



“Together we all discover, learn, grow and succeed.”

Woodlands Park Primary School

Teaching and Learning Policy

Updated September 2024

To be reviewed: September 2026



Teaching and Learning Core Strategies

Across our school, the expectation is that all children are provided with high quality learning experiences that lead to consistently high levels of achievement for all.

The teaching and learning principles are established from evidence based best practice research e.g. Rosenshine's Principles of Instruction, cognitive science and experience.

In adopting these approaches to teaching and learning across our school, we aim to:

- ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
- create effective learning environments to support and facilitate children's learning
- give the knowledge and skills required to become effective lifelong learners, helping them to connect new knowledge with existing knowledge to develop fluency
- learn from each other through a culture where opportunities for sharing good practice are in place
- enable children to become confident and interested learners, actively engaged in their own learning
- inspire all children to have high expectations of themselves through explicit modelling by all adults in the school
- develop the culture for our children to be ready, respectful, and safe towards themselves and others

Teaching and Learning Approaches

1. A daily review of previous learning using retrieval practice techniques.
2. Pre-teach key vocabulary giving the opportunity to hear and say the words.
3. New material is presented in small steps, with teachers ensuring that each step is mastered before moving on.
4. Teachers use a range of questioning techniques, to establish and secure children's understanding.
5. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
6. Time for children to do guided practice.
7. Teachers check all children's understanding in a variety of ways with regular reviews of learning.
8. Children have a high rate of success, with enough mistakes to show that they are being challenged.
9. Scaffolds are provided for all.
10. Children are given opportunities to practise independently.



Teaching and Learning Strategies

What? Begin a lesson with a short review of previous learning:

Why? Daily review can strengthen previous learning and can lead to fluent recall.

How? Recall of Previous Learning (Retrieval) Strategies:

The children write or sketch what they have learned previously. They then can check using their books and discussing with their partner.

The children can join in with carefully designed multiple choice quizzing and then check their answers with their partner or whole class.

What? Present new material in small steps with student practice after each step:

Why? Only present small amounts of new material at any time, and then assist students as they practice this material.

How?

Teachers at Woodlands Park, present small amounts of new material at any time, and then assist the children as they practice this new learning.

Our teachers will always take into consideration the children's prior learning and understanding.

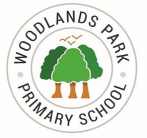
Teaching new material will then be broken into clear, small steps.

Our teachers will introduce new material by guiding the children's learning by producing worked examples **TOGETHER**. These examples will then be used to show the children how they can use the same method/model to solve the problem or required task. The worked through examples (models) will be kept visible for the children whilst working independently. This supports children to grow in confidence.

In Maths, our teachers will refer to these worked through and displayed models as Strategy Posters. Current Strategy Posters will be displayed on the classroom working wall, and past Strategy Posters will be displayed for reference. Sometimes, children need their own smaller versions of Strategy Posters to refer to whilst working. Our teachers will provide these if a child needs further support.

Our teachers move around the classroom. They are constantly moving around the room whilst the children are working independently, to help address any misconceptions immediately but to also recognise and celebrate progress and achievement.

This is constant assessment and helps to inform the next steps of the lesson and learning process. Our teachers engage in feedback conversations with the children, which then helps to structure whole class feedback during the lesson, again swiftly addressing misconceptions.



Our teachers whilst moving around the room, are able to identify early successes, celebrate and help grow the children's confidence. It is also an opportunity to highlight weaker understanding or expectations and bring the class together, to address the issues without losing any key learning time.

Our teachers then use this live assessment, to either re-teach, re-define and share models again OR challenge and extend the learning. Our teachers will make a note of misconceptions and successes which informs their next step planning.

A minimum of 80% of the class need to be able to demonstrate their understanding of learning for us to accept that a child has understood. If below 80% of the class for each session understand, our teachers will re-teach and re-model. This may be as a whole class approach, small group support or 1-1 support.

It is important to us that our children understand that we all have misconceptions, we all make mistakes and through making these we learn.

What? Check for children's understanding

Why? Checking for the children's understanding at each point can help students learn the material with fewer errors.

How? Teachers at Woodlands Park Primary School use a variety of strategies to check for understanding. These include the following core strategies:

Cold Calling

Our teachers adopt a "no hands up" classroom environment. Teachers have a secure knowledge of the children and their confidences so that any child in the class can be asked a question at any time. The teachers ask a question to the whole class, allow thinking time of between 5- 30 seconds and then ask a selection of children to answer the question- without hands up or shouting out.

Our teachers then take the time to listen carefully to the children's answers and respond with relevant comments and feedback. The teachers then ask the same question to another child, to promote discussion and whole class feedback.

Think-Pair-Share

Think- Pair-Share is a way of our teachers encouraging structured conversations and feedback and allows for the swiftness of checking for understanding. Every child at Woodlands Park has a carefully selected talk partner.

Our teachers set a question, with a goal and a clear time frame. The children are given time to think independently before then being given an allocated time to share ideas with their talk partner. Our

teachers walk around the classroom so that they can listen to the conversations, checking for understanding and addressing misconceptions.

Finally, our teachers remind the children of the question, and the goals set. The teacher will then ask a selection of pairs to explain their thinking- following the cold calling structure.



Show Me Boards

From Y1 to Y6, every child at Woodlands Park has a whiteboard and whiteboard pen kept in their rucksack toolkit.

Our teachers will ask the children a question, with a clear goal. The children are given thinking time to process the question, before writing their reasoning/ answers on their whiteboards.

Our teachers will then use the silent signal stop hand signal to gain the children's attention and will then say "1-2-3 Show Me!". At this point, the children all turn their white boards around to show our teachers.

Our teachers will then walk around the class, swiftly scanning the whiteboards and will ask a range of children to explain their answers. This allows our teachers to address misconceptions with the whole class and to also celebrate success.

Say It Again Better...

Our teachers may ask a child a question. Sometimes, the answer needs to be developed and expanded further. Our teachers listen and give feedback to the child.

The next step is that the teacher will ask another child to expand on what the first child said, to say it again better.

Our teachers will then respond to what the second (or third) child has said. They will then respond back to the first child, acknowledging their original answer and showing how the answer has been built upon.

- Choral answers in different ways/voices.
- Children answer in full sentences.
- Secure fluency (fluency = accuracy + speed) - Strong teachers build an expectation in children that they'll be asked to recall things fast. Their classrooms are full of fun in ensuring children practice this and enjoy the wonderful sense of accomplishment it brings.
- Secure pace - A punchy lesson that keeps the core knowledge to the front and moves at a pace with lots of pupil involvement.

- Use appropriate questioning – Avoid losing learning time with ‘Can anyone remember?’, ‘Does anyone know?’ as children can hear and embed the wrong information leading to misconceptions. Either they should remember/know because you’ve taught it and reinforced it explicitly.
- Live marking

Classroom Environments

At Woodlands Park Primary School, we believe that classrooms should be calm, well organised learning spaces as the surroundings in which children learn can greatly influence their academic performance and wellbeing in our school.



Children need to know how to access resources and respect the classroom environment. To ensure a sense of consistency across the school the following points need to be taken on board in each classroom.

- The school values, rules and visual timetable are displayed in each teaching room.
- An English learning wall
- A dyslexia friendly large dry wipe board for clear teacher modelling.
- A Read Write Inc Sound Chart appropriate to stage.
- A maths learning wall that reflects current learning.
- Key vocabulary is accessible to all learners, in different formats.
- Display content that supports learning, must be an appropriate text size.
- Classrooms are tidy, labelled and organised.
- Children take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Children are taught to respect equipment and resources.

Policy