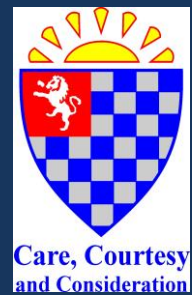


Warren Wood Primary School

Teaching and Learning Policy



Teaching and Learning at Warren Wood Primary School

*In order to make our 'Teaching and Learning' policy more accessible to all, some key terms are defined in the glossary at the end of this document. These terms are demarcated in bold and underlined. Should you wish to know more about these, or about any other part of the way we structure and deliver the learning at Warren Wood, please contact us and a member of our leadership team will be in touch.

Our policy is based on current research, references to which can also be found at the end of this document.

At Warren Wood Primary School we provide the children with a rich, broad and creative curriculum where they can be successful learners who enjoy learning, make progress and achieve. Teachers take pride in ensuring that all our children are challenged and achieve their full potential. We help children to contextualise and retain their learning using a range of strategies: careful sequencing of learning (knowledge and skills), including well-spaced repetition and **interleaving** of knowledge and skills; explicit concepts which link learning together (golden threads); recall of prior learning; effective modelling and **scaffolding**; purposeful and inclusive learning environments; **enquiry based learning**; **DEAL** (Drama Engagement and Active Learning); continual assessment of children's progress and understanding; **adaptive teaching**; **child-led learning opportunities**; and subject specific strategies to ensure inclusion and retention. Our creative curriculum is also enhanced by visits, visitors and special events throughout the year.

We believe that we are preparing children for the '**world beyond their window**'. Through the delivery of our creative curriculum, teaching couples many traditional methods with the skills that are embraced by the naturally enquiring mind, such as questioning, observation and problem solving. We feel that this promotes excitement, challenge and inspiration in the children to develop their understanding of the world and their own thinking as a lifelong learner.

Our curriculum is bespoke to the needs of our pupils. It has evolved and developed in a variety of ways over the past few years. Whilst we follow the objectives set out in the National Curriculum (2014), we endeavour for all pupils to meet or exceed the end of year age related expectations for their year group. This has shaped our ethos and has helped to develop our 'Golden Threads' for being an effective learner. We use 'Golden Threads' to tie together all of our learning in school within and across subjects. These seven 'Golden Threads' are the qualities needed to be an effective learner across all areas:



Inquisitive
Resilient
Collaborative
Ambitious
Confident
Responsible
Proud



Children's interest is fuelled by their naturally **inquisitive** natures. We structure our curriculum around key questions and encourage our children to ask questions about their learning and about the wider world.

Resilience is a core value that we build in our pupils. We ensure that they are happy and committed to their learning, taking risks and knowing that making mistakes is part of learning and part of life. We firmly believe that pupils will develop a strong sense of independence through sharing **collaborative** experiences with their peers.



They will develop their own views, a sense of identity and opinions, showing **confidence** in their own abilities and achievements. They will be **ambitious** in their pursuit of success, high attainment and progress, relative to their starting points – understanding that this refers to a wide range of skills and knowledge, stretching beyond the academic.



Our children will learn to be **responsible** members of our society who use their skills and knowledge for the good of themselves and others, meaning they can be **proud** of themselves and their achievements.

The teaching and learning cycle at Warren wood

The EBTN (Evidence Based Teachers Network) describes six steps to outstanding teaching and learning: orientation, prior knowledge, presentation, challenge, feedback and repetition.

Orientation

This is about creating the right context for learning before it begins. It includes the space we learn in, the culture of behaviour in the class, the attitudes pupils bring to learning and the attitudes that inform teachers' behaviours. At Warren Wood, we ensure that our learning environment is inclusive, supports learning and retention and allows children to develop independence. We have high expectations of behavior in class and around school based upon our ethos of 'Care, Courtesy and Consideration' and our 'Seven Steps to being a Happy Learner'.

Prior Knowledge

New learning builds on what we already know. Teachers help pupils remember and connect with what they already know about a topic before teaching anything new. Gaps in prior knowledge need to be identified and filled before pupils can effectively access and embed new knowledge. A range of strategies are used at Warren Wood including, Flashback 4, recap and revisit sessions (both at the start of units of work and as a unit progresses) and the use of 'golden threads' to link new learning to prior knowledge through explicit concepts.

Presentation

This is about how we present new material in a way which is engaging and accessible. At Warren Wood, we ensure that learning is carefully sequenced, linking to what has been learnt before; we break new learning into smaller chunks which can be effectively processed by children; we regularly contextualise learning within a unit of work and in the wider world; and we use a range of approaches as set out on p1 of this policy to deliver learning opportunities.

We ensure that the learning in our school is inclusive using the 'Five-a-Day' principle set out in the EEF's guidance report (Special Educational Needs in Mainstream Schools). We ensure 'explicit instruction' with clear explanations and effective modelling is used in class; we manage cognitive load to ensure that learning is broken up into manageable chunks with ample time, activities and repetition for learning to be retained; scaffolding is effectively provided to assist learning and retention where needed; flexible grouping of children is used to ensure that children are able to fully access learning through collaboration with their peers and teaching staff; and technology is used wherever needed and practically possible to enhance our learning provision and to make it accessible to all.

Challenge

This is about the tasks we set pupils and the extent to which they meaningfully stretch and deepen understanding. We ensure that tasks are challenging but achievable with the given level of support. We use **formative assessment** to inform our teaching and adapt our approach as necessary, both within units of work and within individual lessons. We ensure that all children are challenged to achieve their potential, including those with SEND.

We provide challenge in many ways, including through the use of effective questioning, open-ended problem solving, structured discussion and reflection.

