

# Westmorland Primary School



# Teaching and Learning Policy 2024

Reviewed September 2024

Review again September 2026

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### **Intent and rationale:**

Westmorland Primary school lies in the heart of the Brinnington Community. We are a 2.5 entry school, which is larger than average for the local area.

95% of our children live in the bottom 2.6% of deprivation nationally. A significant amount of children who come in to our school, on entry, are below national average in their academic levels.

As a result, we worked together and created our MORE school intent, which all stakeholders play a part in embedding.

The children who enter our EYFS department typically have lower communication and language skills than the national average. As a result we embed our MORE intent, with Oracy at the forefront of all teaching and learning, alongside giving children Experiences, Memorable learning (metacognition) and Reading.

### **Learning Environment:**

The school is a very modern building with an interactive whiteboard in each classroom. There are TA's and HLTA's across all Key stages and phases and adults are expected to enhance teaching and learning for the children. There are clear guidelines for all classes and the expectations of what they should have up in their classrooms. These are:

- Good looking etc signs widget
- Working wall of knowledge organisers - printed for reference for Staff – doesn't have to be displayed on the display walls
- Makaton visual timetable
- Timetable on door
- Snack/Warrior/class lists/PE
- Talk for writing washing line/ Working washing line
- Phonics display upto and inc year 3 – added to as you teach, all sounds years 3 – 6.
- Spelling board to add to each week/Vocab acquisition, small ninja display for specific words
- Colourful semantics – no need to have whole board
- Staff list on door
- Trays and labels
- Distraction free whiteboard
- SMSC posters up
- Zones of regulation display
- Maths display - 100 square/multiplication/place value – depending on Key stage
- Topic board
- Warrior people laminated and displayed in class
- History timeline
- Widget rules
- Peg display
- Science display – no rocket! Scientific skills wheel up on display, Enquiry types up on display, question each week to be added and used as a working all. Type of science strand covering in Aut 1 up

- Displays are appropriate and inviting – not just wallpaper, they are used to enhance teaching and learning, and include children’s work
- Learning aids are readily available in the classroom for children to access when they need to
- The school environment is purposeful, engaging, calm, positive, inspiring and safe

**Quality first teaching:**

At Westmorland Primary School, staff choose to work here because of their beliefs and need to help children. We pride ourselves on high quality first teaching and have set out a list of expectations that ensure this is embedded in all year groups across the school.

Our children deserve the best. In order for them to reach their best potential, their learning needs to be supported by home, and their needs to be strong and positive communication between families and school, in order to ensure continuity in expectations and direction of learning.

All teaching is embedded with Bedfords 7 rubrics in mind:

Structure	Content and knowledge
	Teaching Sequence
	Vocabulary
Participation	Explanation and modelling
	Tasks
	Questioning and retrieval
	Feedback

Expectations for quality first teaching:

- Form positive relationships between all staff, children and stakeholders to ensure transparency and build trust
- Provide a broad and balanced curriculum in all phases, that has been carefully structured for the needs of our children
- Teachers should demonstrate secure subject and pedagogical knowledge in all they deliver
- To promote Westmorland WARRIOR values in every lesson, and in every part of the school day, creating a culture promoting belonging, self awareness, safety and inclusion for all
- To model high standards for learning behaviours in school and maintain these through being a role model to all
- Promote our MORE intent within each lesson – providing high quality opportunities for children to discuss and talk through their learning, extend their reading skills in all subjects, learn with a variety of metacognitive strategies, and have a wide breadth of experiences
- British values, Spiritual, social, cultural and moral development is at the forefront of the school ethos, creating a respectful learning environment
- Learners should be engaged in a variety of collaborative structures such as KAGAN, peer work, dual coding etc that can enhance learning in the classroom
- Higher order questioning is consistently used to enhance learning
- Quizzes are used within teaching lessons to raise awareness facts and understanding
- Teaching is monitored by SLT and subject leaders and feedback given regularly
- The tasks and the teaching does not put a ceiling upon the children’s learning
- Enthusiasm of the teacher engages the learners

- The universal offer at Westmorland is significant and all children get a higher offer as standard. Then the tiered approach of more targeted provision is adopted if necessary

