

Teaching & Learning Policy

(Mainstream)



Wheatley Hill Community Primary School

Author: *Alan Scarr*

Head Teacher: *Alan Scarr*

Chair Of Governors: *Jayne Dinsdale*

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Why?

“A caring, inclusive school at the heart of the local community. We believe that quality learning takes place both inside and outside the classroom.”

How?

The Wheatley Hill Way - We care for each other; we look after our learning environment and we always do the right thing.

Wheatley Hill Primary Teaching & Learning policy

At Wheatley Hill Primary, we believe that our Teaching & Learning approach should enable our pupils (regardless of SEND) to function meaningfully and as independently as possible in the community.

In order to become independent, we want our pupils to benefit from methods and styles of teaching that stimulate and development higher order thinking skills.

What we seek to do within the classroom is provide individualised, open-ended tasks with a focus on developing the ability to work independently, problem solve, discuss, collaborate and think imaginatively to foster the following “Creative Behaviours”:

- Questioning and challenging
- Identifying and solving problems
- Envisaging what might be “What If”
- Exploring ideas, keeping options open
- Reflecting critically on ideas, actions and outcomes
- Making connections and seeing relationships

Our School Departments



Deliver Quality First Teaching

All lessons across our school should include the following key elements, to ensure high quality teaching and learning. New teachers to our school will receive training, to ensure they fully understand these elements, and to enable them to embed them in their everyday practice.


All lessons have...*Clear Learning Objective*

- Lessons have **ONE** clear learning objective.
- Learning Objective is shared orally, and displayed at the start of each lesson using the school template to ensure consistency across classrooms.
- All complex language is explained and discussed.
- Learning objectives are not muddled up with the context of the lesson.
- The learning objective is either written independently by the pupil or stuck into children's books using a small label depending upon pupil needs.


For learning objectives to be shared effectively, teachers must:

- Use the sentence stem – *By the end of the lesson you will be able to...*
- Verbally, use '**so that**' to add context following you LO.
- Make the learning objective precise to the intended subject i.e. don't confuse subjects.
- Use child-friendly language, or clearly model and clarify complex language – there is little point in sharing learning objectives if children don't understand what you mean.
- Refer to them at the start of the lesson, during the lesson and during the feedback session.
- Children must know exactly what they are going to learn, and what is expected of them, by the end of the lesson.
- Make links to previous learning – last week, last month, and last year – remember more.


Date:

To be able to 


LO To be able to write a character description.

Subject: English 


Date:

To be able to 


LO To be able to use the column method to add three digit numbers.

Subject: Maths 


Date:

To be able to 


LO To be able to draw using perspective

Subject: Art & Design 

Date:

To be able to 

LO To be able to identify states of matter.

Subject: Science 

**A consistent approach to the introduction of LOs across school.*

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All lessons have... a *Work System*

- All pupils are clear about '**what work**' they need to complete – the Learning Objective.
- All pupils know '**how much work**' they need to complete.
- Pupils need to know when their work is '**finished**'.
- The pupils will know what to do '**next**' – check, challenge & choice.
- Work system is displayed for the children to follow, during the lesson.
- Children use the work system to track their progress towards the LO.
- Children are reminded of the work system during the lesson.
- To support teacher assessment, work systems will be stuck into pupil books for extended writing.

Date: Tuesday 8th September

What Work?	L.O To be able to write a character description.
How Much Work?	<input type="checkbox"/> 1 x Paragraph about looks <input type="checkbox"/> 1 x Paragraph about personality <input type="checkbox"/> 1x Paragraph about other sense.
My work is Finished when...	<input type="checkbox"/> Capital Letters & Full Stops <input type="checkbox"/> Use of ING sentence <input type="checkbox"/> Use of Ly Opener <input type="checkbox"/> Use of conjunctions – because, however <input type="checkbox"/> Use of Expert & Challenge vocabulary <input type="checkbox"/> Use !, : ()
Next?	<div>Check </div> <div>Challenge </div> <div>Choice </div>

Date: Tuesday 8th September

What Work?	L.O To be able to write a character description.
How Much Work?	<div>Write 5 sentences - looks like 5 - </div> <div>Write 5 sentences - feelings 5 - </div>
My work is Finished when...	<div>Capital letters Full stops ●</div> <div>Challenge Vocabulary </div> <div>And Because ∴</div> <div>Expert Vocabulary </div>
Next?	<div>Check </div> <div>Challenge </div> <div>Choice </div>

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All lessons have... an adaptive approach to support all learners

- In all lessons children are challenged appropriately.
- Classes will be grouped three ways:
 - Group 1 (Range ARE - 1Yr) – Generally 75% of class.
 - Group 2 (Range -1Yr - 2Yr) – Generally 20% of class (SEND Support)
 - Group 3 (Beyond -2Yr) – High needs pupils 5% including Base Pupils.
- A scaffolding approach is used within Group 1 rather than a traditional HA/MA/LA differentiation of task approach.
- Group 2/3 pupils may be supported through a range of learning styles as well as specialist SEND support systems such as colourful semantics, PECs etc. These children may require an individualised Work System within classroom sessions.

All pupils are...*Actively engaged in learning and work co-operatively*

- We actively make links to previous learning to engage pupils in upcoming learning – last lesson, last month & last year.
- Pupils are actively engaged, during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods e.g. movement breaks, episodes of teaching (movement breaks can be as simple as a transition from carpet to tables).
- Opportunities for the purposeful use of '*talk partner*' are regular features in all lessons (Think/Pair/Share).
- Teachers regularly refer to the Three Rules of Good Listening – **Sitting, Looking & Thinking.** (Communication Trust)
- Mini whiteboards, or jotters are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively, as a way to enhance learning including talking tubs, floorbooks and working walls.
- Children & staff help and encourage each other (We care for each other)
- Everyone participates and is positive throughout.
- Children explain their ideas clearly and in full sentences then staff use ABC.
 - **A – ACCEPT pupil answer**
 - **B – Get the pupil to BUILD upon their answer.**
 - **C – CHALLENGE the pupil's thinking.**
- Teachers intervene throughout the lesson to address misconceptions or set higher levels of challenge.

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We believe it is important for pupils to engage in purposeful talk during lessons

When we talk, we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others.

At our school, we believe that **Quality Purposeful Talking** is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking ***Think/Pair/Share and Talk to your partner (TTYP)*** are regular features in all lessons. Staff then use **ABC** to develop pupil understanding or staff **BOUNCE** pupil's thoughts, questions and comments around the room for other pupil's to further refine ideas. Pupils are trained to use appropriate body language when talking to a partner (Good Listening Rules) and pupils understand that their Talk is valued as much as their written work.

In order to ensure talk is effectively used in the classroom, we must support the management of Noise Levels during pupil talk. We will clearly display a form of Voice Level indicator so that pupils know exactly what is expected of them. This for example could be:

- 0. Quiet Turtles (Silence)**
- 1. Whispering Whales**
- 2. Inside Iguanas**
- 3. Chatty Chickens**
- 4. Loud Lions**

Learning is enhanced through... effective use of questioning

It is adults who often help pupils make sense of information (but not always). The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by

- Using open ended questions.
- Providing wait time- (3-5 seconds), pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you* '
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with '*We think that...*'.
- Ensuring pupils fully understand the question.
- Staff then use **ABC** or **Bouncing** questions to further enhance understanding and clarify thinking.
- Classes use the Blooms Taxonomy tool to support pupils to generate their own questions.

All pupils receive regular and clear ...*feedback which enhances learning*

- We encourage active marking and instant individual, group or whole class feedback. Instant and precise feedback is proven to have a much greater impact on pupil learning than after lesson marking.
- Active marking & feedback takes place during lesson rather than waiting until the end of a session. This approach allows extensions or corrections to be set and actioned immediately removing the need for follow up tasks etc.
- When marking children's work, the main focus is on ensuring the learning objective through the use of the Work System has been met. Pupil work is highlighted, or commented on in line with the Marking Policy.

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- Although some marking will take place after lessons, this delayed feedback should still be purposeful and precise to support future pupil learning.
- Individual targets are updated regularly for Maths and Writing when needed – these are displayed in the front of their books and the children refer to them during lessons. These targets are a worked model of sentence types to be worked on.
- Pupils are given dedicated feedback time to address issues raised in marking.
- Encourage pupils to feedback to others & reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

Learning is enhanced through ...*The use of ICT.*

- ICT is used to enhance learning where ever possible. Although ICT is nearly always used at the start of lessons to engage children and during feedback to consolidate learning, it is also used during the lesson as an aid to learning.
- ICT hardware such as IPADS and laptops are great to support learning when used purposefully – they are not to be used as filler or holding activity nor are they to be used as a reward or for children to listen to music during lessons.
- ICT equipment will be allocated to classrooms and will be inventoried and well looked after. Class teachers will establish systems for the safe use of ICT in their room including the safe storage and monitoring of classroom IPADS.

Learning is enhanced through the use of... *Positive Behaviour Management*

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our **Positive Behaviour Management Policy**.

Learning is enhanced through the ...*Effective use of additional adults*

- Additional adults are clearly directed to support learning and should not complete “other tasks” without direct instruction from the class teacher – SLT will challenge teachers if they feel additional adults are not being used effectively to support children.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. **They are not photocopying work, sharpening pencils or sticking work in books during learning time!**
- They are clear about **who (or which group)** they are supporting and **why**.
- Daily Planning & Work Systems are shared in advance with teaching assistants.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, encouraging pupils to use the Work System or using other resources, e.g. numicon to facilitate learning.
- They are involved in assessing pupil’s understanding and feeding back to the teacher.
- Teaching assistants to annotate in books to indicate support.
- Teaching Assistants are not used to only support children with SEND. Groups are rotated throughout the week in line with SEND Policy.
- All children are encouraged to work independently as much as possible – we do not need ‘to hold children’s hands’. If children need support 100% then the Work System being used by the children is too difficult!

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Wheatley Hill Primary – Our Model of Outstanding Teaching & Learning

Basic Life Skills

Focus on developing resilience; independence and the ability to manage risk.

Language Acquisition

Focus on Developing Language, Vocabulary and communication.

Self Regulation

Focus on self help strategies, meta-cognition and emotional intelligence.

Feedback

Focus on effective feedback that is specific, accurate and clear. Challenge pupils through feedback.

Amaze!

An Experience – trip, visit or visual

Discuss It!

Who, What, When, Where, Why, How, What if?

Model It! (MY Turn)

The Task – Planning, implementation & improvement

Support It! (Our Turn)

Scaffolding – Colourful Semantics, Writing Frames, Prompts
Remove – Gradually Remove Support

Perform It! (Your Turn)

Complete Task Independently

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Teaching & Learning at Wheatley Hill Primary – Ready to Teach

A Typical Day

8:30 – 8:45 – Prior to Pupil arrival - Classrooms are ready!

- Workspaces are clear.
- Teacher work put away.
- Continuous provision is ready for use.
- Support Staff are briefed.
- All morning photocopying complete & resources prepared.

8:45 – 9:15 – Handwriting / Fine Motor Activities

- Handwriting pre-written before pupils enter the room.
- Pupils enter the room in quietly to work.
- Self-Register Zones of Regulation (Whole Class & Individual).
- Staff members actively engage pupils during handwriting.
- Staff members clarify language and discuss sentence types.
- Appropriate FMS/interventions are in place for those unable to access HW from IWB.
- All linked to current text type / class novel / Expert Focus

9:15 – 10:00 – Reading Lesson (Guided Reading / Phonics)

- Children will join their groups without talking and will enter the group / room ready to begin.
- Staff to manage effective transitions to and from the reading groups considering noise levels through school and maintaining high expectations.

10:00 – 11:00 – Maths & Feedback

- All children access quality first teach.
- All children are taught within the classroom not in other rooms etc.
- Noise levels are effectively managed.
- Clear LO, Work System and Scaffolding

11:00 – 11:15 – Movement Break / Holding Activity

- We no longer have a morning playtime as we have introduced the Big Play over lunch time.
- Children will be offered a toilet break, where they will be escorted by an adult from the classroom.
- The children will be offered a movement break activity & snack and only children with additional needs may need an extended movement break outside.

11:15 – 12:15 – Writing Lesson & Feedback

- All children access quality first teach.
- All children are taught within the classroom not in other rooms etc.
- Noise levels are effectively managed.
- Clear LO, Work System and Scaffolding
- Lesson is effectively linked to class topic / class novel.

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12:00 – 1:00 – Lunch Time

- Pupils are escorted into the hall / onto the field by classroom staff (use both staff if class need more direct management) and will remain until on duty staff arrive.
- Any pupils losing time will remain in the classroom – discuss behaviour choices and ways to improve.
- Following lunch, Self-Register Zones of Regulation (Whole Class & Individual)

1:00 – 1:30 – Core Skills (Before lunch for some classes)

- Retrieval Practice, Multiplication Practice & Class Novel
- Ensure all children are settled.
- Pupils enter the room quietly to work.
- Staff members actively engage pupils during session.
- Interventions are in place for those unable to access the skills session.

1:30 – 3:00 – Continuous Provision - Foundation Subjects / Science / RE

- All of these lessons are purposeful, well prepared and resourced.
- Curriculum progression documents are effectively used to plan & deliver high quality sessions.
- Precise Links are made to the classroom *Expert Focus* where possible, otherwise subjects are taught discretely.
- Have a clear LO and Work System.
- Learning is captured for the class floorbook and in pupil workbooks.
- Opportunities to write captured moments and longer observations are taken.

3:00 – 3:30 – Review of the day & Reading

- Opportunity for shared reading, independent reading & class novel.
- Ensure classroom is tidy
- Home School Diaries complete
- Resources put away accordingly
- Zones of regulation
- Circle Time
- Speaking & Listening Time
- All children happy as they leave!

Adhoc - Assembly (Monday / Friday)

- Children will be escorted silently into the hall.
- Pupils will sit in their designated areas.
- Staff members to supervise their children throughout the assembly unless directed to leave.
- Staff to manage their children's behaviour positively during the session and move pupils if needed.
- Staff to manage effective transitions to and from the hall considering noise levels through school and maintaining high expectations.

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The Right Start – Key Considerations to get the off to the best start!

At Wheatley Hill Primary, we talk a lot about ensuring children are “Ready to Learn”. Now is the time to look at what we must expect from ourselves to enable us to get the most out of our pupils. We must be “Ready to Teach” and if we focus on that then more pupils will be “Ready to Learn”.

Consideration 1 - Prior to Children’s Arrival - This is about getting your school day off to the right start. Prior to the children entering your classroom from 8:45am you need to be prepared and organised. For your morning session, all photocopying, resource prep and set ups should be completed before children start to enter your room.

Preparations for your morning sessions can be completed in the morning or the evening prior. If you wish to prepare lessons, conduct photocopying or make resources then we recommend you consider your arrival times at work to ensure you have enough time in order to be ready for pupil arrivals at 8:45am.

Please Note: -If preparing on the previous evening, so you don’t have a busy morning or you have childcare arrangements, then you must still arrive in school in good time. Most staff in school contractually start work at 8:30am; however, this means you are in class working and not entering the school and heading for a coffee or a catch up with colleagues. School is open until 6pm on an evening so we welcome staff to socialise with peers as frequently as possible outside of your classroom working duties.

In school, we will be focusing on precision in all aspects of our teaching. We expect our staff to consider this in all aspects of their duties in school –

- What is the purpose of...?
- Am I clear in what I expect? Do the children know? Do my colleagues know?
- Can I squeeze any more learning out of this task, activity, moment i.e. practicing xtables while lining up, using phonics cards while entering the school from playtime.
- These thoughts do not just apply to your classroom – transitions, lining up etc. are all reflections of the classroom practice.

When we consider precision in our morning set up, we must consider:

- Is my classroom tidy – pupil desks, staff work spaces, work tops, floor spaces? If not, why not?
- Are pupil resources available – enough pens, pencils, rubbers etc?
- Are your SEND areas set up – work stations, middle rooms, break out spaces? You must be prepared to support our most vulnerable learners. If a child with additional needs has a moment of challenging behavior, the first check will be to ensure that they have all of the reasonable adjustments in place that they are entitled to.
- Are handwriting books already given out and ready for the children on entry – if not why have you chosen this – does this 30 seconds of pupil independence giving these out cost 5 minutes in pupil fuss waiting for their books?

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Consideration 2 - Free Flow Entry – This is the first face – face interaction with pupils for yourself and your classroom team. We do not know what has happened to our pupils before they have arrived in our care – we cannot presume that all of our children will be “*Ready to Learn*” the moment that they step through the door. Your first interactions with pupils of the day could be the moment that makes a child feel safe and ready to engage or a poor first interaction could be the tipping point that sends a pupil into a downward spiral for the rest of the day.

We will greet our pupils when they enter our school / classroom. A sincere welcome and acknowledgement of the pupils can be enough to get your day off to a good start. However, you must also be aware that children can read your body language & tone – if you aren’t sincere then maybe you’re not “*Ready to Teach*”. We expect staff to develop professional, caring & compassionate relationships with pupils – there is nothing worse than children thinking staff don’t “like” them – many of our children struggle in their personal lives to find consistent, caring relationships so we must provide this – our pupils trust is hard to gain at times – but always easy to lose!

At this point, the pupils have started to enter the classroom and they should have followed the clearly established system you have in place to ensure coats and bags are stored accordingly. To ensure the children follow the system and care about their possessions, do you check the cloak area? Do you monitor this space? What do you do about coats on the floor?

As the children begin to filter into class and you greet them, we need to consider your classroom routines at this point. Will the children find their Handwriting books on their desks ready? If not, what decisions have you made? What do the pupils do with reading records? Any monies? It’s all about consistency – the same routines happen everyday – **we will be relentless in our routines.**

Consideration 3 - Handwriting - Handwriting across school will be excellent, however, we can only dream of this outcome if our approach in class lacks precision. In KS1, we will be modeling high quality handwriting to the pupils offering instant feedback and driving improvements through our high expectations. We will incorporate HFW, common exception words and embed opportunities for pupils to refine their phonological knowledge. See English Section for handwriting progression.

In KS2, HW will be precise it is not a copying procedure. Handwriting in KS2 will incorporate the use of sentence types pupils are working on i.e. Fronted adverbials. HW will also incorporate the current spelling rules being taught as well as consolidating previous spelling rules. Challenges may be set by punctuation being missed, words omitted etc. We will also use this HW as an opportunity to introduce new challenging vocabulary (tier 2) and also to develop subject specific “Expert Focus” vocabulary (tier 3). A strong practitioner could also use HW as an opportunity to pre-expose / pre-teach some high quality sentences that the children could “*steal*” for their English lesson. An excellent practitioner is always making precise impactful learning links.

During Handwriting (from 8:45am), there needs to be a clearly established role of the teacher and TA – classroom jobs and general preparation should already be complete. Our role as adults needs to have an impact. Is the teacher directly teaching HW, checking the quality of pupil work or exploring the new

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vocabulary with pupils? What is the role of the TA – are they conducting an intervention to support a SEND pupil, leading a movement session, listening to 1-1 readers?

Consideration 4a - Phonics

Children in EYFS & Key Stage 1 will use the Read, Write Inc phonics program. Direct phonics teaching will take place daily, during which children will be grouped based on their phonological ability following a RWI assessment. During RWI sessions, children may be working in other classrooms or areas within school, therefore, high expectations must be in place to ensure effective transitions around school.

High quality RWI sessions require a range of resources in order to achieve the greatest pupil outcomes including word cards, Fred Frogs and magnetic letters etc. All resources for RWI sessions must be pre-prepared before the session starts so valuable time is not lost during sessions. **We must show absolute compliance to the teaching of the RWI phonics approach.**

RWI is a prescriptive approach to the teaching of phonics and early reading. This approach must be followed and not deviated from as this could create gaps in pupil understanding when they transition groups. The quality of phonics teaching will be monitored by the Reading Lead.

Our intention is for all children to have completed RWI phonics by the end of Autumn Term Yr2 in order to begin Guided Reading as part of their work towards KS1 SATS.

Consideration 4b – Guided Reading Sessions

1. **Spelling session** – direct teaching of spelling rules / Statutory word lists
- 2a. **Comprehension session** – Use domain specific questions/ Reading VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise) record in Guided Reading Book.
- 2b. **BookTalk session** – use an image (once upon a picture website), higher level extract or poem.

Use the following questions for discussion – What do you like? What do you not like? What does it remind you of? What puzzles you? This session takes place alternatively to comprehension.
3. **Adult Led Session** - Teacher and Teaching Assistant small story guided reading book session (use Rigby Star).
4. **Reciprocal Reading** - Independent session using (Scholastic Connectors).

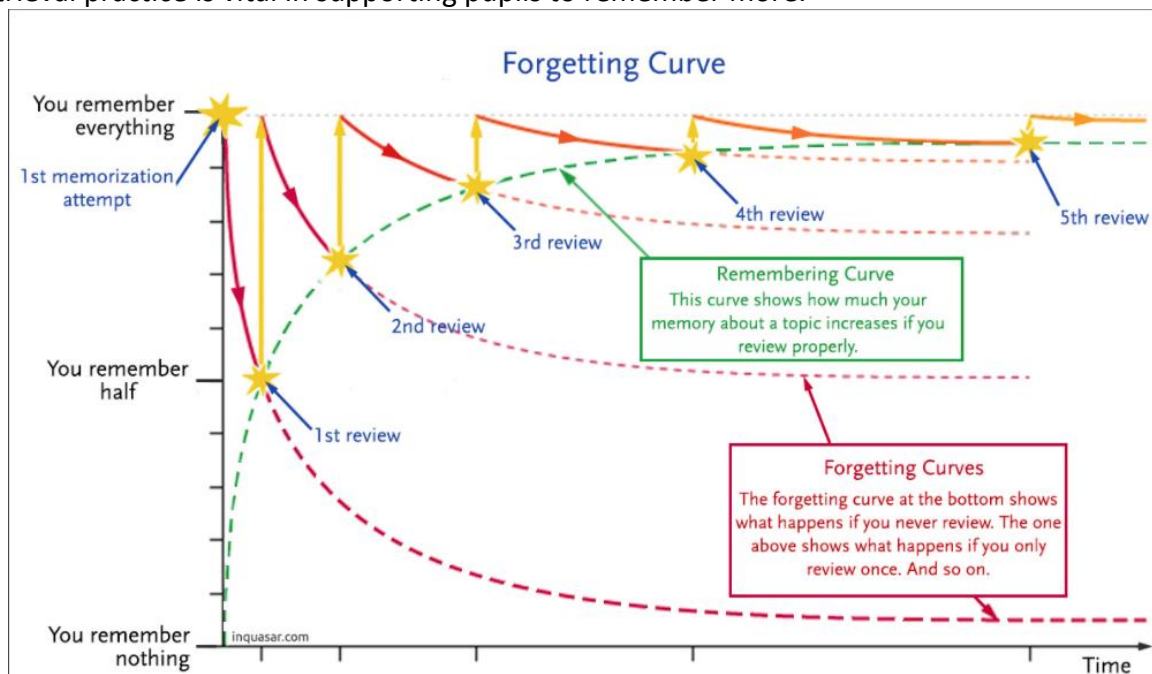
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Consideration 5 - Outdoor Education at Wheatley Hill

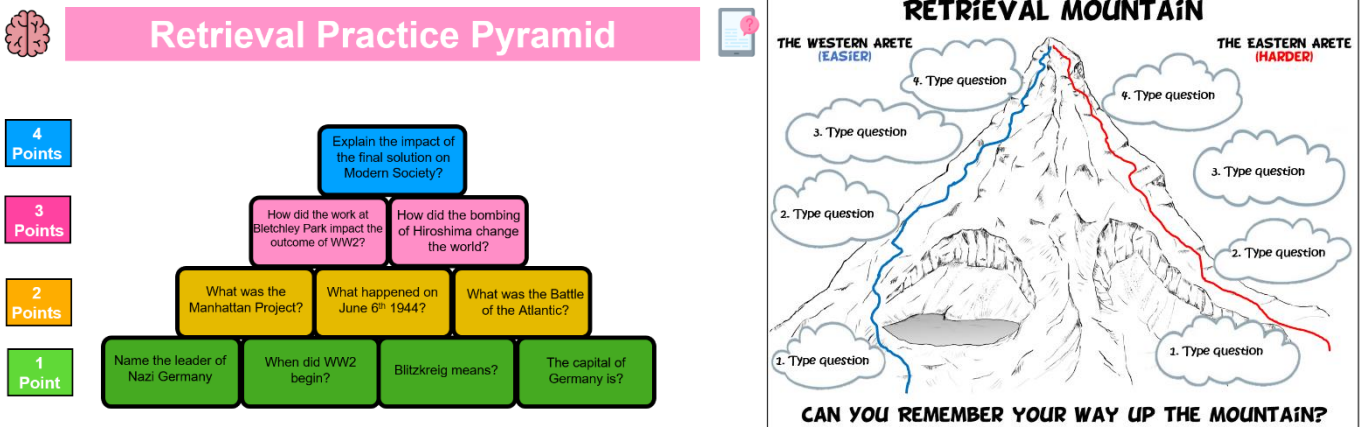
Children will participate in regular outdoor learning opportunities and will be off-site for these periods. The educational visits will be managed following the guidance in the staff handbook. Pupils attending outdoor ed will gather in their designated location, which will allow the staff to complete "Going out forms" and check medications etc. It is expected that all members of staff attending outdoor education will capture learning through observations, captured moments and learning stories – a pic collage will not be acceptable. Staff attending outdoor ed will have the time upon returning to school until 4:30pm to work in their observational write ups etc.

Consideration 6 – Retrieval Practice

We will use a wide range of retrieval practice techniques in class to enable our pupils to be able to recall previously taught knowledge & skills easier. Classes in KS2 have dedicated retrieval practice times built into their week, whereas KS1 & EYFS will use informal approaches towards retrieval practices including looking through previous floorbooks and photographs of previous learning. The diagram below shows why retrieval practice is vital in supporting pupils to remember more.



Examples of Retrieval Practice Activities



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Continuous Provision at Wheatley Hill Primary School

From September 2022, we will implement a continuous provision pedagogical approach to the delivery of foundation subjects (including Science) within all Classes in the mainstream provision. This will enable our afternoon sessions to be highly creative, inclusive and open ended whilst still ensuring a high quality broad & balanced curriculum. Our Continuous Provision approach will contrast with our formal structured morning sessions (Reading, Writing & Maths).

Each mainstream classroom in school will provide a core offer of CP, which will be implemented progressively to ensure increasing levels of challenge, application of skills and acquisition of knowledge across all year groups. CP will either; provide open-ended learning opportunities at an age appropriate level of challenge, consolidate knowledge previously taught or enable exploration of the current curriculum content.

The core areas of CP that will be available in each classroom will be:

1. Science investigation / enquiry station
2. A Small Construction area
3. An Art & Design Provision
4. Expert Focus station
5. Reading Area
6. Access to Computing & ICT Infrastructure

We ensure a progression of learning opportunities for those tasks without a curriculum progression document. This will be achieved through an increase in complexity of the resources available to pupils.

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In a Nut Shell

Mornings in school:

- Heads down working on high quality, precise English & Maths Tasks.
- These sessions are extremely precise, well planned and resourced and children are tightly managed.
- There should be no behaviour issues as sessions are very structured with high expectations.
- School & Classrooms will be silent or very quiet as children are focused on tasks.
- Remember – discussion lessons etc. should happen on an afternoon as morning sessions need to focus on getting work done in books.

Afternoons in School:

- Children should have worked significantly hard in the morning therefore deserve to access a creative afternoon curriculum.
- Afternoons will be full of creative art, DT and scientific sessions.
- Afternoons will be full of practical hands on learning – the children should have worked hard enough in the morning sessions producing high quality written work.
- Enjoy your afternoon sessions – these should be fun, engaging and certainly not boring.
- Children should not be completing extended writing tasks, low quality worksheets, carrying out pointless research or making posters with tenuous links to the class Expert Focus.

Our Classroom Environment

Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

All classes across the school should have:

1. **Accelerated Reading System** – Classrooms will have a reading area, where their AR books will be available for pupils to access. This area will be organised, well presented and promote the love of reading.
2. **Reading for Pleasure / Expert Focus Specific Books** – Classrooms will also have a range of books that children can choose to read for pleasure during 'Choice' time. Expert Focus / Curriculum specific books will also be available and could include artefacts, which pupils can use to answer questions or study further about their Expert Focus. Additional items could also include puppets, role play characters and

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story sacks.

3. **A working wall** - This should reflect the work currently being studied in each of the subjects and outline the learning journey. It should include:
 - Children's questions.
 - Key vocabulary – Challenge & Expert.
 - Visuals and artifacts to stimulate thinking.
 - Photographs.
 - Showcased pupil work.
4. **Aspects of Continuous Provision / Practical Learning** appropriate to the ability levels / needs in the classroom. This area will be equipped with a wide range of resources, activities and tasks for children to access. Working in these areas can involve both adult led and independent learning across the curriculum. The continuous provision will be planned in line with curriculum objectives and will incorporate challenges and continuous provision elements related to the current area of study – Expert Focus.
5. **An intervention space** – Classrooms will have an area that can be used appropriately for interventions.
6. **A communication friendly classroom** - Calm colours and a strong emphasis on natural materials and elements – the reason for this is because many of our children can become over sensitive to bright colours so a calming environment is more suitable to learning. We value natural materials and plants because these are “real” and we encourage children to celebrate and protect our natural world. Classrooms will have a space, where pupils can talk with peers, reflect on learning or support their behaviour regulation.
7. **Drop In Desk** – Each Classroom will have a drop in desk, which will have 2 chairs. This desk will be available for use for pupils with SEND to access when they transition into class from the Base. This drop in desk will be set up with a match back photo card, zones of regulation and will be equipped with a generic sensory box. Children may also bring specific motivators from their Base. All ‘Drop Ins’ will be pre-arranged between the mainstream and Base staff. Each mainstream teacher will also be equipped with a pupil profile for those children that may ‘Drop In’ to ensure clear communication & support can be established.
8. **Standing, Prone & Gymball Writing Equipment** – Each classroom will have at least one standing desk available for pupils to use when needed. Classrooms will also have lap trays that will allow children to write seated on the floor or in a prone position if this is beneficial to them. Classes will have access to a gym ball for pupils to sit on when writing if this is useful. Children are welcome to write in other positions other than formal seated, providing their handwriting and work quality remains high.
9. **A Wide Range of Accessible Maths Resources** – In order to support our practical maths approaches, each class will effectively manage, care for and deploy a wide range of maths resources i.e. numicon, place value counters. These resources will be well presented and appealing to use.
10. **High Quality Pupil Resources** – This refers to ensuring that there are always enough pens, pencils and rulers for children. This also includes ensuring you have enough whiteboards, scissors, glue sticks etc. to enable teaching in your classroom to operate smoothly. There is also an expectation that these resources are well managed, stored carefully and clear pride is taken in ownership of these i.e. defaced and damaged.
11. **Access to SEND Support Space** – Each classroom establish a SEND support space (middle room) or will establish a space within their classroom. These spaces will provide a quiet learning environment for pupils with additional needs and will be set up in line with the needs of the pupils in your class. The SENDco will arrange to discuss the items needed in these spaces to support specific children. However, items could include a gym mat, work stations, group table and sensory spaces.
12. **Zones of Regulation Display** – This display will be used to support pupil's emotional regulation and will be taught directly through sessions and embedded into the daily classroom routines. Children will be able

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to use this display interactively to communicate their emotional needs to staff. Children will also have access to 'tools' to help regulate their behaviour if needed i.e. sand tray, squeeze toys to enable pupils to be *Ready to Learn*.

13. **Classroom IPADS & ICT** – Classrooms will be allocated IPADS and laptops, which will be signed out by classroom teachers. Classroom staff will be held accountable for the IPADS they sign out and must ensure they are well managed, effectively used and looked after. Each department in school will be issued an IPAD storage and charging station. Where IPADS are considered to be at risk of damage, they will be removed from classrooms.
14. **Visual Timetable** – Classrooms will be issued with consistent symbols to utilise in classroom visual timetables. These will operate vertically with the first item being at the top.
15. **Choice Board** – Each class will have a choice board, which will show symbols / words of activities that can be accessed by pupils following the completion of their work – links to Work Systems. These symbols will be issued by the SENDco to match our symbols across school / symbols policy.
16. **Floorbooks** – Classroom floorbooks will be on display and accessible to visitors and pupils, where appropriate.

Displays

We want class teachers, classroom staff and children to take ownership of their classrooms and display spaces. Please use your displays as you see fit but follow these guidelines.

- Use display boards for staples only – don't staple anything else.
- Think about the purpose of your display i.e. celebration of work, informative to support learning or to track a learning journey.
- Work being celebrated should be neat, well presented and accurate. All children's work is to be celebrated not selected children only – every child in the school will have at least one quality piece of writing on the wall at some point throughout the year (Inside or outside the classroom).
- If producing display for informative reasons, please think careful about what information you want the children to access and why – please do not simply print large quantities from twinkle – these resources look very generic and should only be used if necessary.
- Display boards in school corridors will be allocated to each classroom. These need to be changed termly to showcase your class' achievements.

Resources

Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills. We will aim to keep our classrooms tidy and clutter free. **We will model organisational skills to children** – we do understand that on occasion classrooms can be untidy for a variety of reasons. Our classrooms are the children's environments therefore can all teacher files, resources and paperwork be kept in trays and cupboards. Any school data considered special category data is to be locked away when not in use.

Workbooks

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Here at Wheatley Hill Primary, our aim is to capture pupil learning in a way that showcases pupil progression and achievements but also recognises the need to minimise staff marking, paperwork and the need to manage workbooks for every subject. We expect our pupil books to be excellent, well presented and a clear focus on pupil learning & progression. We are capturing learning not gathering evidence.

<u>Workbook</u>	<u>Notes</u>
English Writing Book	Focus on clear pupil progression
English Book - Guided Reading	
Reading Record / Spelling Record & Handwriting	
Maths Book & Xtables booklet	
Science Book	Skill driven not whole experiment
Hist / Geog Book– Block Teaching	
Art Sketch Book – Block Teaching	
DT Workbook – Block Teaching	(Same as sketch book)
RE / PSHCE Book	
MFL Book	
*Classes may also choose to have a jotter for carpet work / rough work if they prefer this over whiteboards.	
<u>Floorbooks</u>	
Learning Story of Classroom Expert Focus	S&L focus, talking tubs, mind maps, the learning journey.
Practical Learning (Working Scientifically, Outdoor Ed, Enrichment)	Learning Observations, Captured moments, photographs

Planning & Assessment

Here at Wheatley Hill Primary, our aim is to capture pupil learning in a way that showcases pupil progression and achievements. We are capturing learning not gathering evidence.

Planning

As we plan & deliver our curriculum, we will highlight our curriculum progression / assessment document to keep track of what we have taught our pupils. We will only highlight this sheet once we make a professional judgement that the objectives were taught effectively and our marking / teacher observations showed that 75% of the pupils were successful in the task. This would be implemented by putting a “dot” next to the objectives

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you are planning to deliver then highlighting them off following your marking & teacher assessment processes. This will then identify lesson objectives that need to be re-visited / consolidated.

We will highlight our achieved overall objectives using the appropriate terms colour (**Orange – Green – Pink**)

<u>Assessment</u>	<u>Notes</u>	<u>Frequency</u>
Accelerated Reader & Maths	<ul style="list-style-type: none"> • IPAD / Computer based system. 	<ul style="list-style-type: none"> • Half Termly to adjust pupil reading levels and ZPD. • This will produce data to inform interventions & track pupil progress.
English - Phonics	<ul style="list-style-type: none"> • Use RWI Phonics Assessment Process. • Teachers need to use ongoing teacher assessment to accelerate pupil book colours and groups when needed – don't wait 8 weeks if a colour is too easy. 	<ul style="list-style-type: none"> • Every 6-8 weeks by class teacher. Results submitted to Reading Leader.
English – Reading	<ul style="list-style-type: none"> • Ongoing – “Assessing Pupil Progress” Approach. • Highlight, Reference & Annotate APP tracking sheets with dated examples of captured learning from any available sources i.e. pupil work books, reading records, floorbooks, moderations, teacher professional feedback. • Highlight in the appropriate colour for A/SpT/ST to show pupil progression. • A key focus child is tracked to represent each focus group i.e. HA/MA/LA. • Each pupil working One year below ARE will have their own tracking sheet. 	<ul style="list-style-type: none"> • Although an ongoing working document, these should be updated at least every term. • Progress Data to be submitted Termly to subject leaders for moderation before submitting to senior staff.
English - Writing		
Maths		
Science	<ul style="list-style-type: none"> • Teacher will review captured learning for each pupil and will decide using their professional judgement if the pupil is 	<ul style="list-style-type: none"> • Upon the completion of each Science Unit i.e. Rocks.

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	<p>working Below ARE, AT ARE or GDS for that particular unit.</p> <ul style="list-style-type: none"> • Staff will then record in the pupil planning / assessment document those pupils that were Below ARE or GDS. 	
Foundation – Art /DT / His / Geog / Computing / Music / MFL	<ul style="list-style-type: none"> • Ongoing annotations and note taking is recommended on your planning document in regards to pupil achievements, barriers to learning and unexpected outcomes. 	<ul style="list-style-type: none"> • Formal assessment – end of year.
RE / PSHCE	As Above	
PE	<ul style="list-style-type: none"> • Teacher will initiate the appropriate core task at the beginning of each unit to establish a pupil baseline. • At the end of the unit the core task will be used again to assess the pupils. The teacher will decide using their professional judgement if the pupil is working Below ARE, AT ARE or GDS for that particular unit. • Staff will then record on the back of the core tasks. 	