



WINDHILL PRIMARY SCHOOL

FLYING HIGH FOR EXCELLENCE



Teaching & Learning Policy



Person responsible for policy:	Donna Howard
Approved by:	Lynn Mathers
Role:	Chair of Governors
Approved date:	January 2021
Last reviewed:	September 2025
Review date:	September 2026



Artsmark
Silver Award
Awarded by Arts
Council England



1. VISION

Flying high for excellence

We consider ourselves to be a learning institution where all stakeholders learn through their contact with the school and strongly promote this learning ethos. Our vision is to promote high achievement and a lifelong love of learning where children are confident, have high self-esteem and develop lively enquiring minds. The school strives to ensure every child receives a high-quality education which enables everyone to achieve their full potential in all areas of learning regardless of background, gender or barriers to learning; thereby ensuring they are well prepared for the challenges life in the 21st century will present them with and are able to play their full part as a citizen of the future.

2. RATIONALE & AIMS OF THE POLICY

Through the learning experiences provided at the school we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices both now and in the future. At Windhill Primary School we believe effective learning takes place when children are motivated and develop positive independent learning behaviours. Effective learning depends upon effective teaching. Effective teaching is provided through carefully planned lessons where pupils know the objective of their learning and how to be successful, and where tasks are stimulating and appeal to the pupils' interests as well as matching their abilities.

At Windhill Primary, our aim is to ensure all children achieve their full potential. One of the ways we do this is by ensuring all pupils receive high quality first teaching. We know that quality first teaching is essential in order to implement a robust and challenging curriculum, and research indicates that this is more important than any other factor in enabling children to succeed. Quality first teaching benefits disadvantaged children, and is therefore a vital ingredient in closing the attainment gap.

- To establish good, evidence-based practice in teaching and learning which will be followed consistently by all adults (teachers and teaching assistants) both within and beyond the classroom
- To enable all children to access the curriculum, regardless of their age, gender, ethnicity, cultural background or ability
- To enable all children to make excellent progress and achieve their full potential
- To ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and the maximum opportunity for development;
- To develop resilient, creative, reflective, motivated, inquisitive and interdependent learners
- To build and maintain effective relationships with our parents and carers, external support agencies and the wider community which support and enhance our learner's development.

3. A FRAMEWORK FOR QUALITY FIRST TEACHING AND EFFECTIVE LEARNING

Teachers are individuals; they have different characteristics and styles of teaching, all of which can be highly effective. We believe that children benefit from encountering a range of different teachers as an important part of their holistic development. However, we also believe that there are specific elements of classroom practice which constitutes *best* practice; adhering to these supports consistently strong teaching and learning for all our children throughout their time at Windhill Primary School.

The following summarises our expectations for all teachers. These expectations are based on:

- ❖ The Teachers' Standards (DfE 2011)
- ❖ The Education Endowment Foundation's Teaching and Learning Toolkit

- ❖ The Education Endowment Foundation's 'SEN in Mainstream Schools' Guidance Report
- ❖ Teaching WalkThrus (Tom Sherrington & Oliver Caviglioli)
- ❖ Rosenshine's 'Principles of Instruction'

Area of pedagogy	Expectations
Classroom environment	<ul style="list-style-type: none"> • Classrooms are neat, tidy and well-organised, and free of clutter. Children’s desks and working areas should only contain the resources needed to support learning, without anything to cause a potential disruption. • Seating is arranged so that all children can easily see and be seen, particularly when direct teaching is taking place or they need to be able to see the board. Seating can accommodate both individual and collaborative work. • Resources for learning are well organised and readily available, including books, stationary and learning aids. They are tidied and replenished at the end of each day. • Resources should be labelled and accessible independently by the children, as appropriate • Children should know where classroom resources are kept and the rules about their access and use • Children are encouraged to act independently in choosing, collecting and returning resources where appropriate • Displays are neat and tidy. They are regularly updated and maintained. Within each classroom there should be displays linked to literacy, numeracy and the termly theme. Displays could include children’s work, photographs, information, points to encourage stimulation and interactivity as appropriate. Not all displays would necessarily include all aspects. At least one display in each room should be of children’s work, covering work from across the ability range. • Each classroom has a clearly defined ‘reading area’ which is attractive, well-organised, contains a good variety of quality books, and is kept tidy. The learning environment promotes and supports reading. • The day’s plan is displayed visually at the front of the classroom. • Natural sunlight is maximised and classrooms maintain a temperature suitable for working. • Children’s behaviour will reflect an ethos of focused learning in line with Windhill Positive Behaviours. This will result in a productive learning environment where all children are actively engaged and engrossed, and there is zero tolerance of low-level disruptive behaviours
Planning and sequencing	<ul style="list-style-type: none"> • Teaching and learning activities are planned to ensure knowledge and skills build on what has been taught before (using the Windhill Curriculum), and are logically sequenced towards achieving a clearly defined end point. This ensures that children build up their knowledge and understanding in layers, remembering content in the long term. • Retrieval Tasks at the start of each new curriculum topic and unit of work in maths establish what children already know, remember and understand and what their starting points are, enabling teachers to re-visit and overlap teaching as required.
Direct Instruction and Modelling	<ul style="list-style-type: none"> • Previous learning is reviewed and discussed at the start of each session before moving on. Children actively participate in this review and the learning walls and other learning aids are used as part of this process. • New language/ subject specific vocabulary is introduced and modelled by the teacher during the session, with an expectation that children will use the vocabulary in their independent work; • Teachers present information clearly, methodically and systematically, breaking down ideas into their constituent parts so that concepts can be mastered separately before being rebuilt into understanding the whole. New material is presented in small amounts only, and children are not overloaded with too much information.

