Wardley CE Primary School
Teaching & Learning Policy

Name of Reviewer	Kari Walker
Date of Approval of Governing Body	November 2025
Signature of Chair	Alan Johns
Signature of Head	Kari Walker
Date Due for Review	November 2026

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillippians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:
-Having strong ethics to underpin our decision making and actions.
-Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
-Promoting a sense of justice.
-Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:
-Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
-In celebrating diversity we value the strengths of all and embrace differences.
-Engaging stakeholders within and beyond the school.

Through the Christian value of trust:
-Having a strong sense of teamwork amongst all members of the school community.
-No matter how small, we value every contribution and support each other to reach our goals.
-In respecting each other, we strive to not let each other down.
-In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage
-Recognising, supporting and developing everyone's potential.
-Nurturing skills and promoting opportunities.
-Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:
-Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
-All improvements are underpinned with high aspirations.
-When problems arise, we must hold on to our vision and find solutions.
-We inspire and innovate and we support others to do the same.
1 Vision & Intent

Our school vision is that we can do all things and this belief drives the intent and implantation of our curriculum. It is the belief that, 'Every child is capable of learning anything depending on the way it is presented to them and the effort they put into learning it.' Our curriculum intent rests on this vision and its breadth and scope is designed to deliver it with six key goals in mind:

- **Be ever-evolving**, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners striving for the pursuit of excellence who know how to make a positive and transformational contribution to their community and wider global society.
- **Be rooted in the school's Christian ethos**, encouraging our pupils to grow in self-awareness and becoming advocates of social justice, adaptable to any social context.
- **Be ambitious** in our aim for pupils to develop the communication skills necessary for learning and life, promoting enjoyment, high expectations and standards across all subject areas.
- **Be memorable**: providing diverse, social, moral, spiritual and cultural (SMSC) rich opportunities from which children learn and develop a range of transferable skills.
- **Be aspirational**, cultivating a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- **Be inspiring**, to empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

2. Implementation

The aim of our curriculum implementation is to make learning stick! We believe that learning must be seen as a change to long term memory. We want children to develop powerful knowledge that they retain, recall, transfer and use in a range of contexts. We will achieve this through what the Education Endowment Fund has termed high quality teaching.

'Every teacher needs to improve, not because they are not good enough, but because they can be even better' Dylan Wiliam

At Wardley, we take staff professional learning extremely seriously. We believe that the best educators are the best learners and we therefore expect staff to be avidly engaged with their own professional learning within a dynamic learning community. Staff should actively connect with research in order to best inform their own classroom practice.

We recognise and embrace the complexity involved in professional learning. Changing practice is an intricate process, sometimes we have to stop doing something good to do something better, but the impact that can be had on pupil success makes it a priority.

The purpose of this Teaching & Learning policy is an attempt to promote a consistency of practice, ensure clarity of purpose and engage staff in an ongoing debate. It is an opportunity to reflect upon aspects of our practice that, as a school, we hold to be effective.
"…one of the main tasks of the teacher - to introduce children to the best of what has already been discovered or thought." Tom Bennett

It is important that we recognise the role of the teacher as an expert and build upon this.

There is not a recipe for high quality teaching. The following information should be viewed as a guideline for staff to work within and beyond.

….knowing the pupils

Knowing your pupils enables you to assess their needs and effectively raise their expectations. When is their engagement drifting? Why might this be happening? Do they need some help or should you leave them to figure this out? These questions can only really be answered if we know our pupils well.

Learners need a trusting, fair and safe environment that acknowledges that they 'may not know' and will make errors in learning. Learning takes time but one of the teacher's roles is to maximise the efficiency of the time available, to provide many opportunities to learn the same idea over time, and to ensure time is spent on learning and not merely doing 'something'.

…..high levels of challenge

"A successful teacher establishes a student's expectations of their abilities but then dispels those expectations by telling them they can do better".

Prof J. Hattie

Appropriate challenge ensures that pupils have high expectations of what they can achieve.

Robert Coe contends "Learning happens when people have to think hard." This seems like a great starting point and is directly connected to Daniel Willingham's proposition that "Memory is the residue of thought." What we think about is what we will remember and thinking 'hard' is more likely to produce long-term retention.

