



Happy Learning Partnership

TEACHING AND LEARNING POLICY

Successful Learners Confident Individuals Responsible Citizens Effective Contributors

Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential

ESI1: Embedding whole-setting cultures and practices which promote inclusivity, challenge inequity, support health and well-being for all and remove barriers to personal ambition

ES12: Ensuring that our curriculum at all phases reflects the needs of all learners and is appropriately broad, diverse, creative and ambitious

ESI4: Striving for excellence; acting quickly to challenge any areas of underperformance and providing effective and responsive support to settings so that all learners receive a high quality of education

MNOC1: Ensuring that our education system equips learners with the knowledge and skills so they are able to succeed wherever they are, either within or beyond the Bailiwick, now and in the future

[La Houquette vision - The why](#)

We recognise that education involves children, parents and carers, staff, Governors, the community, the Education Department and the Committee for Education Sports and Culture, and that all should work closely together to support the process of learning and development.

Our La Houquette vision can be found here: [La Houquette Vision and Values](#)

Our Rights Respecting ethos is underpinned by the following: [Rights that underpin our policies](#)

[Effective teaching at La Houquette - The how](#)

Teaching and learning is a collective responsibility. All staff, pupils and stakeholders uphold the school's values.

Pupils

Pupils will consider:

- Behaviour: Pupils will meet expectations for good behaviour for learning and respect the rights of others to learn. [Behaviour and Conduct Policy .docx](#)
- Ownership: Pupils take ownership of their own learning and responding to their teacher's feedback
- School Values: Pupils follow and exhibit the school values at all times.
- Homework: Complete home learning tasks as required [Homework Policy](#)

Professionals

Teachers will consider:

- **Motivation & Challenge:** Students are engaged by ensuring learning is well paced, interesting and at an appropriate level of difficulty. Children have high expectations of themselves and their own learning. Making mistakes is viewed positively and is part of a growth mindset approach.
- **Prior Knowledge:** Building directly upon what a child knows to move their learning forward logically.
- **Individual Esteem:** Respect children as individuals and uphold their rights, values, and beliefs.
- **Inclusion:** Challenge discrimination and promote an understanding of diversity.
- **Progress:** Ensure learning is progressive, continuous, and accurately assessed/reported.
- **Role Modelling:** Being punctual, organised, well-prepared, and embodying the school values in all interactions.
- **Collaboration:** Working as a team with other teachers and LSAs, to support colleagues and keep up to date with evolving educational issues.
- **Cultural:** Develop knowledge and understanding of the wider world and about other cultures and beliefs, developing a deep respect for all cultures and people.

Parental/Carer Partnerships

We recognise that Parents and Carers are essential partners in a child's education. Strong partnerships are crucial for student success. La Houquette is committed to fostering open communication and collaboration with parents to enhance teaching and learning.

Core Principles:

- **Shared Responsibility:** We believe that parents and teachers share the responsibility for a child's education.
- **Open Communication:** We strive to maintain open and honest communication channels between home and school where both parents and teachers can share information and concerns.
- **Mutual Respect:** We value the diverse backgrounds and experiences of all families.
- **Active Involvement:** We encourage parents to actively participate in their child's education by supporting homework, educational targets and any specific support programs.
- **Preparation:** Provide the correct uniform and necessary resources for the school day.
- **Alignment:** Support the school's values, behavioural expectations, and policy implementation.
- **Well-being:** Contact the school early to discuss any matters affecting a child's happiness, behaviour, or progress.

Key Strategies:

- **Parent/Carer Involvement:**
 - **Classroom Volunteers:** Parents/carers can volunteer to assist in the classroom, library, or during special events. [Helper and volunteer guide](#)
 - **Bright Beginnings:** Volunteers are trained to listen to readers.
 - **Parent Workshops:** We provide workshops on topics such as reading strategies, technology use and phonics.
 - **Family Events:** We have family-friendly events that promote learning and community building showcasing the learning.

- **Parent-Teacher Associations:** The PTA enhances the school program and organises a variety of events throughout the year.
- **Building Relationships**
 - **Welcome Events:** Organise events to welcome new families to the school community.
 - **Social Gatherings:** Create opportunities for parents to connect with each other and school staff.
 - **Cultural Sensitivity:** We are mindful of diverse cultural backgrounds and communication styles providing translations when needed.
- **Communication**
 - **Dojo:** Weekly information about what is happening in class. Individual communication as necessary.
 - **Parent/Carer-Teacher Conferences:** Regular meetings to discuss pupil progress and set goals.
 - **Weekly Overview:** Informing parents about school events, activities, and important dates.
 - **Email and Phone Calls:** Used for quick updates and to address specific concerns.
 - **School Website:** Provides access to important information, policies, and resources.