- Teachers use modelling as an essential element of their direct teaching in order to show children what to do, how to do it, and as a model of the quality they are aiming for. This includes physical representations, conceptual models, explicit narration of the thought process, and exemplars.
- Teachers use effective Assessment for Learning strategies to check pupils’ understanding throughout each and every lesson, identifying and correcting misunderstandings and ‘plan in the moment’ in order to personalise learning for all children.
- Teachers will often use the ‘I do, we do, you do’ model for teaching and learning. Alternatively, they may deliver an initial input and then work with a guided group or individuals.

Learning Activities and Tasks

- Teachers will allow a significant amount of time for whole-class guided practice to systematically build fluency and automaticity. This will feature high levels of teacher-pupil interaction, including detailed explanations, modelling, frequent questioning, feedback, and short tasks using scaffolds as necessary – scaffolds must be gradually withdrawn at the appropriate time so that pupils do not become reliant on them.
- Appendix 1 provides further guidance around strategies to support whole class discussions (taken from Teaching WalkThrus).
- Guided Practice will be followed by independent practice when pupils are ready. This may be individual or collaborative. Independent practice will require children to draw on their own resources using recall from memory, thereby building fluency and reinforcing connections and retrieval pathways.
- Activities will be high leverage i.e.; they will have the knowledge to be learnt at the centre of the task.
- For both guided and independent practice, children should achieve a success rate of around 80%, which has been found to be optimal for successful learning.
- Children are not organised into set ability groupings for any of the above activities. Any paired or group work is organised in response to current AfL and will therefore be organised flexibly on a day-to-day basis.
- Where children need further support after a lesson, ‘Same Day Intervention’ should be used to support with this. The impact should be evident in pupil books.
- For some children, extra intervention may be required to help them catch-up with their peers. In the main, this will be discussed during Pupil Progress Meetings to ensure the intervention addresses the specific issues of individual pupils. Intervention takes place for an average period of 6-8 weeks. Intervention should always start after a ‘pre-assessment’ has taken place followed by a ‘post-intervention assessment’ to demonstrate the progress and impact of the extra support. Meetings with Phase Leaders will take place during each intervention phase.

Review and Retrieval

- Each morning on arrival to class, children will complete a retrieval activity:

Monday	Maths Activity
Tuesday	Reading Activity
Wednesday	Writing for Pleasure Task
Thursday	Spelling or Handwriting
Friday	Maths Activity

	<ul style="list-style-type: none"> • The ‘Word of the Day’ is also introduced at the beginning of each day with opportunities to recap those words previously introduced during these sessions. • Review and retrieval practice are routine elements of the learning, and support long-term memory and fluency recall. They are essential in ensuring that new material is not forgotten. • Detailed strategies and approaches can be found in the Retrieval Learning Toolkit.
Evidence of Outcomes	<ul style="list-style-type: none"> • The main source of evidence for children’s learning will come directly from the children themselves. In discussions, they will be able to talk about what they have learnt, describe the learning process, explain what they know and how this links to other learning, and discuss where they hope to go next in their learning journey. Children will be excited and enthused by their learning and eager and proud to share this with other people. • Evidence that children are establishing understanding, skills and knowledge in all areas of the curriculum will also be available in their work books and other recorded work. • Both of the above will include: <ul style="list-style-type: none"> ❖ The establishment of basic literacy skills such as handwriting, presentation, spelling and grammar ❖ The establishment of basic numeracy skills such as understanding number and place value ❖ The learning of key facts and information across a broad curriculum, the layering of which has enabled children to commit to their long-term memory ❖ The use of key facts and information in using and applying, developing a wide range of skills that they can apply in different situations and contexts ❖ Evidence that children are applying and integrating their learning across the curriculum
Inclusion for all children, including those with SEND	<ul style="list-style-type: none"> • The vast majority of children, including those with SEND, will have access to the full curriculum. The curriculum will give all children the knowledge and skills that they need in order to progress in their education and succeed in life. In some circumstances, some SEND pupils may require a bespoke curriculum based on their individual needs – this should be discussed with the SENDCo. Class teachers are responsible for planning and monitoring this. • The needs of all children will be established through regular and on-going assessment, including input from parents and carers. • “Good teaching for pupils with SEND is good teaching for all.” (EEF Summary of Recommendations). Teachers should employ the following strategies flexibly and in response to the needs of all pupils – all are included elsewhere within this guidance: <ul style="list-style-type: none"> ❖ Flexible groupings, planned and organised to ensure all children are enabled to succeed; ❖ Cognitive and metacognitive strategies; ❖ Explicit instruction; ❖ The use of technology where this is appropriate and enhances learning; ❖ Appropriate scaffolding and support at the point of need

Use of Teaching Assistants

- The use of TAs during a lesson is planned based on needs identified through AfL. They may be used to support individual children, pairs or a small group. TAs may also work with a much larger group of the teacher is working with a small group of children.
- TAs are as well prepared as possible before each lesson so they have a good awareness of what will be happening and what their role in that lesson will be.
- TAs are active throughout lesson input. They work with an individual or small groups to enable them to access the learning, sitting with them at the same level. If this is not appropriate, they should be directed to an alternative task.
- TAs do not always work with the same children, as all children need regular time being taught and guided by the teacher. This should always be planned and reviewed regularly.
- TAs are required to give feedback to the teacher at the end of each lesson, to inform them of the progress made by the children they have been working with. Teachers and TAs may establish as system for this that suits them.
- During most afternoon sessions, class-based TAs will deliver catch-up interventions. This should have been planned by subject leaders or class teachers. TAs will work with pupils from across the key stage phase to deliver intervention which will help to address specific gaps in pupils learning and understanding.

4. HOME LEARNING

Homework makes a clear and meaningful contribution to the learning process and the progress of the learner. It is set taking in to account the needs and abilities of the learner and is realistic in its challenge. Homework should be set:

Age Phase	Homework set
EYFS	Reading at least 3x per week <i>(this includes sharing books and listening to stories. Children are not expected to read a whole book at one time)</i>
Key Stage One	Reading at least 3x per week Numbots at least 3x per week A spelling activity
Lower Key Stage Two	Reading at least 3x per week Times Table Rock Stars (TTRock Stars) at least 3x per week A spelling activity
Upper Key Stage Two	Reading at least 3x per week Spelling/ grammar activity Maths activity

5. PLANNING

Long term planning: Windhill Primary staff plan use a two-year cyclical approach, in adjacent year groups i.e., Y1 and Y2, Y3 and Y4, Y5 and Y6.

Medium term planning: is reviewed half termly and is based upon a theme. Where not possible, a unit may be taught as a discreet subject.

Windhill Primary use 2014 National Curriculum for all curriculum subjects and the Doncaster LA Agreed Syllabus for RE. For music, 'Charanga' is used. 'Jigsaw' is used to teach PSHE/ RSE, and 'iCompute' supports the teaching of computing & e-safety. In Early Years, the EYFS Framework is used.

All medium term and weekly planning is to be available in classrooms for support/supply staff to access.

At the end of each term, planning is uploaded to the Teachers Drive (Curriculum File).

6. MONITORING AND REVIEW

The Head teacher and Senior Leadership Team will monitor the effectiveness of this policy throughout the academic year in a systematic way to monitor the quality of teaching and learning. Good practice will be disseminated through staff discussions. Planning and children's work will also be regularly scrutinised by the leadership team. Constructive feedback and areas for development are always shared and support given. Systems of support, such as coaching and mentoring, exist in school for all staff if necessary.

The Head teacher and assigned Link Governor will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

This policy should be read in collaboration with the following other policies and documents:

- Curriculum Policy
- Assessment Policy
- Feedback Policy
- Reading Intent
- Writing Intent

Appendix 1: Whole School Agreed Strategies for Class Discussions and Ensuring all Pupils Participate

Think, Pair, Share:

THINK, PAIR, SHARE 1 2 3 4 5

<p>ESTABLISH TALK PARTNERS FOR EVERY STUDENT</p>	<p>SET THE QUESTION WITH A GOAL AND A TIMEFRAME</p>	<p>BUILD IN THINKING TIME</p>	<p>CIRCULATE TO LISTEN AS PAIRS ARE TALKING</p>	<p>USE COLD CALL TO SAMPLE PAIRS' RESPONSES</p>

Cold Calling:

COLD CALLING 1 2 3 4 5

<p>ASK THE CLASS THE QUESTION</p>	<p>GIVE THINKING TIME</p>	<p>SELECT SOMEONE TO RESPOND</p>	<p>RESPOND TO ANSWERS</p>	<p>SELECT ANOTHER STUDENT AND RESPOND AGAIN</p>

No Opt Out

NO OPT OUT 1 2 3 4 5

<p>ASK A QUESTION AND COLD CALL</p>	<p>EXPLORE 'DON'T KNOW' RESPONSES</p>	<p>PROVIDE THE CORRECT ANSWER</p>	<p>GO BACK AND CHECK FOR UNDERSTANDING</p>	<p>BREAK THE 'DON'T KNOW' DEFENSIVE HABIT</p>