Holtsmere End Infant and Nursery School

Teaching and Learning Policy

Date: March 2026

Signed:

Nicola O'Connell – Headteacher

Jane Bisseker – Chair of Governors

Holtsmere End Infant and Nursery School

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*'*The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future.
Learning should not only take us somewhere; it should allow us later to go further more easily.*'*
Jerome Bruner 1977

Holtsmere End Infant and Nursery School

Our Vision and Aims

Happy learners. Aiming high.

Our aim is to provide a rich and stimulating learning environment where diversity is celebrated and where each and every child is able to:

- Feel valued, nurtured and cared for
- Feel safe, happy and inspired by a creative and challenging curriculum
- Develop a life-long love of learning
- Receive quality teaching from adults who have high expectations and aspirations for all children, encouraging them to be the very best they can be
- Take risks in their learning and recognise their own key learning qualities of curiosity, imagination, perseverance, resilience and team-work
- Celebrate achievements and learn from their mistakes
- Develop a respectful awareness of the environment, the wider world and its many cultures
- Develop independence and feel prepared to take the next step in their learning journey

Above all we want our children to have fun and enjoy learning and their parents to feel well informed, communicated with and valued.

Holtsmere End Infant and Nursery School

Mantra

I am kind
I am brave
I believe in myself

Introduction
Learning and nurturing a love of learning is one of the main purposes of Holtsmere End Infant and Nursery school. In our school, learning is understood to take place in not only the lessons we teach but within the routines, events and additional activities that we offer. It is a process that the whole community are encouraged to engage in. We believe that children need to be taught about approaches and attitudes that help them become lifelong learners. All children at our school should have ample opportunities, on a daily basis, to exercise the learning qualities which we actively promote. We have high expectations of ALL learners at ALL times.

Key principles of learning

- Each and every child has the right to access Quality First Teaching and the very best learning that we are able to offer
- Learning should be relevant, meaningful and purposeful and based on where the child is in the stage of their learning
- Staff and children have different styles, enthusiasms and passions, strengths and approaches - we value this individuality
- Each element of whole school and classroom practice is designed with an understanding of how children learn best
- We are all on a learning journey, and have much to learn from children, families, colleagues, other professionals, by responsible and healthy risk taking and by our mistakes
- The retention of learning is rooted in the way it makes children feel

Formative assessment
At Holtsmere End Infant and Nursery School we believe that the principles of formative assessment, pioneered by the British Educationalist and Professor Dylan Wiliam, should be at the heart of the learning process. Dylan William sets out five key principles;
These are:
• Clarifying, sharing, and understanding learning intentions and criteria for success
• Engineering tasks and activities that illicit evidence of learning
• Providing feedback that moves the learner forward
• Activating children as learning resources for one another
• Activating children as owners of their own learning

Key principle: Each and every child has the right to access the very best learning that we are able to offer

Therefore at **Holtsmere End Infant and Nursery School** you will see:

- Engaged children in meaningful and interesting learning
- Carefully constructed learning sequences
- Children being supported when they get things wrong
- Learning that connects with children's interests but broadens their experiences
- Well organised environments that are inviting for a range of learners
- Teachers and adults trying out new approaches and challenges with children and with each other
- Learning being monitored, evaluated, discussed and improved upon
- Development of pace and depth in delivery and learning

Key principle: Learning should be relevant, based on prior experience and formative assessment

At **Holtsmere End Infant and Nursery School** you will see:

- Teaching and planning based on the needs of the learners
- Children talking about what they know already and where to go next
- Learning which links curriculum areas
- Learning which has a real life purpose and will help the development of each child
- Feedback given during the lesson to enable children to take ownership of their learning
- Opportunities for children to consolidate their learning and challenge themselves further

Key principle: **Staff and children have different styles, enthusiasms and passions, strengths and approaches - we value this individuality.**

At **Holtsmere End Infant and Nursery School** you will see:

• An agreed curriculum entitlement based on the revised National Curriculum and further enhanced based on the needs of the school and specific cohorts
• Children learning about different things at the same time
• A range of different teaching strategies
• Children learning inside and outside
• Children learning on their own, in pairs and in groups
• Children supporting each other
• Children using technology to support learning

Key principle: Each element of whole school and classroom practice is designed with an understanding of how children learn best.

At **Holtsmere End Infant and Nursery School** you will see:

• Learning activities that are well planned, ensuring progress in the short, medium and long term
• A holistic approach to supporting the child
• Teaching and learning activities which enthuse, engage and motivate children to learn, fostering their curiosity and enthusiasm for learning
• Assessment informing teaching so that there is provision for support, consolidation, depth and mastery of learning for each child, at each level of attainment
• A thoughtfully ordered learning environment with a purposeful safe and welcoming atmosphere
• Strong links between home and school with the importance of parental involvement in their children's learning recognised, valued and developed

- Shared learning journeys displayed in 'floor books'
- Class memory boxes to encourage children to recall past learning and remember more
- Carefully chosen resources to support children at different stages of their learning, from real life objects and role play areas to symbolic resources to develop more abstract thinking
- Resources and approaches that value the experiences, beliefs and cultures of all learners
- A purposeful homework system using phonic videos that staff record every week for children

Key principle: We are all on a learning journey, and have much to learn from children, families, colleagues, other professionals, by responsible and healthy risk taking and by our mistakes

At **Holtsmere End Infant and Nursery School** you will see:

• Adults asking children questions
• Children asking adults questions
• Learning that has unexpected outcomes
• Children planning their own learning
• Children and adults learning and talking about mistakes and failing
• Learning that is physically, mentally and emotionally challenging
• A range of adults working with children to offer depth and breadth to their experience
• Information shared effectively with families to encourage participation
• 'Wow' starts and enhancement activities to promote learning and engage families

Key principle: The retention of learning is rooted in the way it makes children feel

So at **Holtsmere End Infant and Nursery School** you will see:

• Learning framed in a way that makes children want to engage
• Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
• Times of over learning to develop confidence, automatic responses and mastery
• Children actively involved in the planning of their curriculum
• Children being supported to access their learning in their classroom
• Individualised and tailored plans for children who require it
• Warm and welcoming adults who enthuse about learning
• 'Wow' starts to stimulate engagement in new topics or texts

This policy should be read in conjunction with:

- Assessment policy
- Feedback policy
- EYFS policy
- Homework policy

All policies are monitored by the Senior Leadership Team and the Governing Body
March 2026
Review - March 2028