



Hazelwood Schools

**Teaching and Learning
Policy**

Reviewed and Adopted: **Autumn 2025**

Reviewed by: SLT/LTS committee

Next Review: **Autumn 2028**

Review every three years

Our Teaching and Learning Policy is a statement of the aims, principles and strategies for teaching and learning at Hazelwood Schools. It lays the foundations for our delivery of the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

What is Teaching and Learning?

The policy for teaching and learning is our vision in action, informing and supporting the best classroom practice. It will enable all children to receive a high-quality education, matched to their ability, in every lesson taught. All staff are expected to have a clear understanding of the content of this policy and refer to it frequently. At Hazelwood, effective teaching and learning is seen as the outcome of teamwork encompassing children, staff, parents/carers, governors and other members of the community.

Our Curriculum Intent

At Hazelwood Schools, our curriculum intent is designed using our Vision and Values as a springboard for what we want our children to achieve and experience by the time they leave Year 6. From this, we have identified our key curriculum drivers and outlined our approach to teaching and learning.

Our Vision and Values

At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.

Respect, Kindness, Resilience, Responsibility, Courage, Appreciation & Understanding, Ambition, Creativity, Teamwork, Trust, Honesty, Fairness

Our shared values are at the heart of all we do.

Believe and Achieve

The content of our curriculum is driven by our core drivers. These are:

- Nurturing Responsible Citizens through our Values
- Vocabulary
- Big Questions
- Real, Relevant, Immersive and Purposeful

Nurturing Responsible Citizens through our Values

At Hazelwood, nurturing responsible citizens means developing children who live by our embedded values of: respect, kindness, resilience, ambition, creativity, teamwork, responsibility, courage, appreciate & understanding, trust, honesty and fairness. This driver supports personal development

and social responsibility, preparing children to contribute positively to our school and wider community.

At Hazelwood, children participate in community action projects such as visiting the local care home, reading to younger children in the local library and planting & delivering daffodils to local business on the high street. As a school, we take part in numerous charity fundraisers, explaining to the children the importance of demonstrating responsibility and kindness for others.

When conflicts arise, as part of our positive behaviour policy, staff will use restorative and reflective conversations rooted in values like honesty and fairness to resolve issues constructively.

Our values are interwoven into our curriculum, assemblies, classroom charters, leadership responsibilities and daily routines. Our children develop a sense of pride and the ability to articulate their feelings about key issues and how to live by our values.

Vocabulary

At Hazelwood, we believe that explicit vocabulary teaching is essential in order to give our children the opportunity to achieve educational excellent and to become responsible citizens of the future. A rich vocabulary supports comprehension, critical thinking and confident communication across academic subjects as well as for conversations with peers and adults. A broad range of vocabulary enables our children to express themselves confidently and effectively.

As a school, we focus on the pre-teaching of vocabulary. Rather than ask children to guess answers and key words before new topic, teachers will share key words with visuals and explanations.

Within the classrooms, displays will contain subject-specific words that are regularly referred to and updated.

Structured talk partners (used through 'think, pair, share') encourage children to use new vocabulary repeatedly so that it becomes embedded and familiar.

Staff will use a variety of approaches (pictures, actions, objects) to teach new vocabulary, and encourage children to explain meanings and use words in context.

Teachers will regularly assess vocabulary acquisition and learning is adapted accordingly. Our children are given many opportunities to retrieve and embed new vocabulary.

Big Questions

Big Questions foster curiosity, critical thinking, and deeper engagement in learning by encouraging children to explore 'why' and 'how' beyond the basic factual recall.

Teachers use Big Questions as wide reaching entry points to units of work, revisiting them regularly throughout the learning. In turn, these questions, encourage children to generate their own questions and hypotheses. Teachers will structure lessons to build knowledge that answers these questions progressively and use reflection opportunities for children to express their developing understanding.

Examples of big questions:

In History, a Big Question might be "Why do we remember important people from the past?" prompting children to think about legacy and values.

