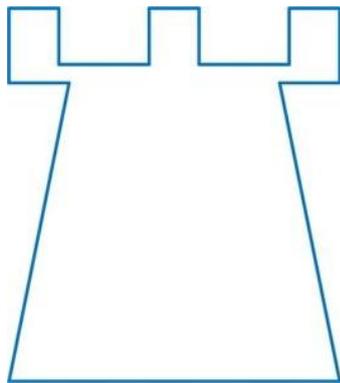


# Teaching and Learning Policy

## Sheriff Hutton Primary School



Supported Happy Pupils  
Succeed

### POLICY INFORMATION

Ratified by the  
Board of  
Governors

Date:

Signed:

Chair:

Review date:

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## *Learning at Sheriff Hutton*

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At Sheriff Hutton Primary School, we believe that enthusiasm and inspiration are central to our classroom practice.

When children are engaged and inspired by exciting learning opportunities, the learning has depth and motivation is high.

We endeavour to ensure:

Children feel safe, happy and valued due to the excellent pastoral care and nurturing approach. Learning is exciting, engaging and inspiring for all.

Learning behaviours are developed and children have a growth mindset; they are critically evaluative of their learning and motivated to improve. Children are not afraid to fail in their quest to succeed.

The approach is child led; building on strong Early Years practice.

High standards and a culture of deep learning mean that progress is embedded and attainment is high.

Our culture ensures that children access pre-teaching and interventions as soon as they begin to fall behind and in many cases before they are able to fall behind.

Teachers are committed to doing their best for their children in all aspects of school life.

Our school is a safe environment that provides opportunities through the curriculum to allow children to flourish. We are developing a culture where opportunities in school enable children to experience success and build self-belief. We aim to develop the children's innate curiosity for learning and enable them to be resilient citizens of modern Britain.



## Teaching Strategies

### Clear and challenging learning intentions

Each session has a clear learning focus. Children understand what the learning intention is and are encouraged to reflect on how it can be applied across a range of contexts. Learning Intentions are challenging and link closely to end of year expectations.

### Success criteria

Success criteria are generated by children, as appropriate. Through a clear understanding of the learning intention and modelling by adults, the children can identify how to make their work successful. Clear, differentiated success criteria allow children to evaluate their work and the work of others.

### Modelling

Teachers and support staff use modelling across the curriculum to move learning forward. Teachers are confident about the learning intention; they are secure about the success criteria needed to achieve it and model the thinking and strategies needed to develop knowledge. Modelling and scaffolding are crucial for effective progress and can be seen in



writing and maths, as well across the entire curriculum.

### Higher order questioning

Bloom's Taxonomy is used throughout the school as an aid for adults and children to ask effective questions. In Early Years and Key Stage 1 questioning prompts in classroom displays help teachers to use a range of types of questions. In Key Stage 2 children are encouraged to use these prompts to ask each other questions. Questioning is a key strategy in driving learning forward. Teachers use questions to challenge children's thinking.

### Talk partners

Talk partners are used across the school to ensure children are actively engaged in their learning. Adults model how to be an effective talk partner and children are responsible for ensuring that they use talk partner time efficiently. Teachers expect feedback

that demonstrates consideration of each other's viewpoints as well as the impact of talking time on learning.

### Collaboration in the classroom

Group work and collaboration are used to allow children to support each other as they learn new skills. Children are encouraged to work as part of a team and they will regularly work with other children, who may not be of the same 'ability' or in the same friendship group. We believe it is essential to teach children the skills to work effectively within a group.



### Investigation and exploration

Exploration is key and so children are encouraged to explore open-ended tasks and investigate within lessons. Investigative challenges can spark a child's curiosity and lead to much higher motivation to learn and achieve.

## Drama

Drama is used across the curriculum to make learning relevant for children. A range of drama techniques such as roleplay and hot-seating, allow children to consider a range of perspectives. We know that drama can unlock children's imaginations and help them to identify with others.



### Inspiring teachers

Teachers plan lessons to inspire and engage children. This may be by using interesting props to create wonder or through practical activities such as baking. Lessons are varied to ensure all learning styles are catered for.

### Child led challenge and differentiation

Clear differentiation is shown within all areas of the curriculum; meeting the needs of individual children as well providing opportunities to stretch the children's learning through critical thinking and real-life problems. Within Maths, children in Key Stage 2 are developing the skills to choose their own challenge

based on their understanding and confidence within that area of learning. This means that there is challenge in every session for every child. Children are responsible for ensuring that their learning is stretched and are keen to complete the most challenging work.

