



HOLTON SLEAFORD

— INDEPENDENT SCHOOL —

Teaching and Learning Policy

The purpose of this policy is to illustrate the framework around which Teaching and Learning will take place at Holton Sleaford Independent School (HSIS). This will inevitably be subject to adaptation as necessary, but the Policy establishes a common set of principles to follow.

Class Structure and Routines

On-site

Classroom-based lessons must include on display;

- Self Co Targets
- Points System
- Objective for the lesson
- Accurate Clock
- Subject displays

In addition to this there must be a working smart TV, whiteboard, teachers' desk and chair, sufficient desks and chairs for pupils and support staff. Desk arrangements where possible should be in horseshoe, enabling the teacher to see the face of pupils, and all pupils to be able to see each other and key teaching elements.

Routines within classroom must include;

- Greeting pupils
- Prompt start
- Address any misconceptions ASAP
- Address any undesirable behaviours ASAP in line with BMPs
- Regular checks on progress and engagement likely to include effective questioning
- Well organised holistic conclusion to the lesson

Off-site

In lessons away from the school site there must still be reference made to the key transferable structural elements of classroom-based lessons;

- Self Co Targets
- Points System
- Objective for the lesson

Routines off-site must include;

- Equipment and buses prepared prior to lesson
- Pupils in seating plans for transport as part of the risk assessment day sheets
- Prompt departure from the school site
- Safety briefing prior to activity, generally alongside lesson brief
- Address any misconceptions ASAP, include regular headcounts
- Address any undesirable behaviours ASAP in line with BMPs
- Regular checks on progress and engagement likely to include effective questioning
- Register pupils back onto transport for prompt return to school
- Well organised holistic conclusion to the lesson including - pupils from OE into Atrium, pupils from PE into PE classroom.

Lesson Content

Every subject lesson delivered at Holton should include the following non-negotiable elements:

- Recap of previous lesson
- Objectives for the lesson and context
- Self-Co targets by pupil and/or class
- SMSC referenced, perhaps via Self-Co
- Promoting pupils' literacy
- Work pitched at an appropriate level for pupil and class (differentiation)
- Payment of behaviour points at the end of the lesson

Tutor Time

First opportunity for pupils to be greeted by tutor and keyworker and an opportunity to offload any issues prior to the start of curriculum time. Within the 5 tutor periods available each week, pupils will cover SMSC and Careers, along with other age-appropriate activities.

Intervention

Sessions are set to meet the additional learning needs of many of our pupils, each session is bespoke to the needs of the individual, some may be in class, others in the intervention rooms and some across both locations. However, in all instances the following will be true;

- Individual Folders
- Intervention Register
- 6-week 'Front Sheet'
- Subjects Divided
 - Subject Specific 6-week Planning
 - Work
 - Weekly Progress Feedback Form

Remote Education

If pupils are on the remote education pathway they will access their learning via the online learning platform - Century. Pupils will receive a weekly visit from staff to support their learning. Each session is bespoke to the needs of the individual but in all instances the following will be true;

- Remote Education Register
- Remote Education Progress Feedback Form

Progress through subjects is monitored remotely via subject leads with oversight by SLT.

Enrichment

The Friday morning enrichment programme is intended to provide opportunities for pupils to tackle areas of their personal and social development not already covered

sufficiently in normal curriculum activities. Similar to interventions, each session is specific to the needs of the individual, but will always include the following;

- Individual Folders
- Enrichment Register
- 6-week 'Front Sheet'
- Self-Co Areas Divided
 - Sub Area Specific 6-week Tracking
 - Weekly Progress Statement

Work Experience

Holton runs a work experience programme as part of Sixth Form provision. Each placement is based on individual need and ambitions; however, each pupil will have the following;

- Individual Work Experience Folders
- 6-week placement blocks
- Work Experience Register
- 6-week 'Front Sheet'
- Work Skills L2 Section (Pupils Work)
- Weekly Placement Progress Feedback Form

Expectations

Teaching Staff

All Class Teachers at Holton will be appraised using Teachers Standards [Teachers' standards: overview \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61622/teachers-standards-overview.pdf) regardless of whether they have QTS or not.

The headline expectations are as follows;

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

All Class Teachers are also Form Tutors, requirements are as follows;

- Morning Registration Report to Head of School
- Create and deliver tutor time schedule and activities
- Daily discussion of Points
- Weekly check-up of IEP Progress and completion of accompanying grid
- Update/create Pupil Risk Assessments in consultation with SLT
- Feedback to Head of School before pupils termly IEP review

Complete Self-Co progress section of termly and annual reports.

Support Staff

While class teachers have their own expectations, support staff exist to help both staff and pupils. Expectations for support staff include the following;

- Take instruction from class teacher
- Know lesson content beforehand
- Proactive management of pupil behaviour (e.g. be near the door if there's an absconder)
- Understand lesson etiquette/make it easy for teacher to be heard
- Sat with pupils whenever possible

In addition to these lesson-based expectations, support staff are also keyworkers for one or more pupils, expectations related to this role are as follows;

- Breakfast Duty each morning
- Be the first port of call if your pupils need to speak to someone
- Assist with tutor time activities
- Weekly calls to parents to include:
 - Points for week
 - Something good

- Something to improve
- Info about next week
- Log brief content of these calls on SchoolPod under the 'Contact' tab.

Fortnightly review and update pupils Self Co trackers with associated evidence

Pupils

Pupils will be paid out of five points from each session they attend, the points will be awarded by using the descriptors below, this is a clear indication of our expectations of pupils.

Uniform - 1 Lesson Point

One lesson point will be awarded to pupils for attending lesson wearing the correct school uniform that is supplied by school. This also includes the removal of any coat, jumper or hoodie that is not stated in the school's uniform policy and removing school bag.

Behaviour - 2 Lesson Points

Two lesson point will be awarded to pupils who enter the classroom in a calm manner, ready and willing to learn and demonstrate the level of behaviours expected by the classroom teacher and support staff.

Work ethic/ Attitude - 2 Lesson Points

Two lesson point will be awarded to pupils to complete a sufficient amount of work set from the class teacher; this also includes the level of effort that each individual pupil applies to their work over the lesson.

Monitoring

This policy will be reviewed annually, elements contained within the policy will be monitored throughout the academic year, primarily using the following methods:

- Lesson Observations
- Learning Walks
- Book Trawls
- Subject Lead Meetings
- Appraisal Process
- Planning and Assessment Scrutiny

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<u>Date sent to Governors</u>		<u>Due for Review</u>
<u>Date approved by Governors</u>		<u>18/11/26</u>