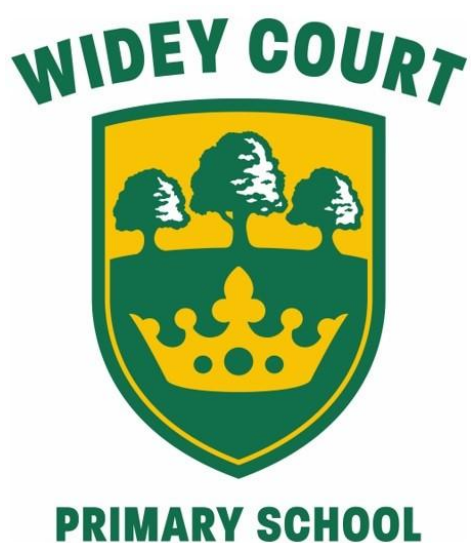


WIDEY COURT PRIMARY SCHOOL

Teaching and Learning Policy



<i>Policy reviewed on:</i>	<i>September 2026</i>
<i>Date of next Review:</i>	<i>September 2027</i>
<i>Who reviewed this policy:</i>	<i>Shaun Nicholls, SLT and teaching staff</i>

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1. Rationale – What is Teaching and Learning?

“Staff culture influences the quality of teaching and learning in a school as well as job satisfaction and retention.” (Kraft & Papay, 2014; Fletcher-Wood & Zuccollo, 2020). In turn, “these factors affect how much pupils learn.” (William, 2018).

“High quality teaching can make a substantial difference to pupils’ life outcomes, particularly for pupils from disadvantaged backgrounds.” (Chetty et al, 2014; Slater et al, 2011).

This policy has been created collectively and collaboratively by the teachers and SLT at Widey Court and shared with all staff, to ensure we know how children learn, regardless of need or barrier, and how we can most effectively support learning through our teaching methods and underlying principles to ensure children are achieving their best.

What is Teaching?

At Widey Court we believe that effective teaching involves aligning learning objectives, components of instruction and guided practice and review and retrieval.

Rosenshine (2012) found that more successful teachers spent longer guiding pupils’ practice through explanations and modelling than less effective teachers. In this time, they asked many questions to allow pupils to retrieve and rehearse material and check pupils’ understanding before moving on to subsequent steps. Less effective teachers spent less time on guided practise and asked pupils to move on to independent work sooner. During the independent work, the pupils who received more guided practise before completing the independent tasks were better prepared and achieved higher success in their work than those who received less guided practise. Insufficient early practise or guidance often leads to more problems during independent work and can have a negative impact on pupil motivation.

What is Learning?

Learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning” (Ambrose et al, 2010, p.3). At Widey Court, pupils respond to challenge, actively collaborate to question and discuss, select appropriate methods and models,

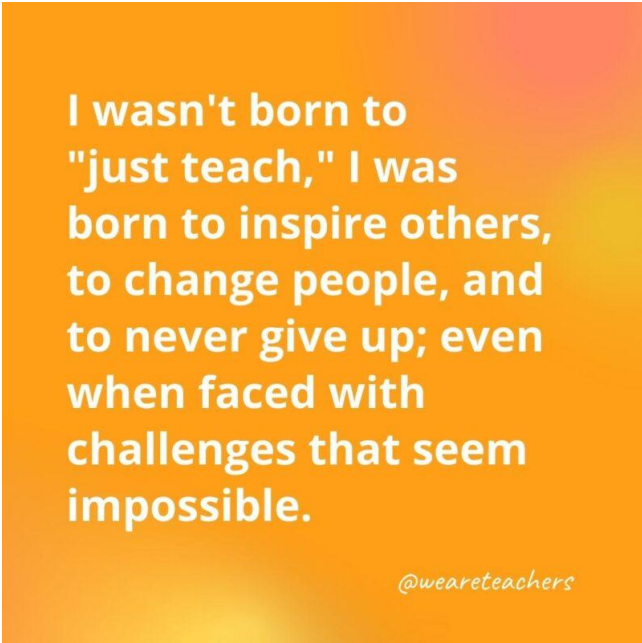
are guided in order to promote independence and review, reflect and build on their learning. All lessons have a clear purpose with steps to success provided.

2. Intent

At Widey Court Primary, we would expect to see all lessons reaching at least 'good' within the OFSTED framework and it is our aspiration to create classrooms in which every child can be an active, reflective, confident and successful learner.

At Widey Court, our staff will be:

- Kind
- Empathetic
- Nurturing
- Positive
- Empowering children to achieve their best
- Patient
- Inspirational
- Knowledge-rich
- Reflective and adaptable
- Passionate
- Consistent
- Creative and pro-active



I wasn't born to
"just teach," I was
born to inspire others,
to change people, and
to never give up; even
when faced with
challenges that seem
impossible.

