



**Wilberforce Primary**

The best in everyone™

Part of United Learning

# **Teaching and Learning Policy:**

***A baseline for outstanding  
practice***

Pending Ratification: November 2017

Next Review: September 2018

Headteacher: Mrs C Macfie

## **WILBERFORCE PRIMARY**

### **READING POLICY**

#### **KEY PRINCIPLES**

Teaching at Wilberforce Primary is 'Learning Centered', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart

#### **At Wilberforce Primary we believe children learn best when:**

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and develop.

#### **Key Principle**

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

#### **THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:**

- effective exposition and focused learning activities with clear objectives and outcomes
- a clear understanding by the children of the method and purpose of activities in which they engage  
progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour)

#### **TEACHERS WILL ENSURE THAT:**

- work is planned, both termly (Medium Term Plans) and daily, and plans are kept in the Class Folder each week for shared reference (MTPs are kept on the T drive)
- termly and weekly plans adhere to the progression of skills seen in Skills Ladders and Stage Descriptors



- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development

## IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there are Skills Ladders and Stage Descriptors in place that ensure continuity and progression
- there is a Creative Curriculum Map in place that is broad and balanced
- where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies
- subject specific curriculum policies are in place
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, data, lesson observations, planning scrutiny, book looks, pupil voice.

## Key principle

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

## THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- creative teaching and creative learning
- teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children
- learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for progress and high quality outcomes
- children's home-learning being valued
- children learning independently
- children collaborating on projects
- children enjoying their learning

## TEACHERS WILL MAKE SURE THAT:

- well-judged and effective teaching strategies successfully engage pupils in their learning – a hook (Inspiration Day), learning journey and high quality outcome (Creative Curriculum book, presentations) will be in evidence in each unit of learning
- every lesson will be based on the learning journey of the Accelerated Learning Cycle
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions, knowledgeable answers and the use of discussion, promote deep learning



- they ensure an appropriate ratio of exposition to learning-activity in their teaching
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study

#### IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- teaching and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Assemblies, newsletters, notice boards and the school website
- whole school themes provide points of shared discussion and motivate learners across the school

#### **Key principle**

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

#### THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – eg. redrafting writing in collaboration with the teacher
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- children with specific learning needs receiving support at the time and level it is required to optimise their learning
- pupils supporting one another where appropriate
- independent learning, where children use assessment information to direct their own learning activity

#### TEACHERS WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- marking is frequent and regular (daily) providing pupils with very clear next steps guidance on how learning-outcomes can be improved
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed assessment records (Reading Records, Tracker Sheets) and submit data half termly to enable Pupil Data Tracking (reading, writing, mathematics)

#### IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is an Assessment policy in place that ensures consistency of practice
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving year group partner teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources
- there is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

#### **Key principle**

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

#### THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- children's high self esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- organisation of classroom routines and resources to optimise learning

#### TEACHERS WILL MAKE SURE THAT:

- they teach children how to behave well
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- any criticism will be constructive and children's self-esteem will always be maintained

#### IMPLICATIONS FOR THE WHOLE SCHOOL:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school

- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- safe guarding procedures are in place and are adhered to.

### **Key principle**

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

TEACHERS WILL MAKE SURE THAT:

- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report
- parents know how they can support their child's learning at home or in school
- they are approachable and available to parents (by appointment if necessary)
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email
- they set appropriate home-learning activities to develop children's understanding of topics covered in class

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a member of staff to nurture parental engagement and encourage life-long learning for parents and the wider community – a Parental Liaison Officer
- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings and social events such as Curriculum Workshops and Charity Days.

### **Lesson Gradings: measuring impact on pupils' progress**

#### **Outstanding lessons**

Information from assessments is used to set tasks that are perfectly matched to the pupils' prior attainment

The work is pitched at a level that is achievable if individual pupils work hard and try their very best



Pupils with specific learning needs receive support at the time and level it is required to optimise their learning

The work includes opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills such as research and co-operative working

The tasks themselves enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more

The pace of learning is optimised throughout the lesson by the teacher being able to use the time to the best effect in supporting pupils at the time they need such support

The teacher demonstrates a high degree of subject knowledge when framing and answering questions

Questions tease out pupils' understanding so that teachers are exceptionally aware of the degree to which pupils are secure

The work for each individual is adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work

Marking is frequent and regular, providing pupils with very clear guidance on how work can be improved

The teacher ensures that corrections are carried out and any missing work is completed

Home Learning is an integral part of the lesson. It extends the learning and is treated as being as important as the lesson itself

## DISSEMINATION OF THE POLICY

The policy will be given to all members of staff

## PROCEDURES FOR MONITORING AND EVALUATION

The head teacher and members of the senior management team will monitor the policy.