



TEACHING AND LEARNING POLICY

HYDE PARK SCHOOLS

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| Approved by: | Executive Head Teacher | Date: September 2025 |
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| Last reviewed on: | September 2025 |
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| Next review due by: | September 2026 |
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1. Policy Statement

At Hyde Park Schools, we are committed to providing high-quality teaching and learning experiences that enable all pupils to achieve their full potential. Our teaching and learning policy is designed to ensure that every lesson is engaging, effective, and supportive of pupils' learning needs.

Teachers use their detailed knowledge of pupils' knowledge and understanding to most efficiently build on and develop the pupils' knowledge schemas. The learning process depends upon the memory and knowledge that already exists in our minds; when new learning is integrated into the long-term memory, it becomes part of understanding.

This policy should be read in conjunction with our subject policies and the Assessment, Marking and Feedback Policy.

2. Principles

- **Clarity and Consistency:** Clear and consistent teaching methods are used to support pupil understanding and progress.
- **Active Engagement:** Lessons are designed to actively engage pupils in their learning through a variety of teaching techniques.
- **Feedback and Assessment:** Regular feedback and assessment are used to monitor pupil progress and inform future teaching.
- **Professional Development:** Ongoing professional development for staff to ensure they are equipped with the latest teaching techniques and strategies.

3. Purpose of the Policy

The purpose of this policy is to provide a framework for effective teaching and learning that aligns with the principles outlined in Tom Sherrington's "WalkThrus." This includes breaking down complex teaching techniques into clear, manageable steps that can be easily implemented in the classroom.

4. Learning Environment

At Hyde Park Schools, we strive to create a welcoming learning environment that encourages communication, fosters relationships, and facilitates learning. By incorporating Elizabeth Jarman's Communication Friendly Spaces principles throughout the school, we design attractive, well-thought-out spaces for children to talk, read, interact, and learn, while also considering their emotional well-being and physical development. Our learning environments and communal spaces:

- Are calming and welcoming.

- Are free of clutter and not overwhelming.
- Minimize sensory overload through the use of neutral and pale tones.
- Are free from excessive noise.
- Where possible, feature soft, comfortable, and cozy communal spaces in classrooms, corridors, and the wider school grounds.
- Are broken up and zoned where feasible to define and protect areas.
- Are matched to the developmental phase of our learners.
- Use natural light where possible to avoid overstimulation, and where not possible, calming, atmospheric lighting is used.
- Have resources displayed in useful, accessible ways.

There are consistencies in the classrooms across the school to support the transition of children and staff. All classes have:

- A reading area to support reading for pleasure and the changing of home readers (KS2)
- The school rules and values are displayed so that they can easily be referred to when required.
- Clear Maths and English working walls showing current content, useful vocabulary and any other supportive resources.
- Reading display.
- Foundation subject displays that are more engaging and decorative, but also show useful vocabulary.

Teachers organise their classrooms, ensuring that a safe, communication space is available for the children. The following will be taken into consideration:

- Location and organisation of resources (subject specific)
- Table layout and group work is considered so that children can work cooperatively in pairs or groups.
- Supporting materials are available to ensure learning is accessible and provides equal learning opportunities.

5. Learning Behaviours

At Hyde Park Schools, we believe that fostering positive learning behaviours is paramount to cultivating an enriching educational environment. Teachers facilitate this by encouraging pupils to:

- Be ready to learn, demonstrating an openness to new experiences and knowledge.
- Ask questions and seek deeper understanding, promoting curiosity.
- Collaborate, enhancing social skills and promoting critical thinking as pupils share diverse perspectives.
- Be actively engaged, allowing children to participate fully in lessons and activities, thereby reinforcing their learning.
- View mistakes as an integral part of the learning process, encouraging resilience and a growth mindset.
- Take risks, stepping beyond their comfort zones to foster innovation and creativity.

Collectively, these behaviours create a vibrant and dynamic classroom atmosphere conducive to effective learning.