@wearateachers

3. Aims

We have identified and agreed 10 essential components and processes of teaching and learning, that underpin our work and help us in the development of our practice at Widey Court:

1. A daily/weekly review of previous learning, depending on the subject, will practice retrieval strategies (including our ROCKS – Remembering Our Curriculum Knowledge and Skills powerpoints).
2. New material will be presented in small steps, with teachers ensuring that each step is mastered before moving on.
3. Open questions & using a range of questioning techniques will be asked to establish children's understanding.
4. Modelling will be clear and effective, using equipment, visual and/or other aids to show children how to solve problems.
5. Time is always provided for children to do guided practice.
6. Children's understanding is regularly checked in a variety of ways.
7. We aim for children to have a high rate of success, with enough mistakes to show that they are being challenged.
8. Scaffolds and resources are provided for all, where necessary.
9. Opportunities are given to practice independently.
10. Regular reviews of learning take place. This will b.

4. Teaching and Learning Principles

Our Teaching and Learning principles stem from the research evidence and work of Barak Rosenshine (1930-2017). At Widey Court, we align our teaching and learning ethos through teacher instruction and have adopted the approaches and strategies that were features of the most successful teachers' practice, as found in Rosenshine's work. To enable learning to occur, we agree that these following procedures need to be in place during every lesson to underpin any effective approach:

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with student practice after each step.
3. Ask a large number of questions.
4. Think aloud and provide models of worked-out problems.
5. Provide a high level of active, guided practice for all students.
6. Check for understanding.
7. Obtain high success rates.
8. Provide scaffolds for difficult tasks.
9. Provide independent practice.
10. Allow time to review weekly and monthly.

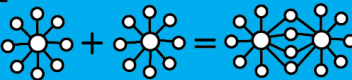
THE PRINCIPLES OF INSTRUCTION

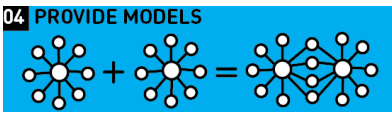
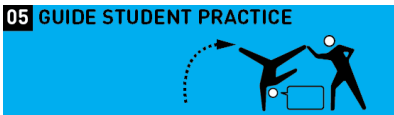
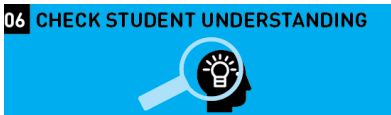
TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW  Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.	02 NEW MATERIAL IN SMALL STEPS  Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.
03 ASK QUESTIONS  The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.	04 PROVIDE MODELS  Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.
05 GUIDE STUDENT PRACTICE  Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.	06 CHECK STUDENT UNDERSTANDING  Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.
07 OBTAIN HIGH SUCCESS RATE  A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.	08 SCAFFOLDS FOR DIFFICULT TASKS  Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.
09 INDEPENDENT PRACTICE  Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.	10 WEEKLY & MONTHLY REVIEW  The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Principle:	Rosenshine's Instruction	Examples in Action:
1. Daily Review This helps strengthen the connections of the learning material learned.		ROCKS, SPAG and Maths recall. Overarching learning objective. Flashcards ELS.
2. New material in small steps Present new material in small steps and proceed only when first steps are mastered.		White Rose Maths provides small steps. In English, following the teaching sequence through the phases of planning. Planning is split into stages (EYFS). Steps to success. Pre-teach – small nuggets. Multiplication using arrays in Year 2.
3. Ask questions Questions allow the teacher to determine how well material is learned. Open-ended Questions Close Questions Hinge Questions to check understanding Questions for Assessment		Ask questions with different question stems and encourage children to build on their initial understanding, with ABC strategy (Accept, Build on, Challenge). Science – making predictions/evaluating. The Big Read – varied question starters to infer and deduce.
4. Provide models Modelling worked examples with the teacher thinking out loud, clarifies the specific steps involved.		WAGOLLs find good features of genre/text we are studying. Worked models in white rose. Teaching thinking out loud...I wonder?? Geography – modelled how to record and compare physical/human features of two locations.
5. Guide student practice To store learning in their long term memory, pupils need time to rephrase, elaborate and summarise new learning.		Re-teach, pre-teach, post-teach. Interventions.
6. Check pupil understanding Successful teachers check on all pupils.		Live feedback. Mini-plenaries throughout the lesson. Hinge questions. Targeted questions.

