

Woodlands Primary School

Teaching and Learning Policy



Written by	Michelle Hicks
Ratified by Governors	Summer 2023
Date for Review	Summer 2026
Signed – Chair of Governors	
Signed – Headteacher	
Internal or external?	External
Is this a model policy?	No

This policy has been impact assessed by Vicki Lonie in order to ensure that it does not have an adverse effect on race, gender or disability equality

Learning at Woodlands Primary School flows from our core values:

<p>Respect</p>	<p>Understanding that we are all equally important Being polite and demonstrating good manners Treating others as we would wish to be treated Looking after our school and our equipment</p>
<p>Responsibility</p>	<p>Being ready to learn and always trying our hardest Being honest about our actions Understanding that what we do affects others Knowing how we can look after our world</p>
<p>Resilience</p>	<p>Finding the courage to persevere when things are tricky Understanding that making mistakes is part of learning Working through ups and downs in our relationships Being happy for others when things do not go our way</p>
<p>Care</p>	<p>Always choosing to be kind Helping others when they need us Celebrating our differences Speaking out to keep me and others safe</p>
<p>Creativity</p>	<p>Finding ways to express my thoughts and feelings Thinking in different ways to help solve problems Having the confidence to be original Enjoying and seeking opportunities to try new things</p>
<p>Community</p>	<p>Being proud to belong to the Woodlands community Looking for ways to make a positive difference every day Bringing happiness and care to people in our wider community Working together to achieve greater things for everyone</p>

Learn, explore and grow together

At Woodlands, we provide a rich and creative environment, which inspires our pupils to learn. Academic success is underpinned by our focus on happiness and confidence. Our nurturing approach prepares children for the future: building foundations for them to become kind, resilient and valuable members of society.

We are a strong community. We thrive together.

We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We expect that the children will learn respect for others, resilience in dealing with life's challenges and will take responsibility for their own actions. We celebrate the success of all the children and will always endeavour to seek new ways to improve the quality of learning opportunities for our children.

Learning should be a rewarding and enjoyable experience for everyone.

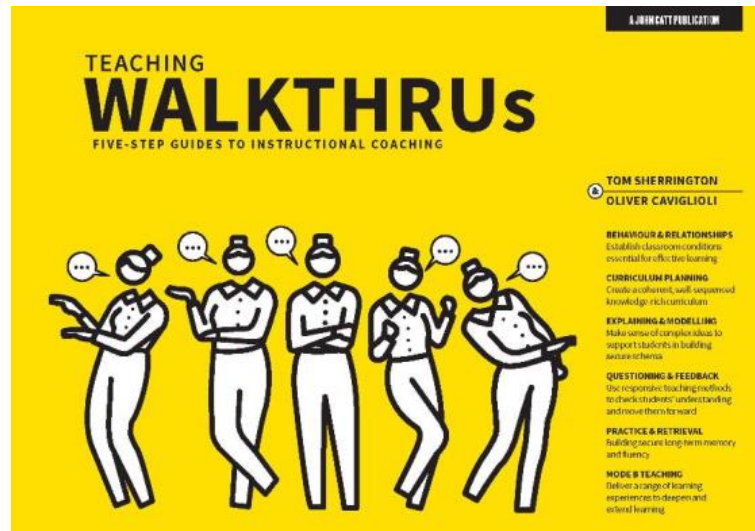
Through our teaching and our rich and challenging curriculum, we equip learners with the skills, knowledge and understanding necessary to be able to be successful later in life.