….engagement

We need our pupils to engage in what is happening within the classroom. Engagement means that 'they will be thinking about what we want them to think about' and therefore learning is more likely to take place. Lessons must get off to a flying start, with pupils purposeful from the beginning.

….explanation & modelling

It is critical that new material is effectively explained in order for students to be able to move to other aspects of the learning process. If not, often you will find yourself returning to further explanations or pupils will need to look elsewhere for additional support. Once information has been explained to pupils, they need to know what to do with it. The best way for pupils to see what to do is for an expert to model the process. The emphasis of the modelling stage is on building procedural knowledge.

….opportunities for autonomy

"Don't practise until you get it right. Practise until you can't get it wrong." Unknown

This is the phase in learning where pupils will be working most independently of the teacher. Within this stage, pupils should be completing activities that have been carefully designed to

allow application and intelligent practice of key principles. Intelligent practice is designed to develop the thinking process rather than a repeated mechanical activity. There may be further conceptual and procedural development taking place.

….effective questioning

Questioning is a key part of what takes place in the classroom. Effective questioning can spark discussion, assess current performance and provide deeper levels of challenge. Through expert questioning, we can force our pupils to think. This is a key part of the learning process. We are far more likely to transfer something to long-term memory if we think about it. Effective questioning can also ensure that students are accurately using subject specific language within their answers.

Skilled questioning can be used to assess current performance. These 'hinge' questions, on which the next stage in the lesson depends, should be carefully planned in order to assess if pupils are ready to move on as well as diagnosing potential misunderstandings.

….feedback

Effective feedback is crucial in order to determine the next steps a student needs to take and in communicating these appropriately. Sound feedback practices ensure that pupils work on the particular content or skill that will move them forward.

….skilful formative assessment of pupil performance

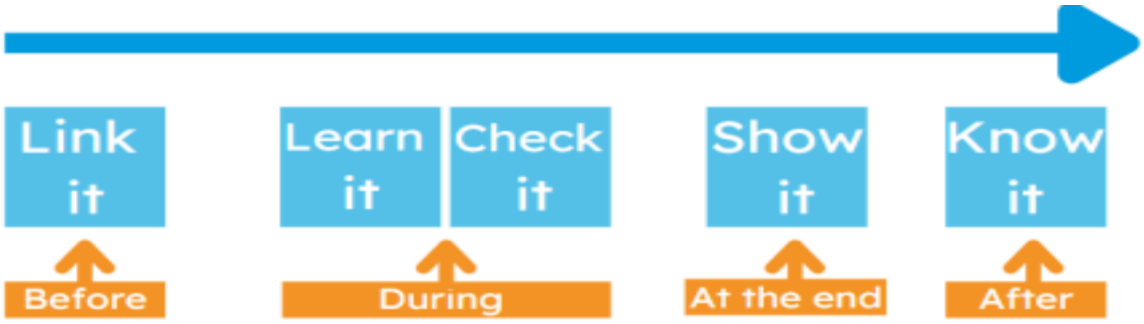
adaptive and responsive teaching will enable the effective scaffolding of next steps within the lesson and beyond.

Formative assessment is a means to consider the improvement in performance that a pupil is making. Expertly used it will enable a teacher to judge where to take the lesson.

It is important to acknowledge that learning takes place over time. We need to reflect on this carefully as teachers and consider how we will change this improved performance into learning.

….remembering more and knowing more

Five key pedagogical ideas underpin our high quality teaching across the curriculum. These are shown in this diagram:



Link It: At the beginning of a unit of learning teachers carefully link the children's prior learning. Learning starts with igniting pupils' prior knowledge. Research on cognitive load recognises the potential benefits this will have upon long-term retention. Once established, we move onto the 'Learn It' stage where the composite learning is broken down into manageable components.

Learn It: This is new learning. It is often taught through a sequence of lessons that follow a 'line of enquiry'. These are shaped by key questions which guide the children's exposure to new knowledge and link it back to the overarching line of enquiry. Children learn the substantive knowledge required for the area of learning (based on the essential opportunities) whilst developing their disciplinary knowledge for the subject through the threshold concepts.

