

Teaching and Learning Policy



Warden House Primary School

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1. AIMS

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best through irresistible learning opportunities
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school community
- Promote high expectations and raising standards of achievement for all pupils in our school

2. WHAT ARE OUR GUIDING PRINCIPLES FOR IRRESISTIBLE LEARNING?

We recognise that pupils learn best at our school when they:

- Feel secure, safe and valued by having their basic social, emotional and physical needs met
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. ROLES AND RESPONSIBILITIES

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning including clearly communicating the purpose and value of home learning and supporting where necessary.
- Update parents/carers on pupils' progress through parents' evenings and produce written reports on their child's progress three times per year.

- Meet the expectations set out in relevant curriculum policies, behaviour policy, assessment and feedback policy and SEND policy.

3.2 Support staff

Support staff at our school will:

- Follow the expectations within the Veritas MAT standards for all teaching assistant and, as appropriate, the standards for Veritas Senior Teaching Assistants.
- Know pupils well and scaffold support to meet their individual learning needs
- Actively support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Work closely and in partnership with class teachers to ensure consistency in approach.
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Demonstrate positive attitudes, values and behaviours.
- Have professional regard for the ethos, policies and practices in the school meeting the expectations set out in curriculum policies, behaviour policy, and assessment and feedback policy and SEND policy.

3.3 Subject Leaders will:

At our school subject leaders will:

- Work with the deputy headteacher to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Ensure that lessons / schemes of work are sequenced in a way that allows all pupils to make good progress from their starting points
- Ensure that curriculum intent, implementation and impact are shared with all stakeholders via the school website.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject working within their hubs alongside teachers to identify any challenges and support ongoing development
- Monitor progress across their subject/year group by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on areas of development identified in their monitoring activities
- Create and share clear action plans for subject development and share with the wider school community
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in curriculum policies, behaviour policy, and assessment and feedback policy and SEND policy.

- Work with subject leaders from other Trust schools to share best practice and develop their own expertise.

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels
- Review the progress of all pupils at regular intervals and support teachers to intervene promptly with appropriate provisions and adaptations as necessary.
- Meet the expectations set out in curriculum policies, behaviour policy, and assessment and feedback policy and SEND policy.

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in curriculum policies, behaviour policy, and assessment and feedback policy and SEND policy.

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. HOW DO WE PLAN?

Lessons will be planned well to ensure good short-, medium- and long-term progress.

Insert any specific schemes of work, teaching strategies and concepts, such as Bloom's Taxonomy, / Values and Learning model that your school's planning takes into account.

- We have a long-term curriculum overview for each subject that highlights what each year group needs to cover in each subject across the year. These are shared with the wider school community and used by subject leaders and teachers to enable progression and clear sequencing of learning from year to year.
- Subject leaders ensure that medium term plans are in place for their subjects ensuring that learning is well-sequenced and progressive.
- Teachers are expected to plan in the short-term using their own preferred format. The purpose of short-term planning is to ensure that individual lessons are well sequenced and designed to ensure the best possible rates of progress for all pupils.

See [EYFS policy](#) for more details on our school's teaching and learning in the early years.

See [Continuous provision policy](#).

5. HOW DO WE SETUP OUR LEARNING ENVIRONMENT?

- When pupils are at school, learning can take place in a range of locations and right across the school site.
- These spaces will be kept safe, clean and ready for pupils to use them.
- Learning environments need to be organised, tidy, easily accessible and equipment clearly labelled so that pupils can access.
- They will be arranged to promote learning through:
 - Furniture is the correct size for pupils
 - Reasonable adjustments to the environment are made based on individual needs
 - Class displays need to be relevant and learning-focused.
 - School rules and values clearly displayed in each class.
 - JIGSAW/Nurture principles must be displayed
 - Emotional check-in displays
 - Little Wandle "Grow the Code" posters must be displayed in every classroom.