We aim to develop learners who are:

- Self-confident
- Emotionally secure and mentally healthy
- Self-motivated because they enjoy learning
- Able to concentrate
- Curious and ask questions
- Willing to have a go and take a risk in their learning
- Self-evaluating and able to learn from their mistakes
- Determined to keep improving
- Persistent and resilient
- Creative thinkers who are able to use their imaginations and solve problems
- Proud of their work
- Good listeners and communicators
- Collaborative
- Respectful of the ideas, attitudes, values and feelings of other people and cultures
- Understanding of their community and feel valued as part of this community
- Developing into reliable, independent citizens capable of making a positive contribution

Teaching WalkThrus

‘Teaching WalkThrus’ by Tom Sherrington and Oliver Caviglioli is the framework that underpins our Teaching and Learning Policy, alongside the visions and values of the school. ‘Teaching WalkThrus’ is a coaching guide that offers a range of high-impact teaching strategies to develop pedagogical practice within schools. Each strategy is rooted in proven practice and research as well as being set out in a clear, five-step model.



At the heart of this book is a selection of evidence-informed teaching strategies curated in six series.

Behaviour and Relationships	Establishing classroom conditions essential for effective learning
Curriculum Planning	Creating a coherent, well-sequenced knowledge-rich curriculum
Explaining and Modelling	Making sense of complex ideas to support students in building secure schema
Questioning and Feedback	Using responsive teaching methods to check students' understanding and move them forward
Practice and Retrieval	Building secure long-term memory and fluency
Mode B Teaching	Delivering a range of learning experiences to deepen and extend learning

At Woodlands Primary, we have implemented the Core 10 WalkThrus (as listed below) as well as an additional cluster of four high impact strategies that focused on developing teaching and learning outcomes. The Core 10 are the most high-impact strategies, as voted for by the first 100 schools to have implemented WalkThrus into their pedagogical practice. Woodlands' staff receive rigorous training to ensure that the research that informs the strategy is fully understood so that the strategies can be effectively implemented within the classroom. This ensures consistency across the school for teachers, support staff and supply teachers. Routines and expectations are shared with the children and displayed in each classroom, again ensuring consistency amongst staff and children alike.

The Core 10 and WalkThrus covered are found in version 1 of the text as follows:

Behaviour and Relationships:	Page Number in the book:
Positive Relationships	Page 36
Establish Expectations	Page 38
Signal, Pause, Insist	Page 40
Rehearse Routines	Page 44
Curriculum Planning:	Page Number:
Sequence concepts in small steps	Page 52
Explaining and Modelling:	Page Number:
Live Modelling	Page 78
Scaffolding	Page 80
Questioning and Feedback	Page Number:
Cold Calling	Page 90
Think, Pair, Share	Page 92
Check for Understanding	Page 96
Say it again better	Page 98
Practice and Retrieval:	Page Number:
Quizzing	Page 112
Weekly & Monthly Review	Page 122
Guided Practice	Page 126

These have been delivered to teachers and the wider staff through Professional Development sessions, training videos and INSET days, led by the Pedagogy Lead (a member of SLT that leads the teaching and learning process).

Following on from these sessions, knowledge and implementation are consolidated by the Instructional Coaching sessions that teachers take part in each week. During this time, teachers observe each other through the lens of the specified WalkThru and then feed back to each other using the three-point communication model with the WalkThru text between them. Throughout these feedback sessions, teachers discuss positive elements of the session observed and areas to develop; this is then used to adapt the specified WalkThru to the needs of the class. The ADAPT grid is pivotal to this process, supporting staff throughout the process, ensuring that the needs of children within their class are fully met by the implementation of the strategy. The grid can be seen below.



1

ATTEMPT



2

DEVELOP



3

ADAPT



4

PRACTISE



5

TEST



- WalkThrus are designed to be deliberately generic and context free.
- The intention is that teachers adapt them.
- Our A|D|A|P|T approach is central to the concept of instructional coaching; taking ideas and applying them in context.
- It is only ever a reference point for reflection or to support coaching and feedback discussions.

Science experiments – cle
interaction

Summaries of the expectations for teaching and learning at Woodlands are contained in the Woodlands Essentials (separate document).

Document History

Date	Summary of changes
Summer 2023	Policy changed to include our work through 'Teaching Walkthrus' and our core pedagogical approaches. The appendices were updated to reflect current practice. Outdated references were removed.