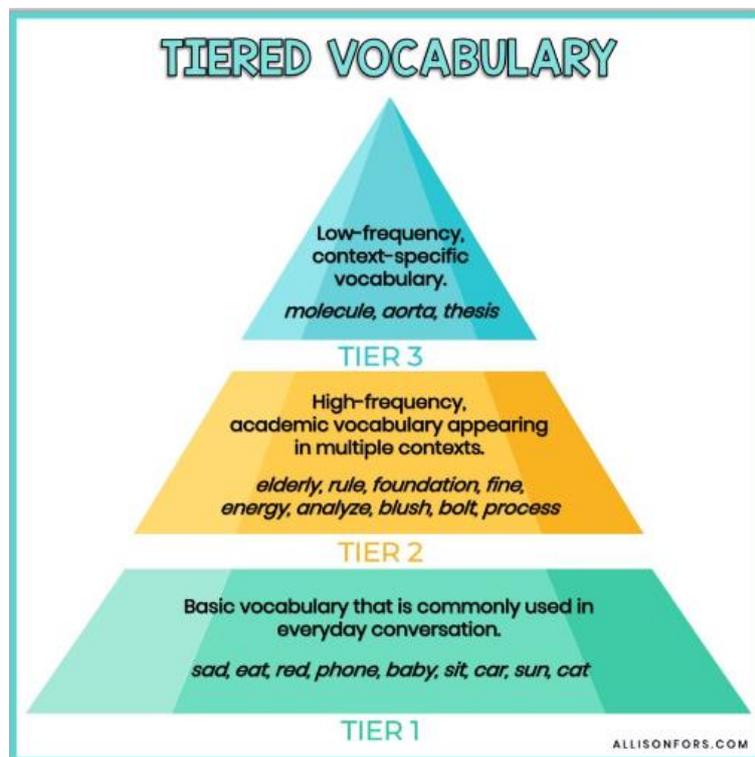
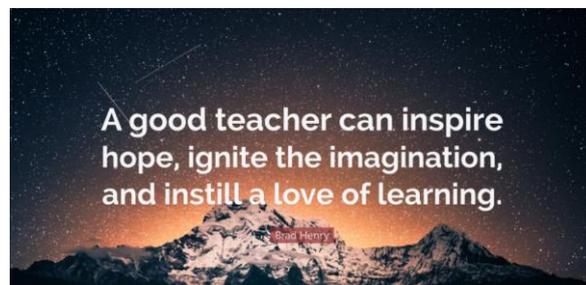


Wales Primary School Teaching and Learning Policy

See display policy for further detailed information on environment expectations

Written / updated September 2023

Review July 2025



Aims and expectations

Teaching and learning at Wales Primary School is at the heart of everything we do. The aim is for all staff and pupils to aspire to be the best they can be.

This policy document sets out the school's aims, principles and strategies for Teaching and Learning to achieve this. It outlines the agreed philosophy and practice around improving learning and to further develop a learning culture amongst all stakeholders. This policy underpins the curriculum and is to be used alongside subject curriculum documents and assessment for learning policy. It reflects the aims and objectives of the school, current research and supports the school vision.

Our School Vision for Learning:

The vision for our school is to provide our children with the best possible start in life through the provision of a vibrant, engaging and relevant curriculum where children are challenged and inspired to excel. We strive to develop a community of life-long learners who are ready to succeed in the 21st Century

Set your expectations high, the higher the better. Expect the most fantastic things to happen not in the future but right now! - Robert John Meehan

We will achieve this through a school ethos which:

- Models high standards and sets high expectations
- Promotes a growth mindset
- Nurtures independence
- Challenges children's thinking
- Works in partnership with parents, carers and the wider school community
- Values creativity and taking risks
- Supports children in recognising and building on their own talents and skills
- Ensures that children are fully involved in assessing their own progress and attainment and supports them in recognising what they need to do in order to improve

<u>Successful teaching and learning</u>
<i>Our staff say that successful learners:</i>
 Are engaged

-  Are self-motivated
-  Have a positive attitude
-  Have a good work ethic
-  Have a growth mindset approach
-  Reflect upon their learning
-  Show resilience
-  Push their thinking
-  Question and challenge ideas
-  Take risks

Our pupils say that successful learners:

-  Try their best even when it is hard
-  Have a go at new things
-  Follow the Wales Code
-  Have courage
-  Take pride in their work
-  Never give up
-  Learn from mistakes
-  Are good role models
-  Committed to their teacher
-  Are proactive
-  Enthusiastic
-  Respectful
-  Independent

Our staff say that successful teachers and support staff:

-  Have high expectations of all children
-  Are enthusiastic and positive
-  Are motivating
-  Are challenging
-  Make learning personalised
-  Are caring and supportive of all children
-  Are inspiring
-  Pre-assess to ensure progress by all

Our pupils say that successful teachers and support staff:

-  Are patient
-  Listen to you
-  Have creative ideas
-  Are good at explaining
-  Make learning fun
-  Are caring
-  Firm but fair

-  Prepare us for the future
-  Keep us safe
-  Encourage you
-  Motivate you

Success in teaching and learning at Wales Primary School for all pupils will look like the following:

In every lesson teachers will:

-  Demonstrate high expectations and a positive climate for learning for all children including those children with a special educational need
-  Will have carried out some form of pre-learning to ensure there is no wasted learning time and to maximise progress. This could be in the form of a task, discussion or based on assessment of a previous lesson
-  Ensure children learn through clear, varied and engaging tasks with appropriate resources which are challenging for all children.
-  Put learning into context and ensure that children are aware of what they are learning and why.
-  Decide on the type of pedagogy to use which is appropriate for the learning. (the how) This could be:
 - Instruction (small, guided, explicit steps)
 - Exercise and practice of a new concept/skill
 - Problem solving applying skills taught/knowledge acquired
 - Open ended task where the pupils carry out pupil directed discovery
 - Choral speaking
 - Role play/drama
-  Ensure children understand the success criteria and that their progress will be measured against these success criteria.
-  Encourage risk taking and be open to trying new things; model the approach of making mistakes is positive and is how we learn
-  Agree on appropriate learning non-negotiables which all children will use.
-  At appropriate times in the lesson, encourage children to assess how their learning is moving forward, through assessment and reflection opportunities such as learning stops, reviews of the lesson objectives/success criteria and peer and self assessment – either verbal or written
-  Ask a range of question types to encourage children to deepen their thinking to move their learning on
-  Make use of specific praise and encouragement and constructive criticism with suggestions for improvement. (Kind, specific, helpful feedback)
-  Value children's opinions and suggestions (and build upon these when appropriate).
-  Demonstrate good understanding of the subject or skill being taught.
-  Ensure that pupils know what their next steps are

- 🌱 Use support staff to move the learning of individuals or groups of children forward

In every lesson children will:

- 🌱 Learn through, relevant first hand experiences, both inside and outside of the classroom. (where possible)
- 🌱 Be appropriately challenged and encouraged to take risks.
- 🌱 Be encouraged to solve problems, develop creativity and independent life-long learning skills.
- 🌱 Work individually, collaboratively, in pairs, groups and as a whole class.
- 🌱 Be aware of where they are in their learning, their successes, barriers to success and the next steps in their learning.
- 🌱 Have access to high quality resources and equipment and understand how to use them.
- 🌱 Be involved in decisions about what and how they learn (where appropriate)
- 🌱 Have opportunities to express their thoughts, feelings and opinions and be encouraged to listen to and learn from one another.
- 🌱 Be supported to develop emotional stability and build good relationships in order to be ready to learn.
- 🌱 Have fun and develop a positive attitude to learning.

The learning environment will:

- 🌱 Belong to the children.
- 🌱 Be welcoming, inviting, relaxing and stimulating.
- 🌱 Be safe and secure.
- 🌱 Provide access to water and fresh air.
- 🌱 Have interactive displays including up to date working walls which are relevant to the current learning and are motivational.
- 🌱 Have working walls
- 🌱 Contain high quality, age appropriate resources including IT
- 🌱 Be tidy and organised in order to encourage independence.
- 🌱 Promote achievement and celebrate success for all children
- 🌱 Contain good quality children's work which celebrates personal achievement.
- 🌱 Provide models which support learning and prompts for children to use independently when they are stuck.
- 🌱 Cater for the range of learning styles and be adapted for children with specific special needs.
- 🌱 Be organised and managed in order to ensure noise levels which are appropriate to the learning tasks taking place.
- 🌱 Contain marking symbols, the WALES code and the school rules to make expectations clear

Lesson Structure

- 🌐 At the start of each lesson, children will revisit learning from the previous lesson through retrieval practices. (pre-assessment before the block of learning)
- 🌐 Carefully chosen vocabulary for the lesson is a key part of every session
- 🌐 Activities are purposeful and the pedagogy thought through to progress the learning and make the learning memorable
- 🌐 Reasoning to thread through all lessons with the expectation that children will explain their thinking
- 🌐 At the end of a block of lessons, learning will be assessed informally for the foundation subjects and science in the form of quizzes

At the end of a block of lessons, assessment will take place which could be in the form of quizzes,

Monitoring of teaching and learning and Collaborative Learning

Wales Primary School governors and staff are committed to ensuring that teaching and learning is consistently of the highest standard. In order to gain a confident and accurate view of the 'typicality' of teaching and learning on a day to day basis and therefore gain an understanding of the experience of being a WPS learner, it is necessary to carry out monitoring and evaluation of teaching and learning in a number of different ways. This will enable strengths and areas for development to be identified through sampling the full range of available evidence.

Alongside this, research suggests that teachers learn best from observing each other teach; through planning, monitoring and evaluating their teaching together as well as watching their own teaching. With this in mind, as part of the monitoring cycle and ongoing professional development, working party groups will be formed to give staff the chance to observe and learn from each other as well as opportunities to reflect back on their own teaching supported by their peers.

The most valuable resource that all educators have is each other. Without collaboration, our growth is limited to our own perspectives - Robert John Meehan

Monitoring and feedback is to be carried out in a supportive, constructive manner to instill confidence in staff that we are all learning and developing together.

Monitoring is to be carried out by the head teacher, members of the school's SLT, and/or subject leaders, and takes a variety of forms:

- 🌐 Informal discussion with staff and pupils
- 🌐 Observation of the classroom environment
- 🌐 Monitoring of planning

-  Work scrutiny
-  Classroom observations of learning including drop ins

The learning policy will be an integral part of all monitoring activities and will form part of the feedback.