- Each classroom must have an English and a Maths working wall that is regularly updated and contains information to help support and structure learning.
 - Key vocabulary should run thorough every display and be accessible to all pupils.
 - Displays do not need to be laminated.
 - Merit reward tubes are mounted in each room
 - Reading is promoted and celebrated visually in each classroom.
 - In EYFS and KS1, any displays related to phonics need to have fidelity to the “Little Wandle” phonics scheme.
 - Handwriting when displayed in Year R and 1 must be printed.
 - Any handwritten writing by teachers should be joined cursively.
 - Teacher modelling should be in cursive, joined writing from the start of KS2.
 - Visual timetables for each class should be updated and displayed and accessible by all.
 - Corridor and hall displays are used to celebrate the learning journies undertaken in a range of topics.
- In Year R and KS1
 - Refer to the [Continuous Provision Policy](#) and the EYFS policy for further information about the classroom environment in Year R and KS1.

6. HOW DO WE USE ADDITIONAL ADULTS?

At Warden House, the effective direction and management of Teaching Assistants is a key part of a teacher’s job.

- Additional adults are clearly directed to support learning
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times.
- TAs are not photocopying work, sharpening pencils or sticking work in books *during learning time*
- TAs should not just stand or sit watching the teacher.
- TAs are clear about who they are supporting and why.
- Planning is shared in advance with teaching assistants, which they clearly understand. Planning is accessible to the class teacher and the TA(s) at all times. It belongs to the class.
- TAs sit next to/alongside the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- TAs are involved in assessing pupil’s understanding, recording observations and assisting the teacher with assessments.
- TAs have a demonstrable impact on the quality of learning for the group of pupils they are working with

7. HOW DO WE USE LEARNING OBJECTIVES?

- Learning objectives are shared orally in child friendly language and displayed.
- All learning objectives begin with ‘TBAT (To be able to...), (TUHT) To understand how to... or To know...
- All pupils share the same learning objective
- Learning objectives are not muddled up with the context of the lesson.

- The learning objective is shown in the pupil's book at the top of the success criteria in English and in Maths and at the top of the page for all other subjects
- In Year 1 – learning objectives are shared verbally. In Year 2 objectives are verbal and displayed on the IWB. Pupils are provided with stickers containing learning objectives to stick into their work books.
- The amount of time spent recording a learning objective should be reasonable and age appropriate. For older children with slower recording speeds, adult support or the use of a sticker can ensure that prime lesson time is spent on learning and not recording dates and learning objectives.
- Teachers revisit learning objectives at the end of lessons to allow children to assess whether or not they have been successful.

8. HOW DO WE USE SUCCESS CRITERIA?

- All pupils are clear about how they will achieve the learning objective.
- Success criteria are visibly displayed for the children to follow during the lesson or drawn up with the children
- Children use the success criteria to self-assess their own or their partner's work.
- Children are reminded of the success criteria during the lesson – often children's work is used to illustrate the success criteria in action (WAGOLL Whata good one looks like).
- Success criteria may differ according to the needs of each group or pupil but must always be challenging
- Success criteria show clear challenge and support and steps towards greater success. We want all our children to access the same learning objective and it is through the use of materials/apparatus/adult support that may differ from child to child.
- In EYFS and KS1, the desired learning outcomes are shared through the effective modelling of the task being set.
- Adults give regular reminders of the success criteria during lessons and use mini-plenaries from time to time to reenforce children's understanding.
- In writing, a success criteria checklist is available for all pieces of writing and is used by teachers, pupils and peers for formative assessment.
- Success criteria can be presented in a range of ways including, verbal, written and pictorial depending on the nature of the task and the needs of the children.
- Success criteria must be used in all lessons as a key part of a teacher's/TA's practice
- Success Criteria are adjusted as needed to support pupils needs – including those with SEND and those who are more able. (E.g. task management boards)
- Success criteria can be verbal, however we recognise that many pupils find it hard to hold complex instructions in their working memories and strive

9. HOW DO WE STRUCTURE INDIVIDUAL LESSONS?

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will scaffold learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