#### **Adaptive teaching:**

- Teaching and learning needs to meet the needs of all learners, in all classes
- Learning needs to be clear, sequenced, methodical and fun, and delivered in a variety of ways in order to ensure **all** children can access the lesson
- The range of support offered to learners should differ depending upon their strengths and limitations, and this should be clearly planned and delivered through adult interaction, resources, time and teaching styles
- Learners should have access to a varied diet of modelling and scaffolding, that is best placed to enhance their understanding of a lesson and allow them to make accelerated progress from their starting points
- Quality resources should be prepared in advance that have clearly been matched to their child's needs
- SMART targets (Specific, Measurable, Achievable, Realistic, Timely) are created for children to ensure they can access the teaching and learning at their level to develop outcomes against their targets
- Learning is clearly defined and the intention is referred to consistently

#### **Curriculum planning and assessment:**

At Westmorland Primary School, we have created a bespoke curriculum that is designed through SMART skills and objectives, that are coherently and cohesively structured in a logical and methodical sequence that ensures that prior learning is retrieved and built upon, and that skills and knowledge are multi-layered by the time children leave year 6.

The statutory curriculum that these are based upon are:

- The Statutory Framework for the Early Years Foundation Stage (Early Learning Goals)
- The National Curriculum for Primary Education
- The PHSE Association framework
- The Statutory framework for RHSE
- The Manchester, Salford, Stockport, Tameside and Trafford RE syllabus

#### Long term plans:

We have created a Curriculum map which outlines the long term vision for each subject and Year group, defining what themes of the curriculum will be taught in which terms. Alongside this, the Maths long term plan is created using the maths no problem sequence of teaching, and the English year long text overview to ensure teaching across the year for English covers all genres and is broad.

#### Medium Term Plans:

A medium term plan will be created by each teacher for all subjects in all years. **This plan will clearly structure the content and knowledge, the teaching sequence defined over the amount of weeks for that half term, and the vocabulary to be learnt/taught/used (Bedford)**

The medium term plans will clearly reflect the lessons sequence.

A medium term plan in all its detail is sufficient for all subjects, apart from English and maths

### Short term plans:

A short term plan will be created for each English lesson and each maths lesson. Guided reading planning will be completed for each week, alongside other areas of the English curriculum such as phonics, handwriting, vocabulary acquisition etc

These plans will then illuminate the tasks, explanation and modelling, questioning and retrieval (reflecting on prior learning) and time for feedback (Bedford)

### Planning expectations:

- All staff to plan carefully structured lessons, that are arranged in a coherent sequence ensuring that high expectations for all are evident throughout

### Assessment:

- Formative (continuous) and summative (at the end) assessment is used in the correct context, in order to plan, ensuring children meet their best potential
- Assessment templates are available, and differ, for all subjects and should be given to the subject leader
- Assessment for learning is used in each lesson to ensure understanding and next steps

### **Mastery approach:**

- Learning is extended at a broader deeper level, to allow learners to explore their understanding and apply this in different situations, contexts and enables learners to take responsibility for their learning and application
- The mastery approach is implemented for all subjects
- Children are encouraged to develop their broader knowledge to ask their own questions and guide their own learning
- At Westmorland we focus on children learning a broader understanding of their age group objectives, not moving on to see how many objectives can be covered

### **Developing vocabulary**

- Oracy is at the heart of each lesson, with children provided with quality opportunities to talk through their learning, with their peers and with adults
- Feedback is given to children instantly, discussing misconceptions and promoting deeper levels of understanding through exploration
- Vocabulary acquisition teaching is timetabled for all year groups

### **Role of support staff in our school**

All of the staff in our school play a part in shaping the future for our children.

At Westmorland, we believe in the need for specialist staff to work with children where necessary. We advocate for staff to be trained in order to raise standards within each class.

### Every adult in school should:

- Be working with the children in the school day. No admin tasks are to be completed throughout the school day, this time should be spent engaging with learners
- Be heard. Adults should be talking to learners and discussing the learning

- Aid the first quality teaching. Support staff should enhance the learning through working with learners, explaining and modelling what is needed
- Support children. Either through direct work 1:1, small group, larger group, interventions, both in and outside of the classroom
- Deliver specified SMART targets alongside the teachers for specified children
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## **CPD**

At Westmorland we pride ourselves on enabling staff to develop themselves professionally to the highest level.

School offer high quality training in INSET's and staff meeting times which all staff are invited to.

Teachers appraisal target in the year 2024 – 2025 is linked to CPD and training

Extra Safeguarding training and National College training is offered to all staff, and encouraged

School have trained all staff in Team Teach, Paediatric first aid, first aid at work - to name a few

Subject leaders are encouraged to attend every network meeting to enhance their understanding of leading and teaching in their subjects

Management time is offered to all staff each week, to ensure that monitoring and feedback of subjects to all teachers is implemented