

Teaching and Learning Policy



Wistaston Academy
Primary and Nursery School
Together We Learn • Together We Achieve

Policy Author	Linda Davis, Principal
Responsible Governor's Committee	Standards
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Frequency of Review	Review in the light of changes to legislation or operating experience
Website	No

Teaching for Learning Statement

Our continual aim is to deliver a curriculum that challenges all pupils in the foundation and core subjects whilst offering more expansive opportunities beyond the existing frontiers of primary practice. We endeavour to foster a positive, life-long attitude to learning so that all children leave Wistaston Academy able to work with others and manage their own learning. Subject Leaders support class teachers in raising standards in the core and foundation subjects through quality first teaching. Our notion of 'quality first teaching' is built on an awareness of how children learn. It is informed by the latest findings from evidence based educational research and by our own reading and reflection on pedagogy. Our approach is also informed by visits to other outstanding schools and our understanding and interpretation of what works globally. We adopt strategies that work and which blend with our own practice.

Wistaston Academy is a model school for Read, Write inc (RWI) Phonics and Spelling. These programmes are taught systematically and rigorously throughout the school.

- RWI delivers systematic teaching of phonics through highly structured daily lessons. Children learn to use their phonics for decoding alongside developing reading comprehension skills. Children develop writing skills that are not taught in isolation but through carefully chosen and ability matched texts.

Throughout the school, we have adopted the work of Shirley Clarke and success criteria. There is a strong emphasis on formative assessment because it encapsulates what is most important in education: empowering children to become confident learners who know how to learn. Children are given the opportunity in every subject to develop success criteria.

Other techniques which support learning include:

1. Peer-to-Peer support
2. Cold Call
3. Reframing the question
4. Kagan co-operative learning structures
5. Different forms of whole class feedback e.g. Popcorn, Choral Response and Show Me

Planning for Teaching and Learning

We recognise the importance of well-planned lessons which acknowledge the role of the teacher as well as that of the children. Well-planned lessons lead to great teaching and learning.

Inclusivity

Teaching and learning for the children in this school is inclusive. It recognises some children have special and specific learning needs requiring extra support from well-qualified teachers and assistants with an emphasis on literacy and numeracy. Sometimes small group or individual work will be available for some pupils through a range of intervention programmes including 1:1 with the class teacher or teaching assistant. Opportunities for inclusion are pursued rigorously with a clearly differentiated approach to lesson planning and delivery for those with Education, Care and Health Plans and others on the special needs register.

Teaching and learning at Wistaston Academy also recognises that some pupils have extra special abilities and talents beyond the norm for their age. Teachers acknowledge this within their planning and in their delivery.

The Academy is particularly concerned to ensure children at significant educational risk have access to an effective curriculum that is designed to help them overcome barriers to learning.

We promote equal opportunities and respect for people of different religions, races and gender.

Teaching Guidelines

Planning (Refer to the Academy's Planning Policy) Planning Policy.doc

Classroom Organisation

- Teachers are well-prepared with good quality resources in a well-organised and tidy teaching area which is able to satisfy a diversity of learning styles.
- Teacher's desks, work benches and floor areas are clutter-free.
- Learning environments are prepared before each academic year and display boards are backed with neutral parcel paper.
- Display boards support learning and celebrate children's work and are changed frequently.
- Teachers are mindful of health and safety issues in their teaching and classroom organisation.
- All trays should be appropriately labelled (word processed) and repairs made during the year if necessary.
- Resources will be in good order and ready for each lesson. Display boards are upkept to a good condition.

Classroom Management

- Movement in and out of all classrooms will be well-managed, with pupils entering in a calm manner.
- Quality teaching will support good behaviour.

Pupil Books

- Children have the opportunity to record in all sessions (If, for example, pupils are undertaking drama / ICT / visit, a note or sticker will be recorded and dated in each child's book.) We firmly believe that children only become good and fluent writers when they are given the opportunity to practice on many occasions.
- All work will be dated with the long date (except for maths) and this will be underlined using a ruler. Dependent on the age / ability of the child, we ask all children to head and underline their work using DUMTUM.
- All books to be labelled using Wistaston Academy templates and similarly for new books during the year.

Marking

- All work will be marked or verbal feedback given before the child next receives their book. Marking will follow our Feedback Policy
- All work is marked in green pen.
- Older children mark *neatly* in mauve pen.

Assessment and Evaluation

- **Interim and** summative assessment are recorded on Assessment Manager in line with the school timetable.

Professional Reflection and Teamwork

Teachers evaluate their teaching and the children's learning in order to constantly improve. As professionals, they work closely together to constantly review their teaching and to improve learning. Teachers work regularly on whole school interventions which are rigorously evaluated for their impact.