



Whiston Willis Primary Academy

TEACHING AND LEARNING POLICY



Lead Responsibility	R. Pender	Approved By Governors	
Implementation date	September 2020	Review date	September 2021

MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

At Whiston Willis Primary Academy we aim to:

- Provide a broad and balanced curriculum promoting high expectations and excellence for all
- Provide a safe, happy, healthy and friendly environment, which enables children to develop their self-esteem and decision making skills, allowing them to make a positive contribution to school life and beyond
- Instil and encourage a love of learning and promote high expectations, celebrating both success and effort
- Equip our children with the tools to self-regulate, show resilience and have the capacity to direct their own learning
- Coach our children to record, reflect on and articulate their growth as flexible minded, independent, learners
- Provide an inspiring, fun and engaging curriculum, with both challenge and support, in and beyond the classroom
- Work hand-in-hand with parents/carers and members of the Whiston Willis community to maintain and develop a school of which we can all be proud
- Encourage our children to be confident and fluent in using the language of learning to describe and understand themselves as learners in a wide range of contexts

To achieve this we commit to:

- Providing a broad and balanced curriculum that is purposeful, engaging and challenging and prepares our children to be master learners
- Creating an environment that stimulates and supports high-quality teaching and learning
- Ensuring all learners achieve excellence in whatever capacity
- Making links with the local/wider community and beyond to broaden ambition and to create opportunities for our children to access an extensive range of experiences

Principles of Teaching and Learning

At Whiston Willis, we believe that it is vital to deliver to our children a curriculum that enables them to become master learners, to develop their learning habits and prepare them to be life-long learners, equipping them with the capital culture to succeed in a competitive world. We believe that we learn best when the content is purposeful, relevant and ignites emotion and drive within our children. To enable this, we believe we should create classroom cultures that cultivate the habits and attitudes of curious, confident and independent learners. It is our focus at Whiston Willis, to ensure the children are given opportunities to develop these skills within a variety of topics that focus on local, national and international themes that could affect our children as they mature into global citizens.

Learning Powers

Resilience

Resourcefulness

Reciprocity

Reflectiveness

Each class will also explore and adopt the personal characteristics of their own class animal, understanding that an individual's characteristics, support success and achievement.

At Whiston Willis, Building Learning Power is at the heart of all our curriculum. Building learning power is about helping our children to become better learners, both in school and out. It is about creating a culture in classrooms – and in the school more widely – that systematically cultivates habits and attitudes that enables children to become better learners; face difficulty and uncertainty calmly, confidently and creatively.

Children who are confident in their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable.

Building Learning Power prepares our children to face a lifetime of challenges with resilience, reasoning and showing empathy to various contexts.

Strategies:

- Providing a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- Recognising the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- Ensuring children can develop their skills of being self-regulators within a broad, balanced, exciting and challenging curriculum
- Providing rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- Providing a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- Developing individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- Encouraging all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- Developing children's confidence and capacity to learn and work independently and collaboratively
- Developing enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust

- Encouraging children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world
- Encouraging children to value the diversity in our society and the environment in which they live
- Encouraging children to become active and responsible citizens, contributing positively to the community and society

School Staff

To support the aims of the school through:

- Promoting excellence for all
- Facilitating high quality learning opportunities
- Promoting positive relationships
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children
- Addressing issues of entitlement to ensure equality of opportunity for all children
- Rewarding children for all the good things they do both in school and in the wider community
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others
- Providing the skills which encourage children to become confident, independent learners

Children

To support the aims of the school through:

- Having high expectations of themselves and others
- Promoting positive relationships
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts
- Showing resilience when completing new learning and understanding that perseverance is key
- Taking pride in their work, always trying their best and aiming to always improve

Parents and Carers

To support the aims of the school through:

- Promoting high expectations
- Promoting positive relationships
- To be understanding and supportive of our aims in teaching and learning
- To attend and contribute to teacher consultation meetings
- To support their children with their homework activities including reading (refer to homework policy)
- To offer support to their children for achievements made
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding

Governors

To support the aims of the school through:

