

Teaching and Learning Policy

Overview

The purpose of this policy is to illustrate the framework around which teaching and learning takes place at Holton Sleaford Independent School (HSIS). While practice is adapted to meet individual pupil needs, this policy establishes a common set of guiding principles for all staff.

Class structure and routines

On-site classroom requirements

Every classroom-based lesson must display the following core elements:

- Self-Co Targets
- Points System criteria
- Lesson objective
- Accurate clock
- Subject-specific learning displays

In addition, classrooms must be equipped with a working interactive screen/smart TV, whiteboard, teacher's desk and chair, and sufficient desks and chairs for pupils and support staff. Desks should be arranged in a horseshoe layout wherever possible, enabling the teacher to maintain sightlines with all pupils and allowing pupils to see each other and key teaching displays easily.

Classroom routines must include:

- Greeting pupils at the door
- A prompt and structured lesson start
- Addressing misconceptions as soon as they arise
- Addressing undesirable behaviours immediately in line with individual Behaviour Management Plans (BMPs)
- Regular checks on progress and engagement using effective questioning techniques
- A well-organised, holistic conclusion to the lesson

Off-site lesson routines

Lessons delivered away from the school site must reference the key structural elements of classroom learning (Self-Co targets, Points System, and lesson objectives).

Off-site routines must include:

- Equipment and vehicles prepared prior to the lesson
- Pupils placed in designated transport seating plans as recorded on daily risk assessment sheets
- Prompt departure from the school site
- Safety briefing delivered alongside the lesson brief prior to starting activities
- Addressing misconceptions promptly, alongside regular headcounts
- Addressing undesirable behaviours immediately in line with BMPs
- Regular checks on progress and engagement through questioning
- Registering pupils back onto transport for a prompt return to school
- A well-organised conclusion (e.g., returning pupils from Outdoor Education into the Atrium, or from PE into the PE classroom)

Lesson content and structure

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

- Recap of previous learning
- Lesson objectives and context
- Self-Co targets defined by pupil or class
- SMSC references (e.g., through Self-Co targets)
- Active promotion of pupil literacy
- Differentiated work pitched at an appropriate level for individual pupils
- Awarding and recording of behaviour points at the end of the lesson

Specialised learning pathways

Tutor time

Tutor time provides the first opportunity each morning for pupils to be greeted by their tutor and keyworker and to offload any issues prior to curriculum delivery. Across the five weekly tutor sessions, pupils cover SMSC, British Values, careers guidance, and age-appropriate developmental activities, including language learning opportunities via Duolingo.

Intervention sessions

Intervention sessions meet the additional learning needs of individual pupils through bespoke, 1-to-1 or small group programmes delivered in classrooms or intervention rooms. All intervention programmes require:

- Individual pupil folders
- Intervention attendance registers
- A 6-week programme front sheet
- Subject-specific 6-week planning, pupil work, and weekly progress feedback forms

Remote education

Pupils on a remote education pathway access learning through our online platform, Century. Staff conduct weekly home visits to support learning and monitor progress. Remote provision requires a dedicated Remote Education Register and weekly progress feedback forms, with subject leads and SLT overseeing academic progress remotely.

Enrichment programme

The Friday morning enrichment programme provides opportunities for pupils to address personal and social development goals not fully covered within the standard curriculum. Each enrichment area requires:

- Individual pupil folders and an Enrichment Register
- A 6-week programme front sheet
- Sub-area specific 6-week tracking and weekly progress statements linked to Self-Co targets

Work experience

Sixth Form students participate in tailored work experience placements based on individual ambitions and EHCP goals. Work experience management requires individual folders, 6-week placement block planning, a Work Experience Register, Level 2 Work Skills portfolio work, and weekly placement progress feedback forms.

Staff expectations and roles

Teaching staff and form tutors

All class teachers at Holton are appraised against the national [Teachers' Standards](#), regardless of whether they hold QTS. Key expectations include:

- Setting high expectations that inspire, motivate, and challenge pupils.
- Promoting good progress and academic outcomes.
- Demonstrating strong subject and curriculum knowledge.
- Planning and teaching well-structured, differentiated lessons.

- Making accurate and productive use of assessment.
- Managing behaviour effectively to maintain a safe, positive learning environment.

Class teachers also act as Form Tutors, responsible for submitting morning registration reports to the Head of School, delivering tutor time schedules, conducting daily points reviews, monitoring weekly IEP progress, updating pupil risk assessments with SLT, and completing termly and annual report sections.

Support staff and keyworkers

Support staff work alongside class teachers to manage classroom dynamics and support pupil learning. Expectations include:

- Taking instruction from the class teacher and reviewing lesson content in advance.
- Proactively managing pupil behaviour (e.g., positioning near doors if a pupil is at risk of absconding).
- Sitting with pupils during learning activities and maintaining classroom etiquette so the teacher can be heard clearly.

Support staff also act as keyworkers for assigned pupils, responsible for morning breakfast duty, serving as the first port of call for pupil concerns, supporting tutor time, making weekly telephone calls to parents (covering points, successes, areas for improvement, and upcoming events), and logging call notes on SchoolPod.

Pupil expectations and points system

Pupils can earn up to 5 points per lesson based on clear behavioural criteria:

- **Uniform (1 Point):** Awarded for attending lessons in correct school-supplied uniform, including removing non-uniform coats, hoodies, or jumpers, and removing school bags.
- **Behaviour (2 Points):** Awarded for entering the classroom calmly, demonstrating readiness to learn, and adhering to classroom behavioural expectations.
- **Work Ethic / Attitude (2 Points):** Awarded for completing a sufficient quantity of set work and applying positive effort throughout the lesson.

Monitoring and quality assurance

Teaching and learning quality is monitored continuously throughout the academic year through:

- Formal lesson observations and learning walks
- Book trawls and work scrutiny

- Subject Lead meetings and planning/assessment scrutiny
- The annual appraisal process

Policy status and compliance information

Policy Status: Approved

Written By: Mike Whatton (18/11/2025)

Approved By: Daniel Laughton (18/11/2025)

Signed: On behalf of Holton Independent Schools

Date Sent to Governors: *None / Pending*

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