- Teachers adapt their teaching as needed to ensure it provides all learners with the opportunity to meet expectations.
- Teaching encompasses the importance of **effective planning prior to the lesson**, as well as the **adjustments made to teaching and learning** throughout the lesson.
- Teachers know when and how to differentiate approaches appropriately.
- Teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Teachers demonstrate deep knowledge and understanding of the subjects they teach
- Teachers questioning is highly effectively.
- Teachers identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers make maximum use of lesson time and coordinate lesson resources well.
- Teachers manage pupils' behaviour highly effectively and apply the school behaviour policy consistently
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.
- Teachers introduce subject content progressively and constantly demand more of pupils
- Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback and pupils use this feedback effectively.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning – particularly those from disadvantaged backgrounds or with SEND
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve
- Pupils thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Key vocabulary is taught and displayed across all areas of the curriculum.
- Teachers demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Teachers have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Pupils that are gifted and talented/more able and require further and more regular challenge.
- We embed retrieval practice into learning using a wide range of strategies including: cumulative quizzing, four from before, carefully planned spaced learning in certain curriculum areas.
- We use schemes such as Little Wandle (phonics), White Rose (Maths), Green Acre (PE) or Kapow! (DT, Music, Computing) to support planning and curriculum structure where deemed necessary.
- We are consistent in our structure and pace of delivery of lessons, ensuring the pace is sufficient to engage, and stretch and challenge learners of all abilities.

- We carefully teach new vocabulary as needed and identify this in advance using our curriculum plans and knowledge organisers.
- We systematically break the learning into small, manageable chunks and provide time for children to consolidate their understanding through the careful management of lesson time.
- In Year R and KS1, additional adults carefully support learning during COOL time, questioning and challenging pupils as needed.
- Teacher input is underpinned by visual resources (and practical resources when appropriate) to carefully illustrate the content of the lesson.
- Learning objectives are clearly shared at the start of lessons and referred back to regularly.
- Mini-plenaries are used as needed and plenaries used at the end of lessons to consolidate learning and allow for pupils to assess progress.
- Lessons have a good, speedy pace to allow progress
- Visual and verbal modelling is used at all times to enable children to see and understand what is expected of them.
- All adults monitor and assess the progress of all pupils during lessons, identifying and correcting misconceptions and identifying those who need further support or challenge.
- Feedback is provided “in the moment” as much as possible.

10. HOW DO WE ENSURE THAT PUPILS ARE ENGAGED IN THEIR LEARNING?

- We expect that pupils are actively engaged during all parts of the lesson. We recognise that pupil engagement can present in a range of ways such as:
 - Talking to partner E.g. *Think/Pair/Share* and discussions with a *Talk Partner* are regular features in all lessons.
 - Independent thinking time.
 - Talking notes E.g. using mini whiteboards or rough books are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Direct teaching should be underpinned by a range of visual stimuli as much as possible
- Teachers regularly use learning breaks where needed / FIZZY activities to support concentration
- Teachers are passionate about the subjects that they teach and transmit that enthusiasm to their pupils.
- Outdoor spaces are used where appropriate as a vehicle to deliver the curriculum
- Learning is routed in real life where possible
- Open-ended questions are used to develop thinking and enable class discussion
- Flexible grouping/seating is used depending on the lesson being taught. For example, this may include the use of circle time for example in PSHE lessons.
- Teachers recognise that their style of delivery is important and this can be adapted based on the age and needs of their children. Things like body language and use of voice have an impact
- High expectations regarding the behaviour of all pupils is in place at all times.

11. HOW DO WE USE OUR VALUES AND LEARNING MODEL TO SUPPORT AND STRUCTURE LEARNING?

- Our values underpin all aspects of school life. Children are taught to be **positive** in their learning; to understand the importance of being good **partners**; to be **independent** in their learning and be **determined** when always striving for their best. Children are taught to be **responsible** members of the school community and then society and ultimately **successful** in their studies.
- Our values are fully embedded into all aspects of school life in a range of ways. They are also incorporated into part of a visual image known as our learning model which is displayed around the school and on our website and social media.
- Our learning model integrates our six vision words with Bloom's taxonomy. It has been designed to provide all staff and children with a guide and point of reference so as to ensure that our key values are embedded in our day to day work in class. By referring to the keywords from Bloom's Taxonomy, it ensures that all children are given regular opportunities to develop a range of critical thinking skills as they progress through the curriculum.
- Teachers refer to the learning model at the start of each lesson and ensure that children understand how to apply our school values to their work in class. Teachers ensure that sequences of learning are carefully planned so that children have regular opportunities to be immersed in the six terms from Bloom's taxonomy and apply these independently.