Science: "How do plants and animals depend on each other?" encourages children to investigate ecosystems.

Big Questions can connect subjects, e.g., linking Geography and Art with "How does where we live influence what we create?"

Answering big questions enable our children the opportunity to communicate what they have learnt effectively and think like a Historian/ Scientist/ Artist etc.

Real, Relevant, Immersive and Purposeful

A curriculum that is real, relevant, immersive and purposeful, connects learning to children's lives and the wider world, making it more engaging and appropriate for all learners contributing to a life-long love of learning. At Hazelwood, we know that these Immersive experiences deepen understanding and motivation to learn, as well as provide memorable experiences that our children will cherish.

At Hazelwood, we think carefully about the cultural capital and enriching opportunities our children receive in order to ensure an all-round, balanced curriculum, knowing that our children learn and enjoy learning in different ways. Our children visit local parks, museums, places of worship and

historical sites to experience learning first hand. We invite local professionals (e.g. firefighters, dentists) to talk about their roles', linking learning to real-world careers.

All children take part in the community action plan throughout their time at Hazelwood, building links with the local community in a meaningful context.

Teachers and subject leaders plan the curriculum carefully to incorporate visits, visitors, and hands-on activities. They use real-life problems and scenarios for children to think about and solve collaboratively. They ensure curriculum content reflects children's cultural backgrounds and experiences, as well as provide them with new ones.

At Hazelwood, we provide opportunities for outdoor learning through our Forest School sessions.

By the time our children leave Hazelwood in Year 6, we strive to ensure that they have:

- Established themselves as nurturing responsible citizens within the school and wider community
- Strong subject knowledge across all curriculum disciplines with a broad range of vocabulary that enables them to express themselves confidently and communicate effectively in both spoken and written English
- Appreciation and Understanding of the diverse world we live in and their place in the global community
- Embedded values that support and guide their thinking and behaviours to enable them to succeed in life both socially and academically
- Developed a positive sense of themselves with the knowledge, skills and strategies to support them in staying safe and happy in the wider world
- Experienced "awe and wonder moments" through our real, relevant, immersive and purposeful curriculum, contributing to a life-long love of learning
- The belief that they can achieve educational excellence in all that they do.

Therefore, it is vital that children are given access to a high-quality curriculum that provides them with the knowledge, skills and vocabulary to go on to be successful. The Early Years Foundation Stage and the National Curriculum are used alongside our core drivers to develop a specific Hazelwood curriculum and progression documents in all taught subjects. These documents outline progression in skills, knowledge and vocabulary that will be taught to children at Hazelwood.

All of the curriculum documents can be found on our website, by clicking here: [Hazelwood Curriculum](#).

Implementation – Our Approach to Teaching and Learning

At Hazelwood you will see a range of real, relevant, immersive and purposeful learning opportunities within a nurturing, enabling environment, including the following approaches to teaching and learning:

- Children **exploring and answering big questions** which allow them to think deeply about their learning
- Children **hearing and using key vocabulary** in a range of contexts
- Children **speaking in full sentences** using the key vocabulary taught
- **Cold calling** - supporting all children in engaging in their learning and believing they can achieve
- **Adaptive teaching** - responding to the needs of all children
- **Retrieval practice** - allowing children to know more, remember more and do more
- **Positive relationships and quality interactions** that nurture our responsible citizens
- **Spaced and sequential learning** over time to help children learn more quickly and remember learning better.

We employ a rigorous selection process when appointing teachers and have confidence in trusting them to make professional decisions when choosing a suitable teaching method for each lesson, whether this be agile learning (children being taught in groups at their own attainment level for parts of a lesson) group work or whole class input. We acknowledge that children's prior knowledge will vary and they will learn at different paces. We encourage our teachers and support staff to share their wide range of skills and knowledge with each other through regular staff meetings and professional learning.

