



CHALKWELL HALL JUNIOR SCHOOL

Teaching and Learning Policy

Reviewed and Approved by:	Governing Body
Date Reviewed:	April 2026
Next Review Date:	April 2029



**Tenacitas
Trust**

Introduction

At Chalkwell Hall Junior School, we deliver an education that celebrates diversity and differences, encourages creativity and curiosity so children can achieve anything they set their minds to.

Aims

It is Chalkwell Hall Junior School's aim for our curriculum, and everything else we do as a school, that our pupils leave us as confident, mature, independent learners ready to take responsibility for the next stage of their education and life beyond that.

Intent

Curriculum Overview

We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Our curriculum is a skills based curriculum, with creativity and cross curricular approach at its heart. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Creative themed based planning is all based on the new National Curriculum. The National Curriculum, in subject form, has been broken down across the year groups, and draws upon the skills curriculum. Planning takes the form of long, medium and short term plans. We use the National strategies, QCA schemes to enhance our skills based curriculum. At Chalkwell Hall we believe in adapting all areas of support to the needs of our children.

Planning occurs in year groups in dedicated PPA time. Topics are chosen in advance, by children and staff (research shows that pupils will feel happier at school, be more engaged in their learning, and develop a love for learning, if their participation in learning is real and valued). Topics chosen throughout the year have to be balanced to all curriculum areas.

Legal Framework

Chalkwell Hall Junior School follows the Statutory National Curriculum programmes of study.

Implementation

Sequence & structures

The Creative Curriculum has been organised in to integrated topics and links have been made to other curricular areas within the topic and curricular focus. The use of ICT is encouraged both as a discrete subject and also in the teaching of the topic and in the opportunities for children's independent learning.

The Creative curriculum covers Art, History, Geography, Design and Technology, PSHE, Music and, where possible, links will also be made to other curriculum areas including P.E, Science and Core subjects.

Long term plans indicate what Topics will be taught and when; the medium term plans for each topic hold the relevant Learning Objectives and experiences. These are differentiated to meet the needs of pupils. The Topics create opportunities for cross-curricular learning.

Pupils are involved in the process of planning the creative curriculum through discussion to generate questions and their ideas at the start of each topic.

Year group topic hook days are used to inspire and engage the children in their learning at the start of each topic.

School visits are arranged in accordance with Topics being researched.

Teaching and Learning

Successful teaching and learning requires a range of skills and approaches on the part of teachers and pupils. Teachers must show:

- A concern for the well-being of each individual;
- Dedication to the task;
- A desire to continuously improve their own and children's learning;
- Enthusiasm;
- Sound curriculum knowledge;
- Flexibility and creativity
- Measured risk taking

Skills in:

- Observing how pupils learn and planning for all learning needs;
- Managing pupils;
- Managing the classroom environment;
- Planning and assessment for their pupils;
- Communicating with parents and carers;
- Reflecting critically on their own performance;
- Promoting the physical, emotional, social, moral and intellectual well being of young people;
- Co-operating with a range of adults including teachers, LSA, HLTAs, office staff and outside agencies;
- Removing and providing support for barriers to learning such as low self esteem and lack parental support.

To be effective learners children and adults need to:

- Be actively engaged in their learning;
- Seek for themselves the information they need to gain knowledge;
- Be able to use knowledge they have acquired to solve new and complex problems
- Share effectively with others what they have learnt;
- Prove they now have the knowledge to move on to higher levels

What makes a Successful Learning Lesson:

- Teacher has clear learning objectives pitched and paced appropriately based on prior assessment;
- Children are aware of clear (differentiated) success criteria;
- Effective higher order questioning is used;
- Children are actively encouraged to ASK questions as well as answer questions
- A range of teaching styles is used to suit the learners;

- Sound subject knowledge is evident on the part of the teacher;
- High expectations of learning are explicit;
- Challenge for all is present, no matter what the ability of the child
- Pupils are self-motivated and working to achieve success criteria by taking charge of their learning;
- Equity is the basis of differentiation and learning styles;
- Flexibility and risk taking is encouraged both for the teacher and the learner;
- Creativity is evident both within the learning and teaching
- Obvious enjoyment is shared between the teacher and the learners.

Curriculum

As previously mentioned, CHJS follows the Statutory National Curriculum programmes of study. In some subject areas, schemes have been purchased - or subscribed to – to underpin the planning for terms and topics.

These schemes are selected carefully to match the teaching sequence supported by our Long Term Overview, and to ensure that skills as well as coverage are delivered consistently. The schemes purchased provide a basis from which year group teams can plan purposeful lessons which meet the needs of all pupils in each class.

Due to lockdowns in previous academic years, adaptations to plans are being made to ensure that skills objectives missed during home learning are addressed in subsequent years; these changes may involve differentiation of lessons and activities, pre-teaching, or streamlining of lessons to ensure pupils continue to make progress. This will be reviewed with each academic year upcoming.

Pedagogy

We use a variety of teaching methods that accommodate the preferred learning styles of the children. We aim to ensure that all children are able to access the learning and make progress through quality first teaching. Research supports the use of a cross-curricular approach, as it provides opportunities to make links between subjects.