Planning

Teachers utilise subject knowledge to translate **Subject Leader Overviews** into cohesive Long, Medium, and Weekly plans. This systematic approach ensures:

- **Progression:** Knowledge and skills are developed logically across all phases.
- **Coverage:** The **Bailiwick Entitlements** are delivered with breadth and balance.
- **Inclusion:** HQIP is embedded at the planning stage, not added as an afterthought.

We use the following resources to guide our planning:

French	Language Angels
Phonics	Little Wandle
PE	Get Set for PE
Swimming	STA Academy
Music	Get set for Music
PSHE	PSHE association
Digital citizenship and online safety	Project Evolve
Science	Plymouth Science
Maths	White Rose/Numbersense
Maths intervention	Success@Arithmetic (Y6) Firstclass@Number2(y3/4)
Handwriting	Kinetic letters
Keyboard Skills	Kaz typing
Spelling	CUSP

Early Writing	Drawing Club
History	Keystage History
RE	Discovery RE
Design and Technology	Kapow

Inclusive Practice:

At La Houquette, **all teachers are teachers of children with Additional Learning Needs.**

[The Additional Learning Needs \(ALN\) code of practice \(Guernsey and Alderney\) Jan 2026](#)

We are committed to providing a climate of inclusion and achievement where every child's needs are met across the four broad areas of need:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional, and Mental Health**
- **Sensory and Physical Needs**

Individual Needs: We recognise that children are unique, develop at different rates, and require varying levels of support.

Removing Barriers: We prioritise High Quality Inclusive Practice (HQIP) in all our lessons to ensure all learners make progress regardless of their starting points. We address barriers to learning and participation through a tiered approach:

1. [High Quality Inclusive practice](#) (HQIP): Adaptive teaching within the classroom is our primary tool for inclusion, ensuring every pupil is taught in a way that meets their learning needs. This may include pre-teaching, small group adult support, or specific environmental adaptations.
2. **Targeted Support:** This provision is additional to or different from HQIP. Targets will be set and progress recorded using IEP (individual Education Plans) Provision at this level is supported by the school ALNCo and LALSIT.
3. **Specialist Involvement:** Where a child's needs are significantly beyond those of their peers, the ALNCo/Inclusion Lead will coordinate discussions with and draw on the support of partners that are external to the school e.g Speech Therapists, CIAS (Communication, interaction and Autism Service) etc.

Progress and Impact

- **IEP's** - Reviewed and updated termly (12 weeks)
- **ALN Reviews** - for children supported by external services annual reviews are held.

High Quality Inclusive Practice - The La Houquette way

At La Houquette, HQIP is our universal standard. It ensures purposeful participation and high self-esteem for all learners through adaptive, evidence-based instruction. We have the following expectations:

1. Explicit Instruction & Core Principles

Teachers present new content concisely, linking it to prior knowledge and breaking it into small, "chunked" steps. We use the following Instructional cycle:

- **"I Do" (Teacher Modeling):** Breaks content into manageable parts using visualisers and flipcharts. Focuses on essential details to manage **Cognitive Load**.
- **"We Do" (Guided Practice):** Collaborative work via talk partners or whole-class examples. Teachers use **Hinge Questions** to check understanding and address misconceptions immediately.
- **"You Do" (Independent Practice):** Provides repetition to develop fluency and automaticity, allowing students to apply knowledge autonomously.

2. Cognitive & Metacognitive Strategies

We equip pupils with the tools to "learn how to learn" and manage their progress.

- **Growth Mindset:** Encouraging risk-taking; mistakes are viewed as essential steps in learning.
- **Decider Skills:** Actively referencing these strategies to help children regulate emotional responses during challenge.
- **Feedback Loop:** Providing dedicated time for children to reflect on and edit work through "live marking" and responsive instruction.
- **Retention:** Routine use of **Retrieval Practice** (quizzes, flashcards, Kagan activities) to ensure knowledge is embedded in long-term memory.

3. Scaffolding & Adaptive Teaching

Scaffolding is a temporary support that is systematically removed as independence grows.