### Outdoor learning and Forest Schools

At Sheriff Hutton, many sessions include outdoor learning. We try to use the outdoors across all aspects of the curriculum. This might involve learning den-building skills during the regular forest school sessions, measuring the distance between bulbs as we plant them in the vegetable garden or drama activities to inspire writing on the outdoor stage.



### Following children's interests

At Sheriff Hutton we believe that when learning is

centred around or follows children's interests, they are most motivated to learn and succeed. While this is most evident in Early Years, aspects of child directed learning are continued through the school.



### Communication Celebration

Communication Celebration takes place daily in each class. It is a whole class session lasting 10-15 minutes and provides children with an opportunity to respond to local, national and global events. It may involve discussing a news story or children sharing interesting objects from home. Every class contains a Communication Celebration display which has learning prompts such as days of the week, links to our Erasmus partner schools or question words. Communication Celebrations add further richness to the curriculum and further encourage children's sense of engagement with the world around them.

### Personalisation of learning

Through deep knowledge of the children's learning, teachers can personalise learning opportunities. All children are able to challenge themselves and are motivated to learn as teachers ensure that lessons meet their individual needs.

### Corrective teaching

We believe that if a child struggles to achieve a learning intention, there should be rapid support so that they are able to continue their learning journey the following day.

### Pre-teaching

Alongside this approach, we provide a pre-teaching programme. This benefits children who we know are likely to find a concept difficult to grasp. In pre-teaching an adult will work with a small group to remind them of the basic skills they need to understand the concept and start to introduce language around it before the lesson is taught to the class. This means that when these children are taught the new concept as part of their class, they approach it with confidence and can access the learning intention with their peers.



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## Learning behaviours

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We are continually developing children's ability to discuss their learning and encouraging reflection. Our children will face huge challenges in the wider world and we are working with them to develop skills and attitudes that will help them be successful; encouraging skills to learn for life.

**Growth Mindset** – We believe that it is crucial for children to embrace challenges in learning. We talk to them about the importance of a positive attitude to learning. When you believe that you can achieve, anything is possible!

**Resilience** – Children learn from their mistakes and are keen to improve their work. We believe that our focus on confidence and self-esteem in school leads to increased resilience. Our aim is for children to be critically evaluative of their work and for them to have the resilience to embrace criticism and further challenge as a learning opportunity.

**Risk Taking** - We encourage children to take risks and see their mistakes as a key part of the learning process. Children are not afraid to try to answer challenging questions.

**Respect** – Respect is a core value at Sheriff Hutton. We encourage children to treat others as they wish to be treated.

**Reflection** – We see children analysing their work and developing the ability to believe that they can always improve. They take pride in their own and others work and achievements.

**Independence** – We encourage children to believe that they can help themselves when they are stuck, but also know when and who to ask for help. We have a 'Leaders of Learning' poster in each classroom to remind children of the steps to take if they are finding work difficult, before seeking help from an adult. In addition, we encourage children to independently make right choices in terms of their behavioural conduct around school, from tucking in their own shirts to lining up in a smart and quiet way without adult prompting.

**Responsibility** – Children take ownership of their learning and their effort is valued and praised.

**Creativity** – This is instilled across the curriculum. Open-ended challenges allow children to be creative in their problem-solving. When children feel valued and supported through strong and respectful relationships with adults, they are far better equipped to deal with a high level of challenge. They can cope with critical evaluation of their work as they understand that the criticism is not about them as a person but aimed at helping and supporting them to achieve their absolute potential. High expectations of staff and children reflect in children's attitudes to learning.

At Sheriff Hutton, classes work towards the SHERIFF badge. Where a class has displayed excellent Success, Honesty, Enthusiasm, Respect, Independence, Fortitude, Fairness they receive a class treat. This promotes a sense of teamwork and further encourages outstanding learning behaviours.



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## Our Curriculum

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### Our curriculum aims

- To ensure that all children feel safe and happy in order for them to achieve their full potential.
- To have a positive impact on the local community.
- To develop tolerance, empathy and tackle stereotypes, preparing children for life in modern Britain.
- To prepare children for their next steps; from key stage to key stage and beyond.
- To be child-led, engaging and exciting.
- To develop creativity and collaboration skills.
- To challenge each child to achieve.
- To develop independence and resilience through meaningful and relevant content and approaches.
- To engage parents and the wider community.
- To value each child's contribution and individuality.
- To use child-led differentiation to encourage children to take ownership of their learning and challenge themselves.