6. Parental Engagement

Parental engagement is a crucial component of a child's educational journey. At Hyde Park Schools, we believe that fostering strong partnerships between home and school enhances student learning and well-being. We will encourage this partnership through the following strategies:

- **Workshops and Communication:** We will offer workshops and training sessions to enable parents to support their children at home, such as through retrieval practice, supporting children with additional needs, and encouraging writing. We will maintain consistent communication with parents through newsletters, emails, and parent-teacher meetings. This ensures parents are informed about their child's progress, school events, and important updates.
- **Homework:** We will set homework for pupils to consolidate their learning by continuing practice at home, and provide reading diaries to share the support both home and school are giving to developing a child's reading.

7. Teaching Techniques

A. Explaining and Modelling

1. **Clear Explanations:** Teachers provide clear and concise explanations, using visual aids and examples to support understanding.
2. **Modelling:** Teachers demonstrate processes and skills, thinking aloud to make their thought process visible to pupils.

3. **Guided Practice:** After modelling, teachers guide pupils through practice activities, providing support as needed.

B. Questioning and Feedback

1. **Effective Questioning:** Teachers use a variety of questioning techniques to check understanding and encourage deeper thinking.
2. **Cold Calling:** Teachers randomly call on pupils to answer questions to ensure all pupils are engaged and prepared to participate.
3. **Feedback:** Teachers provide timely and specific feedback to pupils to help them improve and understand their next steps.
4. **Complexity of cognitive demand:** When setting tasks, teachers are aware that the task verb used sets the cognitive demand and complexity and may reference the ascending complexity of the table below when setting tasks:

| Level of Complexity | Learning Task Verbs |
|---------------------|---|
| Remembering | Define, List, Recall, Identify, Recognise, Describe, Retrieve, Name, Locate |
| Understanding | Explain, Summarize, Paraphrase, Interpret, Classify, Compare, Contrast, Exemplify |
| Applying | Use, Implement, Execute, Solve, Demonstrate, Apply, Operate, Perform, Practice |
| Analysing | Analyse, Differentiate, Organize, Attribute, Compare, Contrast, Examine, Test, Question |
| Evaluating | Evaluate, Judge, Critique, Assess, Appraise, Argue, Defend, Support, Select, Value |
| Creating | Create, Design, Construct, Develop, Formulate, Plan, Produce, Invent, Compose, Generate |

C. Practice and Retrieval

1. **Co-construction of modelled answers:** Lessons will ordinarily move through a teacher led explanation, then the co-construction of a model answer between the teacher and the class, and finally move to pupils having the opportunity for independent practice.

2. **Spaced Practice:** Teachers plan for spaced practice to help pupils reinforce and retain learning over time.
3. **Retrieval Practice:** Regular retrieval activities, such as quizzes and practice tests, are used to help pupils recall information and strengthen memory.

D. Scaffolding and Support

1. **Adaptation:** Teachers adapt lessons and tasks to meet the diverse needs of pupils, providing appropriate levels of challenge and support.
2. **Children with Additional Needs:** Adults teaching a child should ensure any strategies contained in their Individual Support Plan (ISP) are put into practice. Additional supports may be given such as visual representations or access to assistive technologies. The cycle and responsibilities relating to ISPs are detailed in the SEN Process Document.
3. **Scaffolding:** Teachers provide temporary supports, such as vocabulary reminders, partially completed examples and sentence stems, to help pupils achieve learning intentions and gradually remove them as pupils become more confident.
4. **Peer Support:** Teachers encourage collaborative learning through paired or group activities, where pupils can support each other's learning.

E. Independent Practice

1. **Autonomous Learning:** Teachers promote independent learning by setting tasks that require pupils to apply their knowledge and skills without immediate teacher assistance.
2. **Reflective Practice:** Pupils are encouraged to reflect on their learning, identify areas for improvement, and set goals for future learning.

F. Assessment and Feedback

1. **Formative Assessment:** Teachers use formative assessment techniques, such as questioning, 'Show Me Boards', observation, and quizzes, live marking and deeper marking to monitor pupil progress and inform teaching.
2. **Summative Assessment:** Regular summative assessments are used to evaluate pupil learning at the end of a unit or term.
3. **Feedback Loop:** Teachers provide constructive feedback on assessments, and pupils are given opportunities to act on feedback and improve their work.

