



New Hall Primary School

Teaching and Learning Policy

Vision

At New Hall Primary School, we believe every child deserves high-quality teaching in a safe, inclusive, and inspiring environment. Our approach is rooted in our core values: Love to Learn, Be Kind, Be Brave, Be Honest, Aim High.

Our Values in Action

Value	How It Supports Teaching & Learning
Love to Learn	We foster curiosity through engaging lessons, responsive teaching, and a climate that celebrates discovery.
Be Kind	We build respectful relationships, promote collaboration, and ensure every child feels safe and valued.
Be Brave	We encourage risk-taking in learning, resilience in the face of challenge, and confidence to ask questions.
Be Honest	We promote reflection, self-assessment, and integrity in learning and feedback.
Aim High	We set ambitious goals, celebrate progress, and support every child to reach their full potential.

Teaching Principles

High Expectations – All staff maintain high expectations for behaviour and achievement.

Responsive Teaching – Teaching is adapted based on pupil understanding, using formative assessment and feedback.

Inclusive Practice – Lessons are differentiated and accessible to all learners, including SEND and EAL pupils.

Climate for Learning – Classrooms are calm, focused, and structured to support engagement and independence.

Learning Environment

We are committed to creating a learning environment that is safe, supportive, and inspiring:

Our Commitments

- Promote respect, kindness, and inclusion.
- Ensure classrooms and shared spaces are welcoming and stimulating.
- Support emotional and academic needs.
- Encourage curiosity, creativity, and collaboration.
- Maintain a safe and distraction-free space.

Across the School

- Classrooms: Use visual aids, quiet zones, and group work opportunities.
- Corridors: Calm, clean, and display learning and values.
- Lockers: Promote responsibility and organisation.
- Outdoor Areas: Support learning, play, and social development.

Environment Officers

- Monitor tidiness and organisation.
- Support display and learning zones.
- Promote care for outdoor spaces.
- Lead by example and meet regularly to improve the environment.

Golden Ball Rewards

- Awarded for maintaining positive learning spaces.
- Visible progress celebrated in classrooms.
- 50 Golden Balls = team reward activity.

Climate for Learning

Teacher Presence

Examples:

- Stand where all students can see you.
- Use eye contact and proximity to manage behaviour.
- Move around the room to maintain engagement.

Register of Voice

Examples:

- Use a calm, clear tone to give instructions.
- Vary pitch and pace to maintain attention.
- Lower your voice to signal importance or gain attention.

Automated Regular Routine

Examples:

- Start each lesson with a consistent warm-up activity.
- Use visual timetables or signals for transitions.
- Establish routines for handing out and collecting materials.

Using **STAR** as a whole school

S- sit up

T- track the teacher

A-ask and answer questions

R-respect everyone

Modelling Learning Methods

1. Direct Instruction

This method involves the teacher explicitly teaching a concept or skill.

- Maths: The teacher demonstrates how to solve a two-digit addition problem on the board, explaining each step clearly.
- Phonics: The teacher introduces a new sound (e.g., 'sh') and models how to blend it into words like 'ship' and 'shop'.
- Science: The teacher explains the water cycle using a diagram, pointing out each stage and describing it.

2. I-We-You Model

This gradual release of responsibility helps students move from guided to independent practice.

- Writing:
 - I: The teacher writes a sentence on the board, thinking aloud about punctuation and vocabulary.
 - We: The class writes a sentence together, with the teacher prompting and guiding.
 - You: Students write their own sentences independently.
- Maths:
 - I: The teacher solves a subtraction problem.
 - We: The class solves a similar problem together.
 - You: Students solve their own problems in their books.

3. Scaffolding

This involves providing temporary support to help students achieve a task they couldn't do alone.

- Reading: The teacher provides sentence starters or vocabulary prompts to help students discuss a story.
- Art: The teacher demonstrates how to mix colours and then supports students as they try it themselves.
- History: The teacher gives a timeline template to help students organise events from a historical period.

Responsive Teaching Methods

Premortems

- Before starting a group project, ask students: 'What could go wrong?' and brainstorm solutions.
- Use a class discussion to identify potential challenges in a science experiment before conducting it.

Checking for Understanding

- Use mini whiteboards for students to show answers during a lesson.
- Ask students to explain a concept to a partner in their own words.

Hinge Questions

- Pose a multiple-choice question mid-lesson to check if students are ready to move on.
- Use a quick poll or thumbs up/down to gauge understanding before introducing new content.

Exit Tickets

- Ask students to write one thing they learned and one question they still have.
- Provide a short quiz or reflection prompt at the end of the lesson.

Verbal Feedback

- Give immediate praise and suggestions during group work.
- Use targeted questioning to guide students during independent tasks.

Written Feedback

- Live marking where possible.
- Use marking codes or symbols to prompt student reflection and correction.

Marking and Feedback – Responsive Teaching Focus

Our marking policy supports responsive teaching and pupil progress:

Key Approaches

- Live Marking: Immediate feedback during lessons.
- Whole-Class Feedback: Address common misconceptions.
- Targeted Written Feedback: Individual next steps.
- Self/Peer Assessment: Promote independence and reflection.

Feedback Tools

- Green Highlighter: Success
- Pink Highlighter: Reflect and improve
- Purple Pen: Pupil response
- Fix It Tasks: Time allocated for improvement

Codes Used

- VF – Verbal Feedback
- R – Revisit
- G – Guided Group
- WCF – Whole Class Feedback
- LO√-written at end of children's work
- LO- written at end of children's work
- LO. Written at end of children's work

See New Hall Marking and Feedback policy for more detail

Monitoring and Evaluation

- Regular book looks and learning walks by SLT.
- CPD focused on effective teaching and feedback.
- Assessment updates via Arbor and termly writing evaluations.
- Student voice surveys and annual policy review.

Inclusion and Equity

- Differentiated feedback and scaffolding.
- Visuals and manipulatives to support understanding.
- Accessible marking for all learners.

Continuous Professional Development

At New Hall Primary School, we are committed to continuous professional development and instructional excellence. We have trained coaches who provide 1-1 instructional coaching to staff, supporting reflective practice and growth. This coaching is complemented by high-quality, research-based CPD focused on the most effective teaching and learning practices. This policy identifies key pedagogies and strategies that are consistently implemented throughout the school to ensure high standards of teaching and learning

Curriculum Planning and Delivery at New Hall

At New Hall, we utilise a range of high-quality resources to support the planning and delivery of our curriculum, including established schemes such as KAPOW and White Rose Maths. While these resources provide a strong foundation, teachers are expected to adapt and tailor the curriculum to meet the specific needs of the pupils in their class. This ensures that teaching remains responsive, inclusive, and aligned with New Hall's expectations and standards.

It is important to note that certain elements of our school's approach may differ from those outlined in external schemes. For example, our Calculation Policy includes specific methods and progression that may not fully align with White Rose Maths. Teachers should ensure that any adaptations reflect New Hall's pedagogical principles and curriculum intent.

Links to other policies:

[SEND and inclusion policy](#)

[Marking and feedback](#)

[Behaviour policy](#)

[Calculation policy](#)

[Curriculum policy](#)

[Curriculum overviews](#)