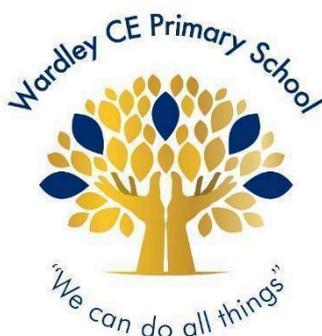


# Wardley CE Primary School Teaching & Learning Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	September 2024
Signature of Chair	Alan Johns
Signature of Head	Mark Foster
Date Due for Review	September 2025

## **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. Phillipians 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.

At Wardley CE Primary School our curriculum is built on the foundations of the Unity Schools Curriculum (CUSP) <https://www.unity-curriculum.co.uk/more-information/> This is an aspirational curriculum based on the principles of cognitive science, it is rich and aspirational. It is based upon the principles of 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 and this is a key aspect of our CUSP curriculum. 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 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

At the heart of our CUSP curriculum is the evidence led theory and pedagogical practice. This is set out within the CUSP document - Principles and practice for an evidence-led curriculum, teaching and learning. On-going staff CPD around the theory and practice within this document is a key aspect of the school's delivery of effective high quality teaching.

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

<b>Connect</b> 	<b>Explain</b> 	<b>Example</b> 	<b>Attempt</b> 	<b>Apply</b> 	<b>Challenge</b> 
Activate prior learning	Instruct vocabulary Explain core concepts	High-quality modelling Explicit direct instruction (My turn)	Guided practice Gradually reduce scaffold (Our turn)	Independent practice Application of new concept (Your turn)	Deepen understanding Sophisticate thinking

### **Adaptive Teaching and Inclusion**

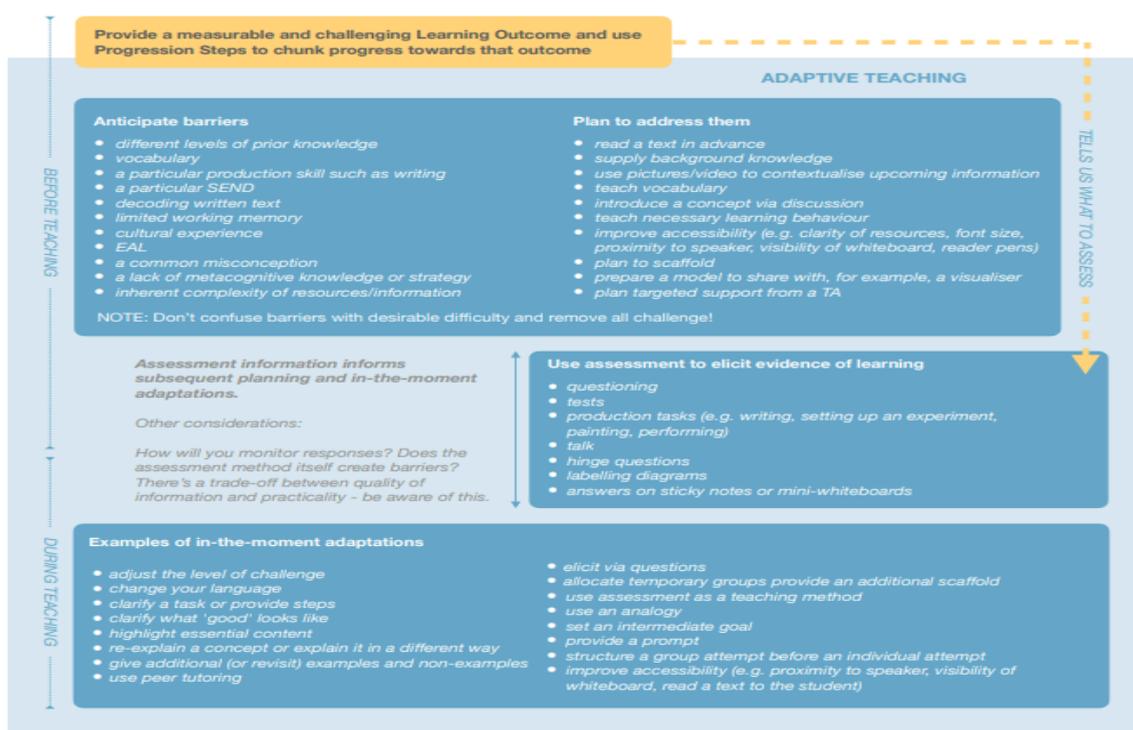
Adaptive teaching matters because pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. The PISA research says that 'adaptive instruction' is one of the approaches most positively correlated with student performance. In contrast, 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).

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. These principles are embedded within the CUSP curriculum framework.

- 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 CUSP 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 lesson objectives 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.
- Through short, medium and long term planning ensure that there is an appropriate structure and progression to learning opportunities.
- 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 - see the effective feedback and assessment policies for further information.
- Plan to ensure the correct level of challenge with a low threshold and high ceiling to learning that gets pupils thinking hard.

#### **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 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.