To secure effective learning we will commit to:

- Providing a safe, enabling environment in which all children can learn and all staff are prepared to identify children who may benefit from early help (*KCSIE*)
- Ensuring all children and staff are fully aware of behavioural expectations (*see School Behaviour Policy*)
- Respecting children as individuals within their own rights, values and beliefs
- Giving the children a common language with which to articulate their feelings and opinions
- Allowing children to make mistakes from which they can learn, in a safe environment, so that they develop resilience
- Giving all children the opportunity to experience success through appropriate and effective challenge, so that they develop self-confidence
- Enhancing the children's independence in - and mastery of - their learning and enabling them to take responsibility for all aspects of their schooling
- Ensuring that children have opportunities to be aware of and interact with current issues and debates including British Values, mental health and wellbeing.

Planning and Delivery of the Curriculum

Teachers plan inspiring, real, relevant, immersive and purposeful learning experiences taking in to account the needs, learning styles, abilities and diversity of children in our school community and our overall curriculum intent:

- Teachers are released weekly to work together with their year group partners; ensuring consistency of practice and sharing of expertise. Year group teams plan together and then personalise plans to meet the needs of the individuals in their class
- Teachers and support staff maintain high expectations at all times, making sure that they are aware of the children's knowledge and skill levels so that work is personalised and adapted in a way that ensures each child is challenged and has the opportunity to reach their full potential
- Teachers ensure learning is explicitly shared so children are clear on the learning taking place in each lesson maintain flexibility and spontaneity in their approach, asking effective and purposeful questions to engage and encourage children to achieve
- Teachers use a range of techniques, agreed as a whole staff, to develop the children's retrieval techniques
- Teachers model expectations through shared and modelled opportunities
- Teachers adapt their teaching, environment and resources to ensure an inclusive classroom for all learners to achieve
- The primary curriculum is set up so teachers teach all subjects to their class. To maximise expertise in our school some specialist teaching will occur. Subject leaders will work with SLT to build upon teachers' subject and pedagogical knowledge through professional learning opportunities
- Learning environments are structured so that children feel safe and learn new things in a setting that encourages creativity using a variety of resources to make learning accessible including computing and technology, manipulatives, our school grounds and real-life contexts
- Support Staff work with the children in school to move learning forward. They work alongside the teacher providing a planned programme of support for target groups; this may include pre-teaching, consolidation and extension of the learning objective
- Children are given good quality feedback in a variety of ways which could take the form of developmental marking, peer- and self-marking, verbal feedback, marking codes

- Regular staff meetings and professional learning opportunities are used to discuss various aspects of the curriculum, ensure consistency of approach and standards, and encourage reflection and professional development
- Subject Leaders ensure that they stay abreast of new initiatives and regularly feedback to staff
- Teachers regularly evaluate their own teaching and reflect upon their practice through assessment for learning, formative and summative assessment, peer observations, learning walks and internal / external reviews from school improvement partners
- All staff will act as role models for the children, creating positive relationships and celebrating achievement and effort
- Our Vision and Values are at the heart of all we do and are demonstrated by all stakeholders.

Strategies for Effective Learning

In order for our curriculum to lead to effective and awe-inspiring teaching and learning, the above approaches need to be founded on the following agreed principles:

- Children have high expectations of themselves, their teachers and each other, and aim to take control of – and develop a love of – learning through listening, mutual-respect, appreciation and understanding as well as feeling confident to challenge opinions and choices in an effective way
- Providing a wealth of opportunities for children to be engaged and challenged by a real, relevant, immersive and purposeful curriculum, filled with new experiences
- Children to develop a love of learning through the use of a ‘Big Question’ approach
- Children are encouraged to communicate their findings in a variety of ways and develop their resilience and perseverance
- Opportunities are provided for children to become involved in decision making and develop an enquiring mind
- Children understand how to be ambitious learners and have the relevant skills to achieve, drawing on the school values to help them
- Children are given the opportunity to respond to feedback and engage in dialogue regarding their learning and next steps
- Children are encouraged to give everything a go, challenge themselves and understand that we learn best when we are allowed to make mistakes
- Children are encouraged to continue their learning outside of school through homework, trips, extra-curricular opportunities and a variety of off-site learning opportunities.