- **Universal Scaffolding:** Integration of word lists, sentence starters, graphic organisers, and checklists into daily practice.
- **Kinetic Letters:** All handwritten scaffolding and modeling must follow the school's script.
- **Tailored Resources:** Desk-top manipulatives and tailored prompts ensure "Universal Achievement" regardless of starting points.
- **Visual Supports:** Utilising Working Walls (Maths/Literacy) and Widget-based timetables to anchor explanations.

4. Flexible Grouping & Collaboration

- **Dynamic Groups:** Students are not "fixed" by ability; groups are flexible and based on specific lesson needs.
- **Peer Interaction:** Using Kagan Structures and peer-to-peer learning to broaden knowledge sources.

- **Targeted Intervention:** Deploying adults to overcome specific obstacles identified during the lesson, rather than just for "catch-up."

5. Digital Competency & Literacy

- **Accessibility:** Leveraging iPads/chrome books and apps to provide alternative ways to record ideas, removing physical writing as a barrier.
- **Oracy:** Maintaining high standards for spoken language and vocabulary in every subject.

The HQIP Lesson Checklist - Non negotiables.

Before and during every lesson, educators should reflect on these four pillars:

1. **Environment:** Is the desk clear? Are the Working Walls and Widget timetables relevant and visible?
2. **Expectations:** Am I challenging every child to be the "best they can be"? Is the oracy and literacy standard high? Am I ensuring all children understand?
3. **Responsive Teaching:** Is marking "Live"? Am I using a hinge question to adapt the lesson in real-time? Am I ensuring everyone understands and adapting the lesson accordingly. Am I using my LSA effectively and in line with school expectation
[W Effective Deployment of LSAs at La Houquette.docx](#)
4. **Barriers:** Is there a scaffold ready for those who need it? Is the cognitive load managed through clear, "chunked" instruction?

The Environment - The where

Our Learning Environments aim to be welcoming places, where learners feel supported and challenged. Systems are in place to facilitate this, within policies and classroom practice.

The non negotiables around the environment can be found on the routines and expectations document

[☰ La Houquette Staff Routines & Expectations](#)

La Houquette Values : displayed and discussed, enabling children to have ownership. They are built into the ethos of the classroom, they are celebrated in assemblies with staff identifying ways children exemplify them. They are an intrinsic part of our school environment.

Decider skills: are discussed , displayed in working areas and demonstrated during school assemblies and PSHE lessons.

Rights Respecting School:Our commitment to the **Rights Respecting School** initiative - UNICEF - ensures that children develop a working knowledge of their rights. The weekly rights are displayed within the learning environment, supporting children and enabling them to be aware of their rights.

The Curriculum - The What


"The curriculum at La Houquette provides joyous, purposeful and experiential learning opportunities which lead to high levels of motivation and engagement. Teachers skilfully tune in and listen to individual learners, resulting in adaptive teaching that provides challenge.

The curriculum enables systematic progress of skills, knowledge and attributes across the 7 years. The core knowledge and skills of literacy, numeracy and digital competency are seamlessly interwoven across the curriculum.

The whole school environment is utilised fully to facilitate the aims of the curriculum. La Houquette's inclusive ethos and values promotes positive mental health and emotional well-being through a culture of trust and mutual respect where it is safe to take risks."

In Reception, we follow the Early Years Foundation Stage Curriculum for Guernsey (updated in 2017), supported by the 'Development Matters' document which follows children from birth to 5 years of age, following on from local pre schools. We strive to ensure that children have the best start at school by promoting independence, forming positive relationships and developing our well-being through the teaching and learning of the prime areas of the EYFS, supported by the specific areas.

Phonics and early reading is taught using Little Wandle.

At Key Stage 1 (Years 1 &2) and Key Stage 2 (Years 3-6) La Houquette Primary School uses the Entitlement documents for individual subjects. This is in line with the aims of [the Education Strategy](#) and the [Children and Young People's Plan](#) and outlined in  [Bailiwick Curriculum handbook \[6Mb\]](#) and associated subject entitlement documents.

These documents are developed into progressive long term plans for each subject.

Monitoring & Evaluation -The impact



SLT and Subject Leads monitor the curriculum's impact through a cycle of:

- **Pupil Progress Meetings:** Termly pupil-level data reviews with SLT
- **Triangulation:** Regular "Book Looks," pupil voice interviews, and planning scrutinies.
- **Quality Assurance:** Learning walks (including EDO visits) and leadership "drop-ins" focusing on inclusivity and HQIP.
- **ALN reviews annually:** Parents/Carers, teachers and other professionals.

