (PE kit, reading book, Forest School Kit, wellies, waterproofs)
- inform the school of matters outside of school which could affect a child's learning or behaviour
- support the school's expectations with regard to behaviour and attitude

## Monitoring and Evaluation

This policy reflects our school vision and its aims and values: Nurture – Learn – Achieve. This will be monitored through:

- classroom observations
- the progress of the School Action Plan
- external inspection and audit
- data and progress through Pupil Progress meetings
- Governor visits
- Performance Management and Pupil Progress meetings

The role of the Head Teacher and Governors with regard to monitoring is set out in the Monitoring and Evaluation policy

## Inclusion and Equal Opportunities

We value each child as a unique individual and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all of our children and to ensure that we meet all statutory requirements related to matters of inclusion. (See the Special Educational Needs offer on the website)