Questioning

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children’s starting points, to deepen understanding and to check children’s progress.

A range of question types should be used from literal to higher order. Children must always be given thinking time and a range of strategies are employed to ensure equal access for all, including: cold calling; no opt out; talk partners; think-pair-share; say it again better; a wide repertoire of retrieval techniques; quizzing; and much more. We teach children how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed.

Provision for Special Educational Needs and Disabilities (SEND)

At Hazelwood Schools, we have high expectations for all children. Teachers adapt teaching and scaffold learning to support children to achieve the learning in class and use a variety of strategies to support that as required according to the child’s individual needs. Further details can be found in our SEN and Inclusion Policies: [SEND & Inclusion](#).

Subject Responsibility

The Subject Leaders, with support from the Curriculum Lead, are responsible for the design and delivery of the curriculum throughout the school.

Subject Leaders and the Senior Leadership Team will:

- Take the lead in policy development and curriculum coverage
- Ensure progression and continuity in their subject throughout the school, in line with the School Improvement Plan

- Support colleagues in planning, teaching, monitoring and the assessment of the subject
- Monitor progress and developments within each subject to ensure any actions are implemented through the School Assessment, Monitoring and Evaluation Schedule
- Take responsibility for the organisation of central resources
- Be given release time to allow time to support/visit colleagues in the classroom; monitoring standards in the delivery of the subject area
- Keep up-to-date through reading and attending relevant courses.

Assessment

- Assessment within the school falls within two categories: Assessment of Learning (summative assessment) and Assessment for Learning (formative assessment)
- Assessment for learning is ongoing, being regarded as an essential part of teaching and learning. Teachers and children work together to ensure that children know where they are going to achieve their goals. Children are encouraged to play an active role in their learning and develop the skills to be able to assess themselves and understand how to improve
- Teachers provide effective feedback to children and adapt teaching to take account of the results of assessment
- Feedback to children regarding their progress is achieved through the marking of work. Please refer to Hazelwood's Marking Policy found on the [school website](#)
- End of term tests and ongoing quizzes and questioning will be used to inform teacher assessment.
- Formal summative assessment is carried out through tests in class during each term, as well as at the beginning of Reception (baseline), end of Year 1 (phonics), end of Year 4 (Multiplication Check), and Year 6 (SATs). This process is moderated by the Local Authority and results are submitted to the Department for Education for National comparison. This information is made available to parents through the [DfE comparing school performance website](#)
- Progress and attainment is reported to parents on a termly basis through parent consultations and end of year written reports.

Monitoring of Teaching and Learning

Teaching and learning is monitored throughout the year in a variety of ways by a variety of people, both internally and externally. This includes SLT monitoring, Subject Leader monitoring, Governor visits as well as visits from School Improvement Partners and Peer Reviews. A well-structured appraisal system underpins the drive for high quality teaching and learning across the school.

Regular learning walks as well as internal and external reviews (which consists of lesson visits, book looks, pupil conferences and meetings with staff) take place to gain a deep understanding of the teaching and learning across the school and the experience for every child.

Pupil Progress Meetings occur at regular intervals throughout the year in order to ensure children are making optimum progress, with plans put in place for any child not making expected progress whilst also enabling us to identify children who would benefit from further challenge. In addition to this, we make use of the Leuven Scales to measure the children's wellbeing and engagement within lessons. This feeds into the provision map for children, as – at Hazelwood – we pride ourselves on focusing on both the academic and the pastoral development of all of our children.

Teachers share curriculum maps and homework with parents/carers via the school website and discuss children's progress with parents informally as well as formally through parent meetings and an annual written report.

The Teaching and Learning policy should be followed by all staff to ensure that our curriculum intent and teaching standards are met and the children at Hazelwood receive a quality first education to reach their full potential.