Teachers ensure that learning meets our curriculum aims. When planning, consideration must be given to how best we can meet children's needs, include all children and motivate them.

### School trips, visitors and experiences

School trips, visitors and experiences are used to support learning within the classroom. They are an integral part of inspiring and engaging learning and can offer unique and memorable learning opportunities across the curriculum.



## English

Reading at Sheriff Hutton is exciting, inspiring and we hope to create a love of reading with a variety of opportunities. Our children see reading as an enjoyable activity and a transferable skill. We want children to understand that reading skills can help them to access text and information from different viewpoints and cultures. We encourage accuracy in accessing written text and also in the application of comprehension skills in reading. Children will be exposed to age appropriate books of different genres, i.e. fiction, non-fiction and poetry.

We aim to:

- To create a love of books and reading.
- To encourage accuracy in accessing written text and in the application of comprehension skills in reading.
- To develop competency and fluency when discussing a range of texts.

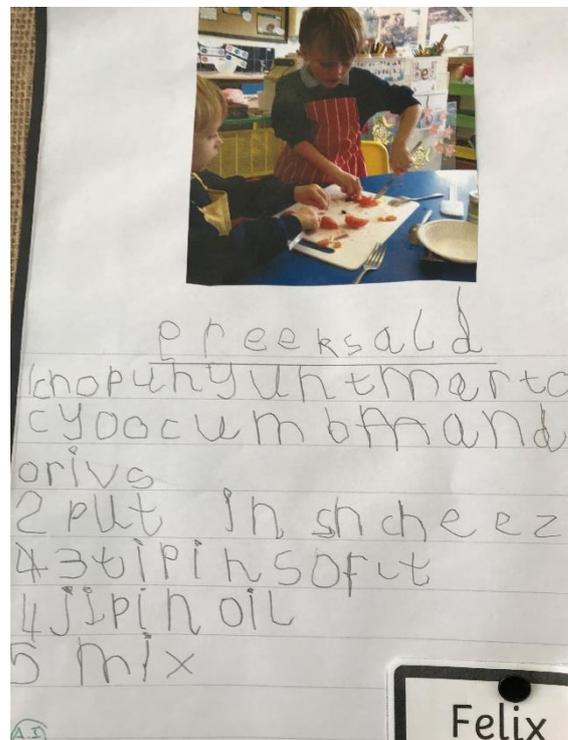


Writing is an inspiring and creative subject which engages and encourages children to write for relevant and meaningful purposes. Writing is focused on the National Curriculum and we use cross curricular writing including 'talk for writing' to stimulate children's creativity. Teachers have a deep knowledge

and understanding of the subject and plan inspiring lessons.

We aim to:

- To develop a positive attitude and stamina for writing.
- To develop skills through creative and inspiring teaching of appropriate learning objectives.
- To focus on the National Curriculum aims.
- For children to write in a range of styles and genres.
- To use questioning effectively to promote understanding.



## Maths

At Sheriff Hutton Maths is a rich and stimulating subject with the capacity to engage and fascinate learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem solving skills and the ability to think in abstract ways, as well as offering opportunities for creativity.

Mathematics is important in everyday life, allowing us to make sense of the world around us. It gives us confidence in dealing with number and in understanding shape, position and movement. It enables us to think abstractly, model real-life situations and make generalisations, and equips us with the skills we need to interpret and analyse information, assess risk and make informed decisions. Learning mathematics gives children access to the wider curriculum.



We aim to:

- To develop a positive attitude to maths as an interesting subject in

which all children can achieve success and pleasure.

- To develop mathematical understanding through creative and inspiring teaching of appropriate learning objectives.
- To encourage the effective use of maths as a tool in a wide range of activities within and out of school.
- To develop the ability to express themselves fluently, to talk about the subject confidently using correct mathematical language and vocabulary.
- To develop an appreciation of relationships within maths.
- To develop the ability to think clearly and logically with independence.
- To enhance mathematical skills and knowledge and quick recall of basic facts.

## Science

The study of science is exploratory and investigative; children build up a sense of excitement and curiosity through experimentation; a fundamental aspect of science learning.