Feedback

In any challenging learning process in which pupils engage in new knowledge they will make mistakes and develop misconceptions. Feedback enables pupils to review, adjust and improve their learning. We recognise that instant feedback has the most impact on learning. We also understand that pupils need time to act on feedback in order to make improvements or address misconceptions. We use a variety of feedback strategies which can be found in the feedback policy. Wherever possible, we avoid lengthy written feedback in work, which we have found to be less effective, preferring the use of verbal feedback and timely intervention.

Repetition

Repetition of both knowledge and skills is key in the retention of learning over time. Our teachers understand this and our curriculum is planned so that learning is revisited and recapped throughout. This is done in a variety of ways to ensure that it is effective. We develop automaticity through repeated practice where this is beneficial, revisit learning in a single and a variety of contexts; use questioning to bring prior learning to the forefront and to link it to new learning; and draw links to prior learning through the use of overarching concepts (golden threads).

This process is continual and cyclical.

Inclusion

We adopt an inclusive pedagogy to ensure that whole class teaching is accessible to all learners. Research shows that the most important contribution to improved outcomes for learners with SEND is **quality first teaching** (EEF, 2020). Teachers at Warren Wood understand how the delivery of new learning and the support offered during the learning cycle is key to ensuring that all learners can achieve the objectives set, including the effective deployment of support staff.

Standard lesson expectation at Warren Wood:

- teachers activate prior knowledge
- the purpose of learning is made clear
- new learning is broken into manageable steps
- modelling and scaffolds are used deliberately
- teachers check understanding through the lesson
- feedback addresses misconceptions quickly
- pupils revisit and reflect on learning
- adaptations support access without reducing ambition

This is achieved through a standard four-part lesson structure:

Part 1: Connection: Teachers activate prior knowledge to give context to new learning, to aid retention of prior learning and to strengthen recall skills.

Part 2: Activation: New learning is broken down into manageable steps with scaffolding and support (I do; We do; You do).

Part 3: Demonstration: Teachers facilitate opportunities for children to engage with the new learning and to apply it in practice. Teachers assess, support and address misconceptions throughout this part of the lesson.

Part 4: Review: Children are given the opportunity to reflect upon their new learning, the progress made and next steps.

Leadership and Governance

Then quality of teaching and learning is ensured using a shared-leadership model. Subject Leaders and the SLT take part in regular '**learning looks**' and **triangulation of data**. Teaching staff receive regular training on key documentation that is available to staff to aid in the effective planning and delivery of our curriculum.

Governors are made aware of key observations from our 'learning looks' and key governors are given training on how our curriculum is structured to help them to hold the school accountable as part of the school self-review process.

Our curriculum also accounts for the requirements of OFSTED. The new framework for inspection (2022) sets out the expectation that the curriculum design of each school will be assessed against three criteria – INTENT, IMPLEMENTATION and IMPACT with a focus on the quality of education. These measures will allow the school to have the autonomy to design their curriculum with the specific **INTENT** of making their curriculum ambitious and to meet the needs of all learners, including those pupils who are gifted, those who are disadvantaged or those pupils with Special Educational needs or disabilities. The **IMPLEMENTATION** of this curriculum allows teachers to demonstrate their wide and solid subject knowledge, promoting learning that is long lasting, remembered and built upon, allowing learners to make links between their learning, year on year. Teachers will assess learners' understanding and will use this to adapt their teaching as needed, to inform future planning and to set next steps. The **IMPACT** of this will be that pupils will achieve well and will become prepared for the next stages of their education.

GLOSSARY:

Interleaving: *Interleaving is a learning technique in which learners mix, or interleave multiple topics or subjects while studying to improve their learning process. The theory proposes that for learning two or more related topics or concepts, it is better to alternate between them rather than focusing exclusively on one topic or concept at a time.*

Scaffolding: *Support provided by the teacher to help children to structure their work and to provide key vocabulary or information. This can be in the form of modelling or a resource.*

Enquiry based learning: *enquiry-based learning is a student-centered teaching method that encourages students to ask questions and investigate real-world problems.*

DEAL (Drama Engagement and Active Learning): *An approach to learning which uses drama and more practical methods to facilitate learning experiences in context.*

adaptive teaching: *adapting the delivery and/or presentation of learning experiences and resources to meet the needs of individuals or groups of learners based upon continuous assessment.*

child-led learning opportunities: *Opportunities in which planning allows for the children to have direct input into the content/direction of a learning activity.*

Formative assessment: *Formative assessment is a process of evaluating the students' knowledge as they learn.*

Quality first teaching: *Quality First Teaching (QFT) is a whole-class teaching concept that focuses on inclusive and high-quality teaching for every pupil in a classroom.*

Learning looks: Collecting information about children’s learning through informal observation in classes, looking at books and work produced and talking to children and staff.

Triangulation of data: Collecting data from multiple sources in order to draw conclusions from a line of enquiry (see ‘learning looks’).

References:

Education Endowment Foundation (2020) *Special Educational Needs in Mainstream Schools Guidance Report*.

Evidence Based Teachers Network:


<https://ebtn.org.uk/>

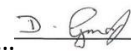
This policy will be reviewed with staff each year to ensure a clear understanding of requirements and expectations and that this is being delivered throughout the curriculum.

Planning and assessment documentation and procedures will be reviewed in line with the school’s Monitoring and Evaluation schedule on a termly basis. This is a shared responsibility between the Headteacher, teaching staff, subject leaders, governing body and Senior School Improvement Advisor.

Policy reviewed – April 2026

Reviewed and approved by Governing Body

Signed Headteacher

Signed Chair of Governors