Assessment

Assessment at La Houquette serves four purposes: Informing Instruction, Identifying Gaps, Tracking Progress, and Reporting Accountability. To do this we use the following:

1. Formative Assessment (Assessment for Learning)

- **Daily Tools to check for Understanding:** Cold calling, mini-whiteboards, and "think-pair-share" to gauge immediate understanding.
- **Live Marking:** The primary feedback method. Teachers and LSAs provide real-time verbal and written guidance to allow for instant student response and editing/polishing. Providing time for pupils to reflect and edit their work.
- **Whole Class Feedback:**  [Whole Class Feedback Proforma](#)  [Whole+Class+Feedback+Guide.pdf](#)
- **Scaffolding Checks:** Continuous evaluation to determine when to add or "fade" support tools.

2. Summative Assessment (Assessment of Learning)

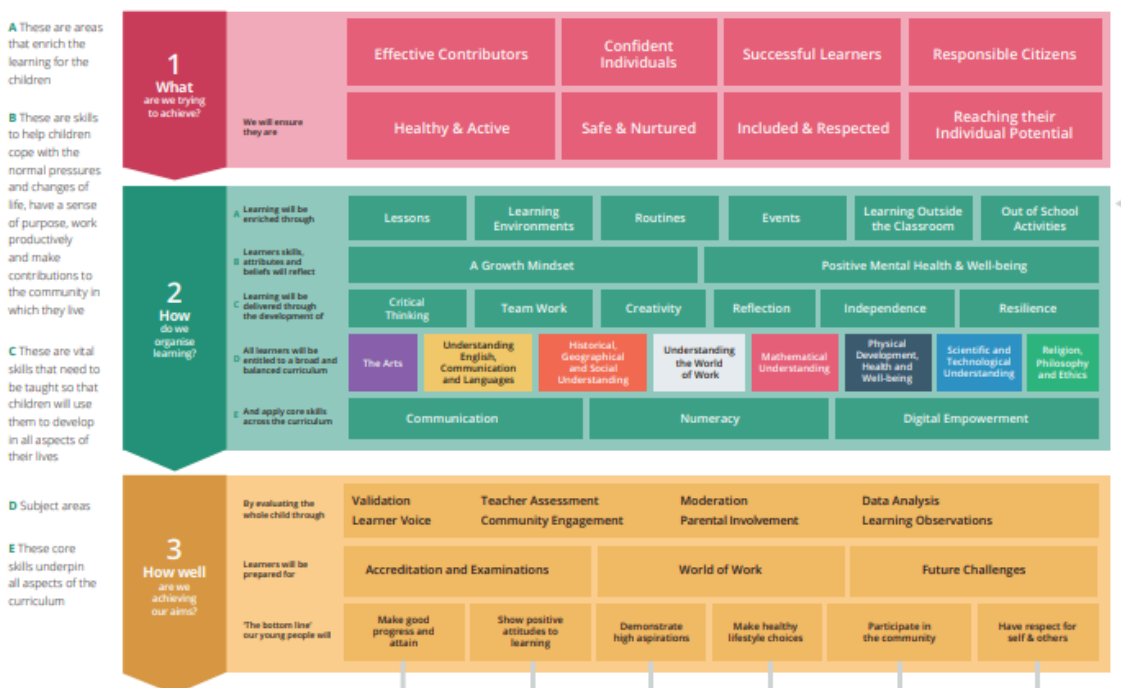
- **Standardised Testing:** Yearly **GL Assessments** (Reading/Maths), **No More Marking** (Writing) and half termly phonics tests.
- **Screening:** Targeted tools for ALN, including YARC, Language Link, Speech & Language and HAST2 (LALSIT) assessments.
- **Unit Milestones:** End-of-unit checks to verify the retention of key concepts.

Data & Reporting

- **Frequency:** Maths data is updated by the end of every unit (Ready to Progress). Independent writing is assessed termly, with one formal upload to **No More Marking** annually. Reading and writing ladders are updated at least every half term.
- **Foundation Subjects:** Assessment follows specific Subject Lead guidance to ensure manageable yet meaningful data.
- **Reporting:** Parents receive a comprehensive written report annually.
- **Workload:** All data and marking expectations are designed to balance high standards with staff wellbeing.

We incorporate the Big Picture Curriculum into all we do.

The Big Picture Curriculum—Joyous and Purposeful Learning



Written by: SLT and Subject Leads 02.09.20

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