



Teaching and Learning Statement

Hoo St Werburgh Primary School &
Marlborough Centre

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Teaching and learning at Hoo St Werburgh Primary School aims to equip pupils with the skills, knowledge and attitudes they need to lead successful, happy lives as productive citizens. This involves delivering **inspirational learning activities** which capture the imagination, promote positive attitudes to learning and help pupils to develop independence and thinking skills alongside **rigorous systematic teaching of basic skills**. We use the cornerstones methodology as the basis for our foundation subjects and for providing real contexts for pupils to practice and apply their knowledge and skills. This is supplemented by additional themes to ensure full curriculum coverage.



It is the responsibility of each teacher to ensure that they teach the national curriculum, this does not have to be in discrete lessons and some elements of the curriculum will be covered in continuous provision. Teachers should maintain an annotated copy of the national curriculum showing when different elements have been covered. Key skills should be continuously revisited to ensure learning becomes embedded. Nothing is ever 'ticked off' the learning list. The teaching and promotion of values (both British values and the school values) is similarly expected and recorded.

Inclusive provision as part of quality first teaching is a core value represented as 'belonging' in our school motto. Extensive resources (both human and material) are available to support staff in delivering this.



All teaching is expected to be **at least consistently good**. Teachers should refer to the teaching standards and the current Ofsted guidance regarding the criteria and exemplification for 'Good' teaching.

At the start of each year all teaching staff review and update the 'Hoo St Werburgh non-negotiables' and key systems documents. Reviewing this document together develops a shared understanding of expectations. This provides a firm base for teachers to then explore their **creativity** whilst maintaining a broadly consistent experience for all children.



The quality of teaching is judged by triangulating evidence from pupil progress reviews, work scrutinies and classroom observations (formal, drop-ins and learning walks). Evidence from SLT, AHTs, phase leaders and subject leaders is moderated to ensure expectations, judgements and feedback to staff are the same across the wider team.

After the termly triangulation exercise, SLT feedback key messages about strengths and weaknesses to AHT and phase leaders, the wider staff and then individuals as appropriate. Each individual teacher has an area on SCHOOL IP where records of agreed actions and strategies to improve the quality of teaching are kept. This is linked to performance management targets to avoid duplication.