- Promoting high expectation for all

- Promoting positive relationships
- To appoint a designated link governor for each phase of learning who will meet with senior staff to ensure they understand:
 - Policies for teaching and learning throughout school
 - Support staff and monitor progress
 - Allocation and use of resources
 - Standards of achievement
- Visit school and talk to children about their learning experiences
- Promote and support the positive involvement of parents within the school
- Attend training and other related events
- Report to the governing body with recommendations, if appropriate
- Work with SLT to review the school's Teaching and Learning Policy when needed

We believe that classrooms should be organised to ensure that children have the opportunity to:

- Achieve excellence
- Work individually, in groups and as a class
- Make decisions
- Work co-operatively;
- Problem solve
- Be creative
- Discuss their ideas
- Develop social skills as well as independence
- Show initiative
- Receive coaching
- Achieve academically
- ***Work efficiently without disturbance***

Learning takes place in an environment which:

- has high expectations
- is challenging and stimulating
- is peaceful and calm
- is happy and caring
- is organised
- is well resourced
- makes learning accessible
- is encouraging and appreciative
- is welcoming
- provides equal opportunities
- provides a positive working atmosphere

Class Charters

The Class Charters are a collection of agreed statements, compiled by the children, affirming a commitment to learning and are individual to each class. They are universal declarations, taken from the UN Convention on the Rights of the Child that apply to all ages and are on display in each classroom. They list the responsibilities that children will adopt to fully engage with their lessons and become good learners.

The lists were compiled using the UN Convention on the Rights of the Child and after consultation with the children.

Implementation of the Learning and Teaching Policy

What is high quality learning'?

At Whiston Willis Primary Academy we believe that children learn best when they:

- Form positive relationships
- Work collaboratively
- Have clear direction
- Achieve excellence and gain approval
- Believe in themselves
- Are actively involved in their learning at an appropriate level to match their interests and learning needs
- Are self-sufficient, confident and resilient
- Appropriately challenged with inspiring, motivating and engaging learning experiences
- Are able to evoke empathy and drive within topics that address pertinent themes that are relevant to their future
- They are working in an environment which is safe, caring, supportive, stimulating and appropriately resourced
- Their learning is purposeful, varied, well-structured and well delivered
- Their learning is accessible, despite their barriers to learning
- Their learning encompasses the values of the school in aiding their development as future effective citizens

What is 'high quality teaching'?

At Whiston Willis we believe that good teaching is when teachers/staff:

- Promote excellence and set standards high in all areas of school life and beyond
- Form positive relationships with the children in their class and other members of the school community
- Plan lessons effectively, which takes children's prior learning and current assessment into account, and are responsively differentiated in order that the lessons consolidate, build upon and extend learning for all children towards mastery
- Insist on high expectations of learning and social behaviours
- Ensure that effective direction and support is given in order for the children to make at least good progress
- Use a coaching approach with children to encourage them to be inquisitive learners
- Use quality questioning to help unearth and progress pupils' learning behaviours
- Join in a quest of discovery, offer commentary and re-frame learning experiences and secure a commitment to learning
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding
- Apply a range of teaching styles which appropriately match the children's learning styles to motivate and engage learners
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Effectively assess and monitor children's progress in order to extend children's learning both within individual lessons and over time
- Use resources effectively, including other adults, to support children's learning
- Use technology effectively in order to support children's learning
- Are reflective regarding their professional practice and the overall provision the school offers

- Are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions

Planning - Before the lesson teachers will:

- Establish a clear 'learning objective' and how this fits in to the bigger picture of the overall curriculum
- Approach every lesson with the pre-conception that ALL pupils will achieve the lesson outcome, but be equipped with strategies for support if necessary
- Use formal and on-going formative assessment strategies to determine where the children are in their learning and their next steps
- Articulate the 'learning outcome' to pupils and ensure they are also clear on how this fits in to the bigger picture and the wider curriculum
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links

Main teaching - The main teaching part of the lesson will include:

- Informing the children of the learning, steps to success and specific language to be used
- Teacher modelling the process and task which is expected of the children
- Using resources which stimulate, sustain and support children's learning where necessary
- Appropriately levelled questioning
- Appropriate feedback given throughout the lesson to challenge and support the children
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain engaged - opportunity given for children to move ahead if understanding is secure
- Secure subject knowledge demonstrated by the class teacher
- All children actively involved and engaged in their learning
- High expectations of children both in terms of their work and their learning and social behaviours
- Praise for the children when they do the right thing, achieve well and make progress
- A wide range of assessment strategies which are used by both the children and the teacher - mini plenaries, WAGOLLS (using visualiser)
- Evidence of positive relationships

Group teaching and independent activities – This part of the lesson will include:

- Activities which match the learning outcomes, with aids to be used responsively where needed
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style
- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning
- Effective use of other adults both class based TAs and Learning Support, in order to support learning and/or move it forward
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions
- Children receiving immediate and diagnostic feedback about their effort and their learning
- Time reminders to indicate to the children how long they have left to complete activities
- A purposeful learning atmosphere dependent on the task the children are completing

End of the lesson – A good plenary or series of mini plenaries will include:

- Reference to the learning that has taken place and steps to success
- Teachers and increasingly children making assessments which will inform future learning
- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success
- Children receiving positive and diagnostic feedback about their effort and work
- Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning

Assessment and evaluation – after the lesson good assessments made by the teacher will include:

- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why
- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again
- Following school's Marking and Feedback Policy to assess children's work
- Evaluating whether all the children or groups of children achieved the learning objective – scores of 1-3 to reflect where the children are in their learning and use intervention sheets/whole class feedback sheet to inform interventions or future learning
- Organise and plan appropriate same day/next day interventions to plug necessary gaps, supporting children in 'keeping up'

Interventions – Immediate or targeted

- Key support staff are trained in specific interventions to aid Maths, Reading and Writing throughout school. Children are selected based on analysis of data, PPP targets or any Special Educational Needs
- In Maths, same day interventions are planned based on the morning maths lesson and formative assessment completed through reflection tool and piles. This allows us to fill in any gaps or misconceptions that may have occurred in preparation for the following lesson. Staff have designated time slots for these interventions in the afternoon and the children vary depending on their needs in that particular lesson.
In light of social distancing rules, interventions will take place within classrooms at any time following the morning maths session.
- In addition, interventions for other areas of the curriculum or for specific needs of the child are planned and delivered accordingly, in response to the needs of our children.

Curriculum Planning

- 1) Whiston Willis Primary Academy's planning is based on the following requirements:
 - The new Primary National Curriculum 2014
 - Primary curriculum Programme of Study for Science
 - Early Years Foundation Stage Framework
 - English – The Literary Curriculum
 - Maths – Maths No Problem
 - ICT-Purple Mash
 - RE-Wirral Scheme Of Learning
 - PSHCE – Jigsaw Scheme of Work
 - MFL-Language Angels
 - PE- Champions – Rising Stars Scheme of Work
 - Design and Technology – Projects on a Page

- Geography – Bespoke, knowledge- led curriculum created through the use of knowledge organisers and workbooks
- History – Reach Out Curriculum
- Art and Design – Bespoke, skills-based curriculum created using carefully chosen artists as a driving force

Long Term Planning

- Our ‘Whole School Curriculum Map’ is planned using a 2 year cycle which enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits

Medium Term Planning

- For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children
- For Mathematics we use Maths No Problem
- For English we use The Literary Curriculum
- For the foundation subjects our medium term planning is either planned by subject leaders or taken from specific schemes of work

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children
- Supporting a small group within the classroom
- Delivering intervention groups
- Carrying out assessments
- Preparing resources
- Supporting children with PPPs / Individual Behaviour Plans (IBPs) or statements of special educational needs

Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

Assessment, Record Keeping and Reporting (please refer to the School’s Assessment Policy)

Children’s standards and achievements across the curriculum are assessed in line with the School’s Assessment Policy.

Inclusion (please refer also to the School’s Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning
- Successful inclusive provision at Whiston Willis is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality

- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning

EQUALITY IMPACT STATEMENT:

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Whiston Willis.

MONITORING:

The practical application of this policy will be reviewed by subject leaders in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

The policy document will be reviewed by the subject leader and curriculum leader annually or earlier if required.