



WEST HESLERTON C. E. PRIMARY SCHOOL

LEARNING AND TEACHING POLICY

“Children are at the centre of all we do”

We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.

The hallmarks of a Christian life lived well are shown in the fruits of the Spirit – But the fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness, Self-control. Against such things there is no law. Galatians 5:22 – 23

Whole school intent

As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.

To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.

Whilst making the greatest use of the wide open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.

Subject intent

For each subject we have a curriculum intent document; curriculum documents which outline key skills, knowledge and vocabulary for each unit taught; progression documents and a long term curriculum plan. These can be found on the school website. Additionally, assessment documents are used to track pupil progress.

Within teaching and learning we aim to:-

1. Ensure every child succeeds: provide an inclusive education with a culture of high expectations, with opportunities for pupils to take risks, develop their independence and motivation with a supportive Christian ethos.
2. Using effective questioning and assessment, build on what learners already know: structure and pace learning so that individuals, as partners in learning, know their personalised learning intention and outcome.
3. Make learning an enjoyable, fun and challenging experience: stimulate learning through matching teaching techniques, environments and strategies to a range of collaborative teaching and learning styles.
4. Enrich the learning experience, making learning vivid and real. Develop understanding through enquiry, discussion and group problem solving, infusing learning skills across the curriculum at school and at home.
5. Promote a wealth of knowledge and awareness of diversity through educational visits, external visitors as well as internal factors including the library and use of curriculum and topic boxes, including artefacts.
6. Work in partnership with children, their families, the church and the wider community to build and prepare pupils for the future.
7. Use standard English and subject vocabulary in context with confidence.
8. Lead by example in all that we do.

Curriculum Aims

1. To raise standards using the Early Years Foundation Stage Curriculum and the National Curriculum for Year 1 to 6.
2. To foster skills, which enable children to safely engage, develop and understand the world around them with competence and confidence in a range of contexts.

3. To develop, through a variety of experiences and activities, the necessary concepts, skills and attitudes for a continuing exploration of curriculum subjects.

The Headteacher will:

1. Set high expectations and monitor teaching and progress.
2. Encourage a whole school approach, keeping parents, governors and all support staff well informed.
3. Support curriculum leaders and individual teachers.
4. Regularly review the curriculum action plans (when appropriate).
5. Regularly review the school's long term plans (when appropriate).

Governors will:

1. Be well informed through the leadership of the Headteacher and staff.
2. Support the staff in implementing the school's policies.
3. Monitor and review progress on the school's action plan when appropriate.

Teachers will:

1. Lead by example delivering the curriculum demonstrating a strong understanding of the curriculum.
2. Offer support to support staff in planning, teaching and assessment.
3. Work alongside the Headteacher to monitor and evaluate teaching and progress in their own class.
4. Identify their own training needs, plan and deliver training to other staff where appropriate.
5. Keep relevant information such as assessment information.

Subject Leaders will:

1. Lead by example showing a thorough understanding of the curriculum across the primary age range.
2. Offer support to all staff in planning, teaching and assessment in their subject areas.
3. Work alongside the Headteacher to monitor and evaluate teaching and progress.
4. Identify training needs impacting their subject. Plan and deliver training where appropriate.
5. Keep relevant information such as action plans.

Staff delivering learning opportunities will:

1. Use the school's long term plan to deliver the EYFS curriculum and National Curriculum.
2. Teach pupils to manage their environment, to respect their surroundings and ensure the health and safety of themselves and others.
3. Give homework activities where appropriate.
4. Provide opportunities for exploring to help pupils build confidence; learn to explore; think and solve problems; relate to others; develop curiosity and a motivation to learn; develop their metacognitive skills (to understand how they learn and self-assess); take responsibility for their learning; develop independent learning; develop their own communication styles, taking into account pupils' needs and interests. Introducing and consolidating all areas of learning and development.