We aim to develop a passion for science and a lifelong interest in the subject. Science is taught in units as a discrete subject and through links with the wider curriculum. Science knowledge and skills are taught through guided investigations with specific learning identified and highlighted at the end of each test or experiment. Biology and physics will be taught, and real-life applications will be found and used. Outcomes will be recorded and shared in a variety of media including ICT and mathematical graphs and tables.

We aim to:

- Teachers suggest rich, exploratory investigations to maximise enthusiasm and engagement.
- Children acquire the necessary knowledge and understand its value to ensure they enjoy the experience of working scientifically.
- Questions are used as stimuli for rich scientific investigations which encourage critical thinking.
- Assessment is used effectively to plan lessons that build on individual children's prior knowledge and provide feedback that genuinely helps children to improve their work in science as in all other subjects.



## Religious Education

Through a positive nurturing environment, all children develop an open, sensitive and reflective approach to understanding Christianity, their own beliefs and those of other faiths in meaningful and engaging ways.

At Sheriff Hutton Primary School we promote and embrace the Christian values of friendship, kindness and respect. These core values underpin the vision for our school and prepare children for the next stage in their learning and life.

## Physical Education



PE lessons are taught by class teachers and also visiting sports coaches and professionals. Teachers develop opportunities to build routines in PE, such as the warm up, that are linked to science facts relating to their health.

Children will learn team games and will develop competitive team sports such as netball, football and rounders as well as individual sports such as athletics and tennis. Staff encourage children to find a sport that they enjoy, to learn the rules of sports, and to accept victory or defeat graciously. We

actively promote competitive sport to teach these life skills. Indoor PE includes gymnastics, dance and is led by teachers or coaches. Learning to swim is a necessary life skill so children from Year 3 to Year 6 take part in swimming each year.

## Personal, social, health and citizenship education

Our PSHCE curriculum is designed specifically for our children, considering their needs. We believe that children need to feel safe and happy in order to learn and achieve their potential and our PSHCE curriculum aims to embed safe practices as well as happiness, self-confidence and self-esteem. Fundamental British Values of Democracy, Rule of Law, Tolerance, Mutual Respect and Individual Liberty are explored through our approach and are also embedded across all aspects of school life, including Collective Worship, the creative curriculum and our ethos and core values. It is widely accepted that personal and social skills are crucial to the success and fulfilment in adult life. At Sheriff Hutton Primary School we take the point of view that it is our responsibility to promote the personal and social development of all our children in a systematic way. We will do this through the teaching of PSHCE.

Children need the self-awareness, confidence and positive self-esteem to:

- Make the most of their own and others' abilities.
- Play an active role as a member of a democratic society.
- Develop independence and responsibility.
- Respect the differences between people.
- Have worthwhile and fulfilling relationships.
- Keep themselves and others safe.
- Stay as healthy as possible.

## Global education

‘The 21st century has presented new opportunities and challenges and requires a different approach to education. In a fast changing world, it is necessary for young people to acquire the skills, knowledge, values and attitudes to adapt and thrive. Their education should prepare them for living and working in a global society’ (Education Scotland)

We whole heartedly believe that we have a responsibility to prepare children from a very young age to live in a modern-day Britain and as part of an interconnected, interdependent global world.

We believe that teaching global learning throughout our curriculum promotes the following:

- SMSC
- Prepares children for modern life in Britain by promoting values such as empathy, fairness and respect.
- Develops and enhances critical thinking skills.
- Improves children’s engagement.

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## Early Years

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We firmly believe our children learn best through an inquisitive and explorative approach, they learn through playing. Play is serious learning for children; through play children challenge themselves, problem solve, work together, learn to lead, communicate, negotiate, develop an inquiring mind, express ideas, imagine, laugh and have fun.

Our dedicated team offer a nurturing approach where every child achieves their full potential. Our planning has a sharp focus on the children’s needs, interests and stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

Through child-led play, every day is different, and every day is an adventure. The children’s high levels of involvement mean that they are motivated and their play is purposeful; it is a journey which evolves over time. This level of deep play maximises their learning, children have a desire to wonder, discover, create and question and we aim to facilitate this.



Our children are independent; they choose what they learn and how they learn it. They are happy to tackle challenges and take risks; they choose

to do this because that is the culture of our EYFS. When faced with challenges, they develop the problem-solving skills in Reception which enable them to be resilient learners.

