

Withington Primary School

Teaching and Learning Policy

Policy



Approved by:

Date: September 2022

Author:

Mrs C Willis

**Last reviewed
by/on:**

Mrs C Willis
September 2025

Next review due by:

September 2026

Teaching and Learning Policy

At Withington Primary School everyone is valued, inspired and nurtured on their individual journey of success.

Learning and Teaching Policy lead: C Willis September 2022

Learning and Teaching Policy Rationale

The core principles of learning and teaching underpin all that we do at Withington Primary School. Those core principles state that we will offer a curriculum which is broad, balanced and relevant and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and
- Prepares pupils at Withington Primary School for the opportunities, responsibilities and experiences of later life.

Aims

- To provide quality learning experiences within a broad and balanced curriculum.
- To ensure all children enjoy their learning.
- To work as a team to enable the children to access the full range of skills and knowledge.
- To provide appropriate classroom support to enable teachers to teach and children to learn.
- To develop a learning community where adults learn alongside children.
- To provide professional development opportunities to enable staff to keep abreast of current educational developments.
- To enable children to acquire new knowledge and skills and to develop ideas to increase their understanding.
- To develop resilience in our children.
- To enable children to apply appropriate intellectual, physical and creative effort to their learning
- To enable children to learn productively and at a good pace.
- To encourage children to sustain interest and concentration.
- To encourage independent learning and learning from peers through talking about their learning.
- To empower children to be self-evaluative.

Conditions for Effective Learning

In order for children to gain the most from their time in school certain conditions need to be met. Some of these conditions are not within the control of the teaching staff but some are and, in order to maximise learning, staff need to influence as many of these conditions as effectively as possible. At Withington Primary School we feel that the following conditions create the climate where children are most able to learn:

- Children feel valued and cared for.
- Children are warm and well fed.
- Children have high self-esteem.
- School provides a clean, bright and orderly learning environment.
- There is an atmosphere of mutual respect and understanding where children are listened to and are given the opportunity to speak openly and honestly.
- There is an ethos of trust that enables risk taking and mistake making. The organisation of the learning environment is given a high priority at Withington Primary School. Across the school there are agreed and consistent arrangements for the presentation of children's work. Resources are organised appropriately for the age of the children to support the development of independent learning strategies. Consistent classroom routines and expectations of behaviour are followed.

Effective Learning:

Learning is most effective when teaching takes account of:

- Clarifying the children's prior knowledge to enable judgements to be made regarding starting points for learning and progress within a lesson;
- Making connections to previous learning and providing links for future learning;
- Planned and effective questioning
- Sharing the learning objectives and success criteria with the children at the start of a lesson and revisiting them during and at the end of the lesson;
- Using the plenary (if appropriate) to provide children with opportunities to review, recall, demonstrate and extend their understanding of new knowledge and skills acquired;
- Providing opportunities for collaborative learning;
- Providing opportunities for self and peer assessment.

Effective Teaching Strategies for effective teaching employed at Withington Primary School include:

- Direct, whole class teaching;
- Small group teaching;
- Individual teaching;
- Providing opportunities for independent learning;

- Providing opportunities for investigative activity;
- Providing opportunities to use and apply skills;
- Providing appropriate challenge for all pupils;
- Enabling the use of learning partners.

All teaching includes explanation, exposition, use of questioning (both open and closed as appropriate), suitable to the age and ability of the children. The specific needs of groups of learners – those with higher learning potential, those with Special Educational Needs, those who have English as an additional language and those who are disadvantaged – are met by appropriately differentiated activities, within the requirements of the Single Equalities Policy. Assessment for learning techniques are employed throughout activities so that teaching can be adjusted to the children’s rate of learning as appropriate. Technology is used throughout the curriculum to support learning.

From Foundation Class to Y6 technology is employed in order to enthuse, entertain and engage the children, but, more importantly, it is used to enhance, enrich and extend learning and, ultimately, to empower children. Computing skills are taught as a discrete subject through the Computing curriculum but technology is used to enhance and enrich all areas of the curriculum by:

- Developing thinking and problem solving skills;
- Enabling the children to locate, gather, synthesize, analyse, reconstruct, communicate and present information and understanding;
- Modelling using technology, e.g. writing, music;
- Opportunities for deeper analysis of concepts and processes;
- Opportunities for children to gain more control over the direction of their own learning
- Social opportunities for collaboration on joint tasks, both face to face in the classroom and in online collaboration;
- Opportunities for creative development;
- Opportunities for children to gain knowledge, skills and understanding beyond those of the teacher.

Planning

Long term planning sets out coverage of the National Curriculum over an academic year for each year group. Medium term planning translates long term planning into a learning and teaching programme based on the National Curriculum. Short term plans for English and Mathematics are based on learning objectives taken from the National Curriculum. Teachers plan a weekly timetable charting progress through the medium term plans. Planning is monitored by members of the Leadership Team and by Curriculum Team Leaders as necessary.

Target Setting

We believe, at Withington Primary School, that the target setting process acts as a vehicle for children to be involved in directing their own learning. Layered targets are set half termly and are based on whole class areas for improvement. Any individual pupil targets are discussed with parents at the Parents Evening early in the Autumn Term and are reviewed at the meetings in the Spring term. Whole school targets, linked to the Strategic Development Plan, set the climate for challenge and improvement. Target groups in different curriculum areas are identified within staff professional growth cycles and are linked to the SDP.

Assessment

All staff recognise that effective assessment arises from the setting of clear, intended learning outcomes at the planning stage. Teachers are aware that providing children with feedback on their learning is one of the most powerful ways of helping them to improve. Reading, writing and mathematics are assessed on at least a termly basis and results of assessments are recorded on the school's internal tracking system

Teacher assessments include:

- Observation
- Questioning
- Talking with and listening to pupils
- Providing feedback regarding "next steps"
- Applying results of children's own self-assessment and peer assessment
- Feedback to pupils
- Diagnostic assessments set before units of work

Summative assessments:

Summative assessments are undertaken at the end of a unit of work.

Foundation Class use the Foundation Stage Profile materials which are passed to Year 1 where they are continued, as appropriate.

At the end of Year 1, teacher assessment is used to link the Foundation Stage profile to the National Curriculum. Year 1 complete the phonics screening check in the Summer term, this is repeated in Year 2 for those children who do not meet the standard in Year 1.

Year 6 are assessed using the SAT's materials.

Year 2, Year 3, Year 4 and Year 5 use the Optional SAT style materials and other age appropriate tests.

Year 4 complete the multiplication check in the Summer term. Summative assessments are analysed by the Assessment Co-Ordinator and staff use the results of these analyses to inform planning for their new classes. 5 Learning and Teaching Policy Tracking documents are used to highlight progress and to set targets for English and maths expressed as percentages. The progress of vulnerable groups is monitored by the class teacher and Headteacher on a half-termly basis.

Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations