
Wyke Regis Primary Federation

Inspiring hearts and minds



Learning and Teaching Policy

Policy for Learning and Teaching

We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn."

– Peter Drucker

At Wyke Regis Primary Federation we believe that every child should:

- Achieve the best they can in all aspects of school life
- Receive high quality teaching and resources
- Feel safe, secure and happy within their learning environment
- Be cared for and kept safe
- Have ownership of their learning and environment
- Be included in the school community
- Have their individual needs recognised and met
- Feel that their contributions are recognised and valued
- Be treated equally and fairly with respect
- Have a go and make mistakes without worrying
- Develop their basic skills within a broad and balanced curriculum
- Be interested, stimulated and actively involved in their learning
- Have equal opportunities to learn
- Learn in a stimulating, supportive and well-structured environment

Purpose of the policy:

- To support continuous improvement in the quality of learning and teaching through the adoption of Non-Negotiable Learning Expectations in all classrooms (see Appendix 1);
- To ensure consistency of approach across the federation and to establish 'outstanding practice';
- To set a benchmark for future monitoring and to underpin all classroom observations;

The Wyke Way - Learning for Life

At Wyke Regis Primary Federation we believe in the concept of lifelong learning and therefore concentrate on developing the characteristics and attributes of successful learners through our Curriculum Drivers.

By offering a broad and balanced curriculum underpinned by our principles for effective learning and teaching we aim to ensure that children are encouraged to be:

Creative – communicators, problem solvers, deep thinkers, questioners, independent and sociable

Aspirational – curious, inquisitive, knowledgeable, inspired, ambitious, interested and motivated

Resilient – adventurous, risk-takers, enjoy a challenge, determined, ready to try new things and have a growth mindset

Principles

We believe that pupil progress is the outcome of good teaching and learning and that every child has the right to be taught well. We would therefore expect every child in our federation to make at least good progress, whatever his or her starting point.

We will expect high achievement in all areas of school life. Progression is focused on understanding and developing greater depth in the national curriculum rather than on mere progression to the next set of content. It is because of this attitude, that we have adopted a mastery approach to teaching and learning. The mastery pedagogy works on the principle that all learners, with effort, will meet expectations.

It works on the premise that high quality teaching is based on in depth formative assessment, highly focused questioning and precise targeted learning tasks with clearly defined success criteria leading to outcomes that can be assessed and used to inform and plan the next steps of learning (AfL).

This is because we believe that:

- All children are capable of achieving high standards
- The large majority of pupils progress through content at the same pace
- Differentiation is best achieved through deep knowledge and individual support and intervention – where practise and consolidation play a central role.
- Precise questioning to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention, ensures all children make good progress
- Challenge comes from deepening content, not acceleration into new content

A mastery approach to teaching will mean working towards:

- Teaching less and learning more: less teacher talk and more evidencing of learning and progress
- Ensuring space and time for pupils to develop and apply their skills
- Additional support to ensure that children do not fall behind or to gain greater depth
- Understanding real life applications, to make learning relevant and not abstract
- Catch up: some children will be given additional time and support to learn concepts that they have not yet grasped from previous year groups

Effective learning takes place when:

Children are engaged with and enthusiastic about their learning - the school and classroom environment is stimulating and supportive

Children are ready to learn - their physical and emotional needs are met and there is an atmosphere of trust between children and teachers

Children have high self-esteem and feel proud of their learning - classroom displays and practices celebrate every child's effort and achievements

Activities are pitched at the appropriate level and are sufficiently challenging - enabling all children to reach their full potential

Children know what is expected of them - clear and precise lesson goals are shared at the beginning of each lesson and revisited at the end of the lesson

Children understand what they are learning, can see a purpose to the tasks expected of them and can apply their learning to new situations

Children are allowed time to think, collaborate, consolidate and explain their learning

Children are equipped with the strategies to be independent, resilient and courageous learners

Children know their next steps for learning and how they can achieve them

Children are given the opportunity to learn in a variety of ways and have experiences and resources that make learning relevant, fun and memorable

Parents are active, cooperative partners in their children's learning

Effective teaching takes place when:

Teachers create an atmosphere of trust and respect in their classrooms and praise and celebrate all children's efforts and achievements

Teachers are enthusiastic about what they are teaching, encourage risk taking and use a variety of innovative approaches

The teacher has excellent subject knowledge and constantly seeks to keep abreast of new initiatives

The classroom environment is well organised and managed and supports children's learning

Teachers have high expectations of behaviour, effort, achievement and presentation

Teachers plan and prepare thoroughly for lessons and employ a wide range of teaching styles and resources to suit the needs of all learners, adapting where necessary

Teachers use continual assessment to ascertain the children's level of attainment, know what they need to learn next and share this with the children

Teachers use appropriate methods of differentiation for all children where appropriate

Teachers use skilful questioning, feedback and marking effectively to encourage, challenge, assess and praise children's efforts

Teaching promotes resilience, confidence and independence in pupils

Teachers encourage children to be active, not compliant, in their learning and nurture children's creativity, inventions and innovations.

Teachers constantly strive to make the learning engaging and relevant and pursue links with parents and the wider community

Teachers employ a wide variety of teaching methods including whole class, group, individual, direct, shared, guided, modelling, multi-sensory, interactive, role play, drama, investigative, talk partners and problem solving

Lessons build upon children's previous learning and interests and are well paced and cohesively linked through shared learning objectives, success criteria and plenary times

Teachers regularly inform parents and carers of their child's progress and encourage them to be actively involved

This policy was reviewed in collaboration with all staff.

February 2021

Related Policies & documents:

WRPF Curriculum Statement & The Wyke Way

WRPF Non-negotiables

Feedback and Marking policy

Curriculum subject policies – including English & Maths

Assessment policy

Positive Behaviour policy

SEN policy

Equal Opportunities policy

To be reviewed: Feb 2023