Check It: Throughout the 'Learn It' phase, teacher's plan 'Check It' opportunities for adults to review their learning to date. This gives teachers the opportunity to recognise gaps in pupils' knowledge and to enable them to make future decisions based on these assessments. Throughout lessons, the children's understanding will be checked by the teacher through a range of 'Check It' tasks.

Show it: At the end of a sequence of learning, we use 'show it' which is beneficial in enabling pupils to showcase their learning. The children present their learning at the end of each area of learning. This often takes the form of an end of unit reflection activity in which the children bring together their ideas in response to the 'line of enquiry' that they have been following. Importantly, there is encouragement for pupils to come up with innovative ideas.

Know It: At Wardley, we check that the children know more and remember more with a summative activity at the end of each area of learning. As well as this, the children have regular retrieval sessions to retrieve their prior learning to ensure that it is not lost. This would normally be after the area of learning has been concluded and could be later, or even much later, in the school year.

…..Adaptive teaching

Adaptive teaching matters because pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. The PISA research says that 'adaptive instruction' is one of the approaches most positively correlated with student performance. In contrast, the Ofsted Overview of research states that, 'In-class differentiation, through providing differentiated teaching, activities or resources, has generally not been shown to have much impact on pupils' attainment.' (2019).

Adaptive teaching also forms part of the new Early Career Framework (DfE, 2019). Section 5 says that new teachers should learn that:

- Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

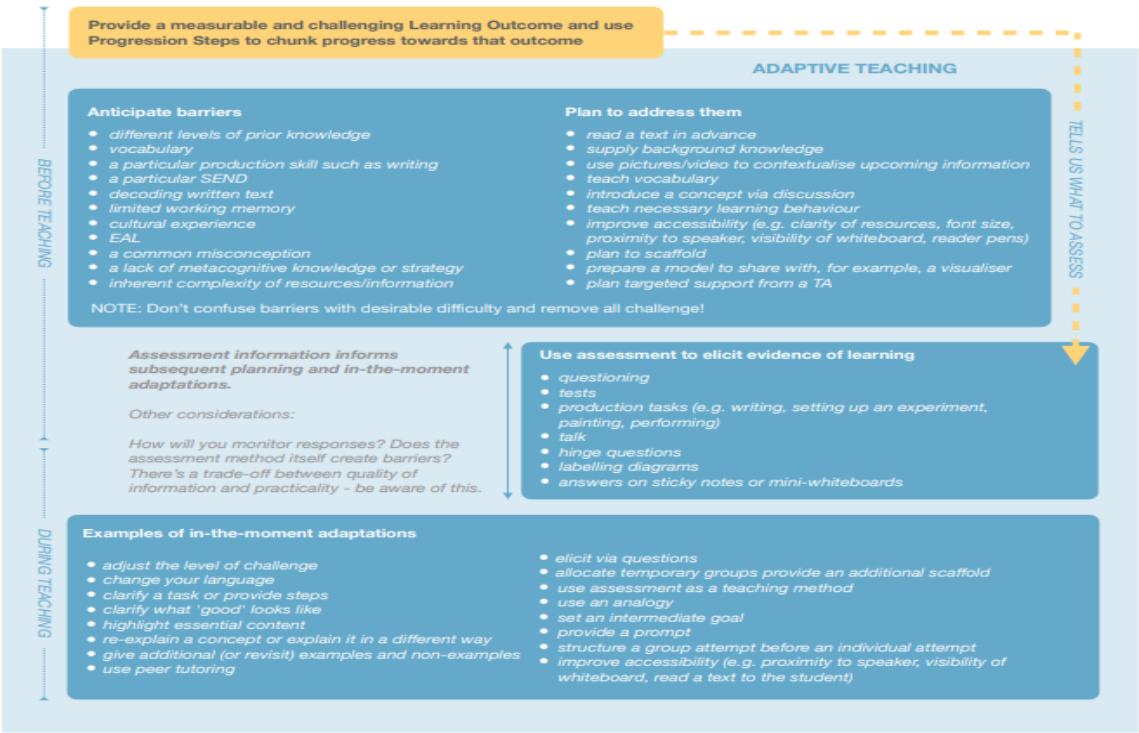
- Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
- Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor the impact on engagement and motivation, particularly for low attaining pupils.
- There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.
- Pupils with SEND are likely to require additional or adapted support, working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

Unlike traditional forms of differentiation which can perpetuate attainment gaps by capping opportunities and aspirations, adaptive teaching promotes high achievement for all. High-quality teaching – adjusting, adapting and assessing in the classroom – is crucial for the progress of all pupils. Providing focused support to children who are not making progress is essential but creating a multitude of differentiated resources is not.