12. HOW DO WE SUPPORT PUPILS WITH DIFFERING NEEDS TO BE SUCCESSFUL IN THEIR LEARNING?

- We use COOL (Choose our own learning) time to give children in Year R and KS1 the opportunity to thrive and be successful
- We use lots of natural resources, including learning outside of the classroom where appropriate.
- We use visual timetables to support pupils.
- We use calming activities to help children self-regulate.
- Children work in flexible groups – these can be mixed ability or more targeted depending on the nature of the activity.
- We intervene rapidly when a pupil is assessed as falling behind
- We use condition-specific resources to support pupils – e.g. dyslexia toolkit
- We use pre-teaching as a tool to prepare pupils for lessons so that they can access the learning being presented.
- Individual learning prompts are used.
- Teachers' subject knowledge and professional abilities enable them to adapt teaching during lessons to best meet the needs of all pupils.
- We use ELSA (emotional literacy) sessions to support pupils
- We use nurture provision to teach pupils additional skills to enable them to more successfully access the classroom.
- A range of learning styles are promoted.
- Provisions are in place and personalised to support children who have barriers that prevent them from successfully accessing the curriculum.
- Children can access a sensory room if needed

- Specific provision is provided by the school's therapy dogs who are timetabled to provide specific targeted support to pupils in a range of ways.

13. HOW DO WE USE HOME LEARNING?

- Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.
- All home learning will be sent home with children as needed. It may also be available via the school website, via Tapestry or Microsoft Teams or shared via email depending on the context.
- Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.
- Should any additional equipment or resources will be required, these will be provided, loaned or made accessible.
- Please see homework policy by [clicking here](#).

14. HOW DO WE USE ASSESSMENT – INCLUDING MARKING AND FEEDBACK TO SUPPORT LEARNING?

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

Please see our Assessment and Feedback policy by [clicking here](#).

Formative Assessment:

- 'Assessment for learning', effective, manageable written marking and a range of adult, peer and self-assessment strategies are embedded in the everyday practice of all teachers and is used to inform teaching and learning.
- We recognise that high-quality feedback is best provided "in the moment" when it can have a direct impact on pupil progress during an individual lesson. All adults in the classroom are equally empowered to provide quality feedback and support/deepen/challenge/extend learning as necessary.
- All pupils are clear about how they need to improve as a result of the assessment strategies used
- Written marking (when carried out) is in line with the policy and linked to the learning objectives and success criteria identifying next steps. Teachers are mindful of the purpose and workload associated with written marking and use this approach only when appropriate and the impact on the progress of the learning is high.
- Pupils are given regular time to address issues raised in marking. Marking must be read!

Summative Assessment:

We will track pupils' progress using a combination of formative and summative assessment

- Summative judgements are recorded on our OTrack assessment system three times per year following more formal assessment periods.
- We use standardised tests to measure progress in Reading, GPS and Maths. These results are gap-analysed using a digital system three times a year with results discussed during pupil progress meetings held between teachers and senior staff.
- We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report three times a year with a brief report provided at the end of Term 2 and Term 4 and a more detailed end of year reported provided at the end of each academic year. This report will also contain the results of any statutory national assessments taken.

See [Assessment and Feedback policy](#) for further information

15. HOW DO WE MONITOR AND EVALUATE THE QUALITY OF TEACHING AND LEARNING?

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders at every level are responsible for monitoring and evaluating the impact of teaching on pupils' learning through:

- Conducting learning walks / Deep dives
- Trust Peer Review days / sessions
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies
- Careful use of the ECT framework to support and develop those new to teaching.

16. REVIEW

This policy will be reviewed every two years by the Headteacher. At every review, the policy will be shared with the full governing board and published on the school website.

17. LINKS WITH OTHER POLICIES

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report

- Assessment and Feedback policy
- Home-school agreement
- Homework Policy
- Subject policies
- Equality information and objectives