



Willoughby Primary School
Teaching and Learning Policy

At Willoughby Primary School, we aim to:

Deliver an engaging and inspirational curriculum that prepares children for the future, develops their **curiosity** and deepens their **understanding** of the world around them. We foster each child's **independence** to nurture character development, health and well-being.

Roles and Responsibilities:

- Teachers follow expectations for teaching and professional conduct as set out in [Teachers' Standards guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/teachers-standards-guidance.pdf)
- Teachers actively engage with parents/carers in their child's learning, including clear communication about any home learning.
- Teachers update parents/carers on pupils' progress as required, but also through twice yearly parents' evenings, IEP meetings (where appropriate) and an annual written report.
- Teachers and support staff, meet expectations set out in all policies linked to teaching and learning eg. Relational (Behaviour Policy) and Feedback Framework.
- Subject leaders modify and revise a well-sequenced, broad curriculum that builds on prior knowledge and revisits skills and knowledge sequentially
- Subject leaders drive improvements in the subjects they lead and monitor the delivery and progress within their specific subjects

Curriculum design:

At Willoughby Primary School, work is undertaken collaboratively to build up schemas of learning for each subject area. Consideration is given to ensure that knowledge and skills are revisited sequentially, building on prior knowledge and embedding learning into long-term memory.

Due to the nature of our class structure, some subjects have a two-year rolling programme, while other curriculum areas require a four-year rolling programme. To ensure progression, opportunities for remembering, knowing and reasoning with knowledge are provided.

The Willoughby Way

At Willoughby Primary School, we foster life-long learning through encouraging **curiosity**, developing **understanding**, which leads to **independence**.

In delivering effective teaching, we include the following principles:

- Building on prior knowledge.
- Avoiding cognitive overload by breaking learning down into small steps.
- Encourage retention of learning by repetition, practice and retrieval of key knowledge and skills.
- Plan for and are aware of potential misconceptions.
- Make good use of modelling.
- Provide high quality explanations and instructions.
- Adapt teaching in a responsive way to support struggling and excelling learners.

- Use of Widgeo for dual coding/vocabulary.
- Maintain high expectations for all pupils.
- Provide pupils resources and support to scaffold learning.

“Providing high-quality teaching instruction lays the foundations for effective feedback.”
(Hattie and Timperley, 2007, in EEF 2021)

Assessment and Teacher Feedback to Improve Learning

At Willoughby Primary School, we believe in high-quality feedback in order to move learning forward rather for the benefit of observers, parents or inspectors. Where marking cannot be seen to be directly motivating a pupil to progress or improving outcomes, it is considered superfluous and an unnecessary use of teacher time.

Formative assessment strategies are used to provide teaching that is adaptive to pupils’ needs and instruction is adjusted to ensure that learning moves forward. Formative assessment enables teachers to set learning objectives and assess gaps in learning for them to address. Feedback can take the form of spoken or written marking, peer marking and self-assessment.

“The biggest improvements in student learning happened when teachers use assessment minute-by-minute and day-by-day as part of regular teaching.” (William, 2017)

When delivering feedback, teachers should:

- Focus on moving learning forward, targeting on the task, subject and self-regulation strategies.
- Praise should be specific to the task, subject or self-regulatory achievement.
- Feedback can be delivered both orally and through accurate marking.
- ‘Live marking’ linked to the learning focus can be given directly to pupils during lessons.
- Pupils should be given time and the opportunity to use the feedback given so that it moves learning forward.
- Post-feedback activities might include: a pupil responding to a question at the end of the end of their written work, correcting errors and/or editing work, completing a similar problem with feedback in mind and re-drafting work.
- Teachers should use their professional judgement to decide what type of feedback is most appropriate for the particular learning activity.

In addition to formative assessments, summative assessments are used to track and monitor attainment and progress. This data is analysed and discussed during pupil progress meetings, which take place termly. As a result of these meetings, individual pupils and/or focus groups and measures to support them are identified.

Homework

Homework can provide opportunities to practice what has been learned or prepare children for future learning. It supports personal development through building pupils’

responsibility, perseverance, time management, self-confidence, and feelings of accomplishment. At Willoughby, children are expected to read regularly at home (at least four times a week) and update their reading diaries, practise key skills including: phonics, spelling and times tables. Year 6 will complete an additional homework task of maths or English, which is linked to learning in class and supports with preparing them for the expectations at secondary school. Homework grids are sent home each half-term, with suggested homework activities for the children to complete which are linked to learning at school. The children then have the opportunity to showcase this work on a designated date at the end of the half-term.

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