		Address misconceptions.
7. Obtain high success rate A success rate of 80% shows pupils are challenged, are taught in small steps and this is followed by practice.		Steps to Success each lesson. Success criteria for final writing outcomes. Formative and summative assessment. AfL within a lesson can determine which children can be exposed to more challenge. End of unit check ups eg. white rose maths. Self-assessment. Planning for next steps.
8. Scaffold difficult tasks Scaffolds are temporary supports to assist learning and are part of the cognitive process.		Resources are prepared through writing frames, word banks, checklists of 'Handy Hints' and modelling/editing. Resources for word building. Templates for boxing up writing in English.
9. Independent practice This is a necessary process for new material to be recalled automatically.		Practise new learning and applying skills, recording this in books. Completing set tasks. Arithmetic fluency.
10. Weekly and monthly review This helps to embed learning into the long term memory. The more this happens, the easier it is to connect new material to prior learning.		Using ROCKs powerpoints for foundation subjects. Formative and summative assessments. End of unit assessments. Science concept maps. Review every Friday in phonics.

Using these ten teaching and learning principles, the teaching staff have agreed the consistent format of a lesson will include four phases:

	Examples could include (shared by staff):
Phase One: setting the scene, placing learning in a wider context, reviewing and retrieving prior learning; reviewing previous lesson; sharing intended learning outcomes.	Purpose/intent of the learning (final outcome), 'I can' for the lesson, key vocabulary, establish readiness to learn, ROCKs retrieval, acknowledge pre-teach, common misconceptions, questioning, interactive, active learning (KAGAN), high expectations of learning behaviours, review Think Pinks.

Phase Two: explaining and introducing new learning in small chunks and providing rehearsal time for pupils.	Questioning, modelling, active learning (KAGAN), explanation, thinking aloud, steps to success, adult-led, fluency, rehearsal, small step instruction, representation, provide context, establish definitions, variety of multi-media, pace, group/pair discussion.
Phase Three: Time for pupils to complete guided or independent practice.	Spaced practice, live feedback, mini-plenaries, addressing misconceptions, mastery, scaffolding, hinge questions to check understanding, apply/consolidate, live feedback.
Phase Four: Reviewing learning using success criteria and plan next steps.	Live feedback, next steps for intervention/pre-/post-teach, self-assessment, celebrate, re-orientation, extend, purpose of the learning reviewed.

5. Assessment

To articulate their recent learning, children will:

- Understand their specific 'I can' learning objective for the lesson. What are they learning and why?
- Model stem sentences through repetition from the teacher and with partner talk.
- Use KAGAN collaborative strategies to develop oracy and articulation.
- Develop confidence with language/speaking in full sentences through low stakes quizzing.
- Use the ABC strategy (accept, build on or challenge) when reviewing/retrieving/evaluating their learning.
- Use and apply specific vocabulary for the lesson in their explanations.
- Refer to the prompts, reminders and steps to success on the learning walls.
- Answer hinge questions which check understanding.
- Link current learning to previous learning using retrieval.
- Be frequently asked to recall their learning using the ROCKs powerpoints for foundation subjects.
- Peer teach and peer assess with a partner/group.

For children to articulate their recent learning, teachers will ensure:

- Planning is designed to promote consistency with the core components of a lesson as described previously in this policy.
- Teaching, learning and assessment are supported and facilitated through clear steps to success (think of S-T-S as the core of the lesson).
- Children and staff understand and use consistent, progressive, accurate subject specific terminology.
- Stem sentences support clarity of understanding and retention of concepts, processes and vocabulary
- key questions support articulation and vocabulary choices.
- Develop greater confidence and knowledge of the curriculum progression documents to ensure links are made to previously learnt content.

6. Monitoring and Evaluation

Good practice throughout Widey Court Primary, is shared and celebrated on a regular basis. Teachers will have the opportunity to regularly reflect on their personal practice and to set personal goals to enhance the learning and teaching in the classroom. CPD will continue to have a clear focus on learning and teaching thus ensuring consistency across the school. "Leaders can further enable improvements in teaching and learning is by promoting continual teacher learning as a priority and a behavioural norm." (Cordingley et al, 2015; Cordingley et al, 2020).

Learning Walks:

The rationale for Learning Walks at Widey Court is to give a sharp focus on a year group throughout a morning. Incorporating the key principles of this Teaching and Learning Policy, six members of staff are each allocated a focus for their observation:

Pupil Engagement, Climate, Relationships

Questioning and Modelling

Heat Mapping

SEND

Resources and Scaffolds

Learning Environment

The process also involves a Book Look and Planning monitor for English and Maths, prior to the learning walk but within the same week. Pupil voice interviews are carried out with a selection of children from each class (including disadvantaged Pupil Premium) for English and Maths on the day of the learning walk post lesson observations. Each member will feedback their observations/notes to identify common threads for the year group. Written feedback is then provided for individual teachers, which will then be shared with support staff.

We believe the Learning Walk process provides a professional lense into the teaching and learning practice within the year group, for consistency across the school, and will evolve over time to be a positive, effective CPD opportunity as teachers take part through the year and are part of the learning walk team eg. SLT members, UPS teachers and ECTs.