Challenges may include a mix of:

Child-initiated activities – children make choices from within the learning environment to meet their outcome for learning

Adult-initiated activities – practitioners provide the resources to stimulate and consolidate learning

Adult-directed activities – children engage in planned activities to meet specific learning outcomes.

This supports the EYFS Development Matters document and these principles are built on through the school.

Parents will:

1. Be encouraged to develop positive attitudes to subject areas and actively support their children when homework is given.
2. Know of their child's progress informally and through annual reports and parents' evenings.

Homework

We believe that homework is valuable because: -

1. It provides opportunities for parents, pupils and school to work together in partnership, reinforcing work done in school.
2. It can allow children to develop the practice of sometimes working alone, without the constant presence of others.
3. It can give older children the experience of working to deadlines.
4. Establishing a homework pattern helps children reinforce positive learning habits.

Class teachers make it clear to the children just what is expected of them regarding homework and monitor their efforts. A regular commitment to homework will be recognised. Parents should not hesitate to contact school if they have any queries regarding homework.

EYFS/Key Stage 1

As well as reading, homework may include maths and English skills. Families are encouraged to spend 10 minutes upon these tasks each evening.

Key Stage 2

Homework may consist of reading, maths skills, English skills and research for topic work. Work set should take no more than 20 minutes in years 3 and 4 and 30 minutes in years 5 and 6.

Alterations to the above may be made to meet the needs of the individual.

In P.E:

Parents will:

1. Ensure their child arrives at school appropriately dressed for the weather and the planned sporting activities. Ensure hair can be tied back and any jewellery worn can be removed by their child or has already been removed.
2. Inform school of any medical conditions which may prohibit their child from taking part in P.E. sessions.

P.E. kit comprises:

1. White T-shirt (no collar), dark blue/black shorts, tracksuit where applicable, suitable sports trainers, hair should be tied back where appropriate.
2. Swimming kit - swimming costume/trunks, towel. Goggles and/or hair tie where appropriate.
3. Forest kit - A small rucksack (to be used during sessions and to store all items in), a spare water bottle to be kept in the bag, waterproof leggings/trousers, a warm top, gloves, hat, wellies, sunhat, suncream and a waterproof coat.
4. All the above items need to be named clearly.

Internet Use:

Internet use is important to aid pupils in their computing skills. The internet can provide a wealth of information and learning experiences across the curriculum that we would not otherwise be able to offer pupils. However, caution must be exercised in the following ways:-

1. Staff, volunteers and pupils will be encouraged to search effectively, be clear about why they are using the Internet and question all sites visited.
2. Web sites are filtered and monitored using Smoothwall. Any sites staff, pupils or other adults feel should not be given access to should be reported to NYES Digital and the Headteacher. In the event of this happening, the Headteacher will contact relevant parents to inform them of events.
3. An adult will be present whilst pupils use the internet.
4. Complaints regarding the use of the internet will be dealt with by the Headteacher. In the event of further grievance, the Governing Body will deal with the issue using the complaints procedure.
5. Blogging – Any comments or work placed on blog sites will be approved by staff before publishing.
6. News groups and chat sites will not be used by pupils.
7. School will monitor the use of iPads, computers and websites in live time. It will intercept and delete any inappropriate material. In the event of unlawful material being found, other bodies will be informed.
8. Pupils will be taught about and reminded of e-safety to ensure safety online.

When using the Library:

Libraries empower pupils, not only by supporting the teaching and learning in the school, but by giving them the freedom to make their own choices about reading and learning experiences. The school library's role is to help create confident, enthusiastic readers, and to engage children in lifelong learning.

Other links:

1. See SEND/inclusion policy
2. See Marking and feedback policy
3. See Volunteers in School policy
4. See Health and Safety policy

5. See High Achievers policy
6. See Acceptable Use policy
7. See Record Keeping and Assessment policy

Reviewed: Summer 2025

Date of next planned review: Autumn 2026