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## Assessment

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The online assessment tool 'Educater' is used to assess individual children on their own profile and linked to their learning intentions. Teachers can attach evidence, notes and photos to children's profiles. This is then used to inform planning and targets.

In working with individuals or groups of children, the teacher continually assesses and makes use of this assessment in planning future lessons.

Formal and informal assessment will be used:

- To give children clear and regular feedback.
- To assist learners and teachers to identify the next steps in the learning process which will ensure progression.
- By teachers to evaluate the effectiveness of learning and teaching.

On-going class work will be the main source of evidence, available through observation of:

- Questioning and discussion.
  - Practical tasks.
  - Children's written work, including rough jottings.
  - Children's own assessments and comments.
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## SEND and Inclusion

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At Sheriff Hutton Primary School, we believe that every child needs to feel safe and happy to learn and achieve their full potential. We celebrate every child's individual strengths and actively encourage them to be resilient and persevere when faced with difficulties. We provide children with a secure and caring environment and do everything we possibly can to help them to flourish as a unique individual.

Aims

- We aim to provide every child with a broad and balanced curriculum which encourages them to achieve their full potential, whilst fostering their independence.

- To secure special educational provision which is additional to and different from that provided within the differentiated curriculum to respond to the four areas of special educational need: - Communication & Interaction - Cognition & Learning - Social, Emotional and Mental Health - Sensory and / or physical.

#### Objectives

- To identify and support the needs of children with SEN as early as possible.
- To plan and deliver appropriate provision which overcomes barriers to learning.

- To work in partnership with parents/carers to gain a better understanding of their child and to involve them in all aspects of their child's education.
- To value the role that children have in assessing their own needs and planning their next steps.
- To work closely with outside agencies when a children's needs cannot be met by the school alone. For further information, please see our school website and click on the SEND tab. This includes our SEN and Inclusion Policy and our Information Report for Parents.

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## *Parent Partnerships*

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We have an open-door policy at Sheriff Hutton where we encourage honest, positive and supportive dialogue between staff and parents/carers.

Parent partnerships are strong as a result of the commitment of the school staff to engage with parents through face to face greeting at the start and at the end of the school day. We also ensure that if we have any concerns about a child's social and emotional wellbeing or their behaviour or education that we discuss it and contact the parent informally at the school gate or through telephone or email.

For our most vulnerable learners and children with SEN we may have more formal meetings on a regular basis. We also communicate through emails to individual families so that worries and concerns are dealt with in a timely manner.

At Sheriff Hutton parents/carers are given many opportunities to discuss their children's work. This takes the form of informal sessions, where they can work alongside their children and more formal meetings to discuss progress and set new targets. We also invite parents/carers to join us in assemblies to celebrate children's successes and to ensure that parents, carers and extended family and friends feel part of our school community.



## Homework

Our homework policy is designed to make a positive impact on progress and enhance children's learning.

**Reading:** We recognise that daily reading at home makes a huge impact on all aspects of the curriculum. Parents are asked to read with their child as much as possible and ask questions related to their understanding of the book. A questioning sheet can be provided to support this. Children have the chance to change their school reading book every day.

**In Key Stage 2** reading has a high profile. Parents are encouraged to continue to read with their child at home and are supported to ask challenging inference and deduction questions. As a school we are committed to instilling a love of reading for all children and class reading opportunities support this.

**Home challenges:** Parents and children receive a list of 'Challenges' which they can complete at their own pace. These are challenges that will benefit the whole child

and support their social and academic development. Parents can tick off challenges as they are completed.

Children may be given weekly homework in maths or English which is linked to their learning. The homework will enhance their understanding of a concept and consolidate the week's new learning. We aim to ensure that homework is challenging for all and makes a positive impact on children's learning.

**Spellings:** Spelling is a key focus for our school. Children will be given weekly spellings to learn. We encourage children to learn and use spellings by applying them across a range of contexts.

**Individual homework:** We believe it is important to tailor homework for individual children. Therefore, we send home any further learning activities or resources to support and enhance children's learning in school.

## Our commitment to every child

Sheriff Hutton is a safe and happy school where each individual child is valued. Learning is fun, memorable and exciting due to the creative approach to the curriculum and the numerous opportunities for children to follow their interests, investigate and explore. Teachers inspire and engage children and have consistently high standards. Our community has a shared commitment that every child will succeed and achieve their absolute potential.