Having a full understanding of every child is extremely important in adaptive teaching. Adaptive teaching is synonymous with the kinds of quality, impactful teaching strategies that are outlined in the Education Endowment Fund's guidance for teaching SEND pupils in mainstream schools. The school has adopted the EEF's 'Five A Day' principle as keystone for its adaptive teaching practice

1. **Explicit instruction.** *Teacher led approaches with a focus on clear expectations, modelling and frequent checks for understanding. This is then followed by guided practice before independent practice.*
2. **Cognitive and metacognitive strategies.** *Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Provide opportunities for pupils to plan, monitor and evaluate their own learning.*
3. **Scaffolding.** *When pupils work on a task, if necessary provide access to a supportive tool or resource such as a writing frame or prompt card.*
4. **Flexible grouping.** *Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional instruction based on current need, before rejoining the class.*
5. **Using technology.** *Technology can be used by a teacher to model worked examples; it can be used by a pupil to help them to learn, to practise and to record their learning.*

The school's coherently planned sets out subject specific ideas for adaptations in all curriculum areas. In addition there are a range of the generic strategies that we see forming part of our low threshold, high ceiling teaching model.



3. Planning for high quality teaching

Teachers will:

- Plan according to the school's curriculum framework, curriculum design statements and teaching cycles that have all been agreed in line with the 2014 National Curriculum. Staff must use the school's agreed planning formats.
- Take into account children's prior achievement ('The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly' (Ausubel, 1968).
- Plan to include clearly defined threshold concepts and milestone skills focuses that are shared with the children. Schunk (1996) has shown that when goals are made transparent at the start of a lesson – students have a higher confidence that they can be achieved.
- Plan and deliver lessons that take into account children's depth of learning using the features of expert teaching outlined in the school's implementation statement. The development in learning from initial explanation and modelling to autonomy is the basis of the school's Basic, Advancing, Deep model of learning. This is the progression in learning from basic to advancing to deep.

DEPTH OF LEARNING	USEFUL VERBS FOR THE SKILLS FOCUS
BASIC	List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise.
ADVANCING	Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.
DEEP	Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, discuss, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.
APPROPRIATE SUPPORT: Follow a concrete to pictorial to abstract model.	

- Through short, medium and long term planning ensure that there is an appropriate structure and progression to learning opportunities.
- Where appropriate, plan all units of work with the end of unit assessment in mind (backward design).
- Ensure that support staff are deployed effectively and with maximum impact to support learning
- Use ongoing (formative) and summative assessment to inform future planning and use these assessments to adapt and reshape lessons where appropriate
- Plan to ensure the correct level of challenge with a low threshold and high ceiling to learning.

4. Classroom Environment at Wardley CE Primary

Psychological classroom environment
Teachers will:

- Create a class climate that is seen to be fair
- Actively encourage the phrase 'I don't know' and errors as routes to learning
- Establish clear routines that will maximise learning time
- Have clear expectations of behaviour and children that respect the teacher
- Ensure children know that the teacher is passionate and believes in them
- Use positive behaviour management techniques (see Behaviour policy)

5. The Role of Governors at Wardley CE Primary School

Our governors support, monitor and review the school's approach to teaching and learning. In particular they:

- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the head teacher's report to governors and school focus visits
- Ensure that the school buildings and premises are used optimally to support teaching and learning and are compliant with health & safety regulations.
- Seek to ensure that our staff development and our performance management both promote good quality teaching
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Monitor the school with regard to meeting the needs of the community it serves

6. The Role of Parents & Carers at Wardley CE Primary School

Parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding induction meetings to explain our school strategies for teaching the National Curriculum and early Years Foundation Stage Curriculum to new parents.
- Sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school.
- Curriculum information and support on the school website for all subject areas.
- Explaining to parents how key areas of the curriculum are taught through parent meetings.
- Holding termly parents' evenings which provide an opportunity to discuss progress children are making.