Where necessary, Learning Support Assistants will be used to support the learning of individual children or particular groups. Effective learning takes place when:

- Children know what they are going to learn and why (Learning outcomes),
- Children know what they need to do to be successful (Success Criteria).
- Tasks are sufficiently open ended to elicit a variety and depth of response to meet the needs and learning styles of all learners.
- Children receive positive feedback that helps them to identify what they need to do next (next step marking).
- Children have time to reflect and review their learning.
- Children feel cared about, happy, secure, motivated and stimulated.
- The learning environment is well-organised, attractive, stimulating and positive.
- Displays show children's work – at all levels.
- Children experience a variety of learning situations, both indoors and outdoors.
- Expectations are high.

Expectations for planning

Planning is completed in Year Groups. The Long Term Overview provides context for general topics and themes. Class teachers then engage pupils in a discussion regarding upcoming topics; what questions that they have, what they would like to find out, what relevant activities might inspire them.

Creative and Enquiry Curriculum – Foundation subjects and Science

Using the Learning Objectives from the NC POS, teachers match objectives to topics and generate ideas for activities and lessons to achieve those objectives, including the pupil questions and ideas where appropriate. In some cases, Schemes of Work have been purchased to support with this.

It is expected that year groups complete the Medium Term Overview for each topic; this includes the objectives to be covered in each term, a breakdown of questions or objectives in each subject and lesson across the term (a week summary for maths, English and reading), resources required, and additional activities. These plans should also make links between the Creative and Enquiry Curriculum topic, and the planned teaching for English through demonstrating when foundation lessons may incorporate reading, writing or maths, and which Learning Ladder objectives will be met. Whilst discussion happens as a group, teachers within each team usually take responsibility for planning individual subjects in order to spread workload and increase the efficacy of working time.

It is recommended that a termly plan for each foundation subject is prepared, with individual lesson plans which feature key questions, learning activities and differentiation. These plans, alongside any visual resources such as a presentation or interactive whiteboard resource, can support the delivery of the lessons by others including those teachers not directly responsible for the planning and cover staff during PPA sessions (or other, unplanned, absence).

Some schemes provide detailed individual lesson plans, rather than a single plan for the term – there is no requirement for the information to be copied over onto the school planning format as long as adaptations are made for unique pupils and classes, and this is clearly recorded.

Core Subjects

See Policies for English and Maths for details on planning expectations in those subjects.

Links

National Curriculum Statutory Guidance:

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Assessment for Learning guidance:

<https://cambridge-community.org.uk/professional-development/gswafl/index.html>

Inclusive Teaching and Learning at Primary School:

<https://www.sess.ie/special-education-teacher-allocation/primary/inclusive-education-primary-schools>

Roles and Responsibilities

The Role of the Governing Body

- To support school in providing appropriate resources to ensure learning.
- To monitor and evaluate learning and progress.
- To ensure resources, teaching and learning are in accordance with the Equality and Inclusion guidance.

The Role of the Headteacher

- To ensure the Creative Curriculum is effective and has impact.
- To monitor learning and teaching. To support Subject Leaders in purchasing resources, to ensure staff training is updated in line with recent trends and developments and in line with school priorities.

The Role of the Creative Curriculum Lead

- To liaise with all AOL Teams to ensure planning and monitoring is conducted throughout the year.
- To collaborate with Assessment for Learning lead regarding use of AfL strategies for pupil and teacher assessment in the foundation subjects.
- To communicate with core subject leads to ensure that the curriculum is cohesive and consistently taught, making links throughout all topics.

The Role of the Area of Learning Teams (AOL Teams)

- To collaborate with other AOL Teams regarding Foundation Subjects covered through the Creative Curriculum.
- To ensure progression and continuity throughout the school.
- To support colleagues in their development of work plans and in assessment and record keeping activities.

The Role of Teachers

- To collaborate with the year group team to designate planning responsibilities in PPA time.
- To make use of carefully sourced planning framework and support materials to prepare termly plans / adapt provided plans for each subject.
- To ensure weekly resources (electronic and physical) are available for each lesson.
- To take part in professional development, ensuring subject knowledge and skills are up to date.

Monitoring and Evaluation

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating learning and teaching in school, it will be monitored and evaluated through:

- classroom observation
- sampling pupil's work
- Analysing formative and summative assessment
- sharing pupil's work throughout school and discussing quality
- internal moderation of pupils' work
- discussion with pupils
- Sample of planning
- Monitoring the outcome of PPA sessions
- Performance management
- Pupil progress meetings

Impact / Assessment

At Chalkwell Hall Junior School, we understand the importance of reliable assessment and adapting lessons to meet individual needs. To this end, we use a range of assessment activities to assess the impact of lessons taught.

In core subjects, formative assessment is used termly in order to identify pupil progress and independent use of skills and approaches taught. Teachers also make use of teacher assessment and pupil self and peer assessment.

It is the aim of CHJS that:

- Children are encouraged to take responsibility for their own learning and progress.
- Children are trained to assess their own learning and the learning of others (through self and peer evaluation and response partner work).
- Children receive positive feedback that helps them to identify what they need to do next (next step marking).
- Assessment for Learning approaches are used to make on the spot adjustments to lessons, ensuring that impact is high.

Equality and Inclusion

We are a fully inclusive school that believes strongly in challenge for all. All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from any form of intimidation and harassment to achieve their potential.

Resources (appendices)

Link to NC: <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>