G. Additional Techniques

1. **Dual Coding:** Combining verbal explanations with visual representations to enhance understanding and retention.
2. **Worked Examples:** Providing step-by-step demonstrations of how to solve a problem or complete a task to support learning.
3. **Hinge Questions:** Questions that allow the teacher to ascertain a pupil's understanding are often used before a pupil starts their independent practice tasks.

8. Digital Integration

We are committed to incorporating technology into our teaching and learning practices to enhance educational outcomes and foster digital literacy.

1. **Curriculum Integration:** We will embed digital tools and resources into the curriculum across all subjects. This includes the use of educational software, online resources, and interactive platforms to support and enrich learning experiences.
2. **Digital Literacy Programs:** We will implement programs to teach students essential digital skills, such as coding, online research, and digital citizenship. These programs aim to equip students with the knowledge and skills needed to navigate the digital world safely and effectively.
3. **Teacher Training and Support:** Ongoing professional development will be provided to teachers to ensure they are confident and competent in using digital tools. This includes training sessions, workshops, and access to online resources and support networks.
4. **Access to Technology:** We will ensure that all students have access to the necessary technology, including devices and internet connectivity. This may involve providing school-owned devices for use in the classroom, as well as offering support for families to access affordable internet services.
5. **Online Safety and Security:** We will prioritize the safety and security of our students in the digital environment. This includes implementing robust online safety policies, educating students about safe online practices, and monitoring the use of digital tools to protect student privacy.
6. **Collaborative Learning:** Digital tools will be used to facilitate collaborative learning experiences, both within the classroom and beyond. This includes the use of online platforms for group projects, virtual classrooms, and communication with peers and teachers.

9. Assessment and Moderation

This policy should be read in conjunction with the School's Assessment Policy.

10. Monitoring and Evaluation

The application and success of the contents of this policy in classroom practice is ongoingly monitored and evaluated through a number of data collection methods:

1. **Classroom Observations:** Regular, scheduled, and unscheduled drop ins to assess instructional strategies, pupil engagement, and learning environments. There should be one lesson observation per term, although this may be more frequent for some staff such as those new to the school.
2. **Monitoring and Evaluation Cycle:** All subjects leads have a cycle of evaluation for their subject, which includes monitoring of planning, teaching and pupil voice, which is shared with senior leaders and governors.
3. **Pupil Performance Tracking:** Systematic collection and analysis of pupil performance data through formative and summative assessments. Pupil Performance Meetings (PPMs) are held termly to review how support is allocated. Year Teams use assessment analysis to identify and plan for gaps which are evident in cohort performance. Team Leads write reports describing and planning from each data collection point in the year and these are collated into a Key Stage report by the Head of School. In turn these are combined into a whole school overview which is shared with governors.
4. **Teacher Self-Assessment:** Encouraging teachers to reflect on their own practices and identify areas for personal and professional development.
5. **Pupil Feedback:** Gathering feedback from pupils about their learning experiences, classroom environment, and teaching effectiveness.
6. **Parental Involvement:** Engaging parents in the monitoring process through regular communication and involvement in school activities.

10. Professional Development

- **Continuous Improvement:** Staff engage in ongoing professional development to stay up-to-date with the latest research and best practices in teaching and learning.
- **Continuous Professional Development** – Senior Leaders use monitoring of teaching and learning to plan targeted training for all staff.
- **Coaching and Mentoring:** Experienced teachers provide coaching and mentoring to support the professional growth of their colleagues.

11. Curriculum Content

Staff have devised and written an ambitious, progressive and logically sequenced curriculum for Maths and English, starting from the development of foundational skills and progressing to cover all aspects of the National Curriculum.

The structure and content of the curriculum for some subjects is supported through the use of resources written by experts in the specific fields of study. The following support resources are used for planning pupils' experiences and learning:

- PSHRE – Jigsaw
- PE – PE Passport
- Music - Charanga
- Science, DT, Art, Religion and World Views, History, Geography – United Learning Curriculum
- Modern Foreign Languages - iLanguages

12. Policy Review

This policy will be reviewed annually to ensure its effectiveness and relevance.

Feedback from staff, pupils, and parents will be considered during the review process.