

WITHNELL FOLD PRIMARY SCHOOL



Teaching and Learning Policy 2024-2026

Withnell Fold Primary School

At Withnell Fold Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Principles

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others
- To show respect for all cultures and in so doing, promote positive attitudes towards other people
- To enable children to understand their community and help them feel valued as part of this community
- To help children grow into reliable, independent and positive citizens

Learning Culture

- Feel safe – respect, value and support for each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity
- High expectations – learning behaviour, progress in learning, presentation etc
- 'Can do' attitude
- foster children's self-esteem and help them build positive relationships with other people – both peers and adults
- Adults establish positive working relationships with all children in the class and school
- All adults model learning and expected behaviour for the children and follow the school policy with regard to discipline and classroom management
- Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all

NB: The above need to be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

Effective Learning

People learn in different ways, therefore learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work

WITHNELL FOLD PRIMARY SCHOOL



Teaching and Learning Policy 2024-2026

- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest - we follow a strict set of procedures to ensure safety: risk assessments are completed and various permissions are obtained.
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- setting challenges for themselves
- after school clubs

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching

Our lesson plans are based on an agreed scheme of work used throughout the school. We plan our lessons with clear learning objectives that are shared with the children. We take these objectives from the National Curriculum and adapt them to meet the needs of all. Assessment for learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability including those with additional or special educational needs. We praise children for their efforts and by doing so, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

Learning Objectives

- Clear and focused, based on learning rather than task
- Displayed
- Discussed, shared with and explained to the children
- Based on prior attainment, knowledge and understanding

Success Criteria

- Break down the learning taking place and are differentiated
- Include the steps or 'ingredients' the children need to be successful in their learning
- Are identified by the teacher during the planning process
- Are usually generated with the children during the lesson
- Are written up and referred to during the lesson

WITHNELL FOLD PRIMARY SCHOOL



Teaching and Learning Policy 2024-2026

Plenary

- Planned times during, and at the end of, the lesson
- Reviews progress towards learning objective and success criteria
- Allows adults, and children, to address misconceptions, make improvements and add further challenge
- Learning may be applied to different contexts
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt

Outcome

- What will be achieved by the children by the end of the lesson
- The learning activity/evidence of learning
- Sufficient time given to enable children to achieve meaningful learning
- Differentiated according to the levels at which the children are working

Adapted Teaching

- Takes place throughout the lesson
- Is matched to children's levels and next steps learning, including those with additional needs or SEN
- When planning work for children with Special Educational Needs, information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed
- May occur through adult support; range and level of resources; time; task; different outcomes

Adult Input

- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place
- Responds to, and is adapted to, ongoing assessment during the lesson
- Clearly models successful learning/the learning activity
- Generates success criteria
- Is flexible according to the learning taking place e.g.
 - Different inputs for different groups
 - Different start times for different groups
 - Input – activity – input – activity
 - Guided groups etc

Questioning

- Questions will be asked to assess learning, challenge and deepen thinking and understanding
- The range will include open/closed; higher and lower order
- Will be differentiated
- Opportunities will be planned for children to develop their own questions and questioning

WITHNELL FOLD PRIMARY SCHOOL



Teaching and Learning Policy 2024-2026

Feedback & Marking

- Regular meaningful feedback, in various forms, will be given to the children
- Identifies success and areas for improvement/next steps learning (when appropriate)
- Refers to learning objectives, success criteria, children's individual targets and level related spelling, punctuation and grammar
- Opportunities are planned for children to regularly respond to feedback and marking

Targets

- Children are involved in setting and reviewing their targets
- Easily accessible and referred to regularly
- Are related to children's levels of attainment and next steps learning
- Are set for writing, reading and maths

Active Learning

- Children are given opportunities to be involved in the learning throughout the lesson
- A range of strategies are used
- There is an appropriate balance of adult/pupil talk
- Within Maths, there is an expectation to use the resource 'Maths of the Day' at least once a week to ensure children are learning or applying maths concepts whilst being active.

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Practice and retrieval

Learning involves a lasting change in capabilities or understanding, not just a temporary increase in performance (DfE, 2019). Introducing an idea once is very unlikely to be enough for us to recall it after a month, a year, or beyond. We aim to make knowledge more secure and memorable by balancing exposition, repetition, practice and retrieval of critical knowledge and skills.

Retrieval can happen at any time of the lesson, a great place to embed this practice is often at the beginning of the lesson – it should not take longer than 12 minutes. However, retrieval questioning also happens within and at the end of lessons across the curriculum subjects.

Learning Environment

- A stimulating environment sets the climate for learning,
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning
- All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly.
- We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect care and value for all resources.

WITHNELL FOLD PRIMARY SCHOOL



Teaching and Learning Policy 2024-2026

- Classrooms should be bright and tidy, and should be word and number rich.
- Displays might be used to:
 - Celebrate success - achievement, Star of the Week
 - Support class organisation – visual timetables, clearly labelled resources
 - Promote independence by providing prompts – questions, support for when children are stuck
 - Support learning – working walls, presentation examples, interactive & challenging especially in English and Maths
 - Displays are changed regularly and reflect the current topic/themes/ learning

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- Supporting learning and children's progress
- Supporting assessments of children's understanding
- Developing children's independence
- Actively supporting the 'Learning Culture' and 'Principles' (Above)

Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved.

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings etc.

The role of the subject leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- Take the lead in policy development
- Have responsibility for purchase and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues

Role of Parents / Carers

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by school:

- holding regular parent evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement (in some subjects where appropriate)
- explaining to parents how they can support their children with homework;
- holding parent workshops (where necessary) to explain the work covered and the strategies and methods taught to the children.
- sending information to parents at the start of each term in which we outline the topics that the children will be covering that term;
- posting information on the school website;
- weekly whole school newsletter;

WITHNELL FOLD PRIMARY SCHOOL



Teaching and Learning Policy 2024-2026

- class newsletters at the start of each term
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

- We would like parents to:
- ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school and for taking part in activities.
- do their best to keep their child healthy and fit to attend school.
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and appraisal policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school. Staff development needs will be identified in line with this policy, Appraisal and continued Professional Development Policies. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation;
- sampling pupil's work;
- sharing pupil's work throughout school and discussing quality;
- internal moderation of pupils' work;
- discussion with pupils;

Reviewed – September 2024

Next Review – September 2026