



# Wellstead Primary School

Sowing the Seeds of Success

## Wellstead Primary School Teaching and Learning Policy 2024

### Our Vision and aims

At Wellstead Primary School, we value each child as an individual with a unique set of strengths and needs. We pride ourselves on knowing our children well, understanding their social, emotional and academic needs and meeting them through a combination of High Quality Inclusive Teaching, targeted support and a strong pastoral care offering.

Our overarching aim is for all of our children to be supported so that they achieve their potential both academically and pastorally. This includes ensuring that any attainment or progress gaps are identified and targeted and that all children leave Wellstead with the necessary Social and emotional skills to succeed at secondary education.

High Quality Inclusive Teaching (HQIT) is our primary tool for ensuring this. For those that need targeted support, we carefully plan boosters and interventions based on a clear picture of gaps in learning. Our curriculum is a vehicle for teaching the National Curriculum alongside our Wellstead Values. Each subject is sequenced carefully to ensure that knowledge, skills and concepts are developed and built upon systematically from Year R to Year 6.

Teachers make best use of links between subjects to provide opportunities to apply their learning in a range of contexts.

We use our ELSA-trained (Emotional Literacy Support Assistant) LSAs and pastoral teacher to provide emotional literacy support for children that need it. We know that some children and families can require additional support at times of crisis, and our Family Support Worker works hard to support these families.

We want all parents to be active members of our school community and encourage them to work in partnership with us to achieve the best outcomes for their child.

Our vision "Sowing the Seeds for Success" is driven by our Learning Values which support all of our children to be forward-thinking, aspirational young people with a range of strategies to be successful as they journey into adulthood.

Our Learning Values are:

 **Respectful**  **Reflective**  **Aspirational**  **Adaptable**  **Collaborative**  **Independent** 

*The 'Wellstead Way' is based on learning values which support our children to be forward-thinking, positive young people, with a range of strategies to be successful as they grow.*

**Sowing the Seeds of Success**

## At Wellstead Primary School we:

- Provide children with a high quality education
- Provide a safe and supportive environment where everyone feels valued
- Support children to reach their full potential
- Nurture the personal, social moral, spiritual and cultural development of our children
- Reinforce good learning behaviour rooted in **Respect** for ourselves, each other and our environment
- Teach the value of working together, sharing ideas and **collaboration**
- Encourage **independence**
- Work with children to take responsibility for their own learning and behaviour
- Promote strong working relationships with parents and the wider community
- Are inclusive; ensuring that all children have equal access to our broad and balanced curriculum
- Provide high quality learning experiences that are **aspirational** and enable all children to achieve excellence
- Develop open, enquiring minds that are **adaptable** to change and resilient when plans change
- Encourage learners to be **reflective** and self-evaluate

## Teaching and Learning

We know that learning happens through everything that we do. It is a continuous process where substantive and disciplinary understanding is built upon to acquire knowledge, skills and concepts. We know that the way that we teach children is fundamental to them remembering what they have learnt and applying it to new concepts. Our curriculum is underpinned by our Learning Values and we teach using High Quality Inclusive Teaching. It is important that children are encouraged to take responsibility for their own learning and be active in the learning process.

## High Quality Inclusive Teaching:

- Is based on effective ongoing assessment
- Children pick up learning at the level that they are working at and build on what the children already know
- Tasks are varied and designed to match individual children's needs
- Builds secure foundations
- Gaps in learning are identified and targeted through effective planning delivered as part of the lesson
- Larger gaps in procedural or conceptual knowledge are targeted through effective intervention or boosters
- Makes learning fun and enjoyable as well as challenging

## Effective Teaching and Learning Environments:

- Can be inside or outside
- Are built on strong positive relationships
- Are steeped in mutual **respect**
- Are purposeful and thought-provoking
- Promote a culture where ideas, effort and learning behaviour are valued
- Create an ethos where children feel confident to make mistakes, **adapt** and go back to try again
- Encourage children to self-evaluate, **reflect** and **adapt** to be the best that they can be
- Have the child at the centre, listening to their ideas and feedback
- Relish challenge
- Draw on **independent** and critical thinking
- Facilitate creativity
- Mean that children are engaged in a wide range of learning experiences that are fun and

- exciting
- Encourage the best outcomes for children

### Teachers and Support Staff will:

- Build on prior learning to ensure that concepts are reviewed and revisited to ensure that learning is remembered
- Have **aspirational** expectations of all children, including those that are disadvantaged or have SEND
- Provide effective modelling, visuals and scaffolds for all children to access when they need them
- Use skilful questioning to probe deeper thinking
- Encourage **collaboration** and working together in a mutually respectful environment
- Ensure that task design effectively meets the needs of all learners
- Set a meaningful sequence of lessons that begin with a 'hook' and have a shared intended outcome
- Make explicit reference to the learning that is taking place and intended outcome
- Be **reflective, adapting** learning in response to effective Assessment for Learning (AfL); this might be between lessons or within lessons
- Use 'cut away' or 'peel away' groups to set children appropriately pitched tasks
- Ensure that the behaviour of children is managed effectively to enable learning to take place
- Encourage children to be **respectful**; taking responsibility for themselves, their learning, their environment and others around them
- Promote **independent** learning
- Embrace innovative approaches to enhance learning including ICT
- Recognise that children learn differently and may need something different to support them
- Set learning in meaningful contexts
- Set retrieval tasks to check understanding and recall
- Provide timely, 'live' effective feedback that allows the child to move on in their learning immediately
- Provide marking that gives feedback and moves learning forward
- Provide homework activities that are opportunities to practise, refine and enhance learning.

### Task Design

- Tasks will be designed as a result of effective assessment
- Tasks will be deliberately varied to ensure that all children can access the learning based on their starting points
- Each lesson or unit will have a clear SOLO success criteria which is worded so that the children can understand it. The learning objective (green task) is based on the year group expectation and those achieving that objective will be meeting the expected standard for that year group:
  - Orange - a variation of the green task that incorporates further scaffolding and support to enable the child to work towards the green objective
  - Red - further support or scaffolding may be required to access the orange/green objective this may allow the child to consolidate a previous year's learning
  - Green - this is the main learning objective based on the year group expectation
  - Purple - this is a challenge that allows the children to apply the learning to a problem solving or reasoning task. This encourages higher order critical thinking skills.
  - Blue - (maths only) this is a rich task that is set over time and allows the children to apply their knowledge and skills and make links to solve a more challenging problem, further deepening their understanding.

- Tasks may be adapted as a result of daily progress and attainment
- Tasks will incorporate suitable scaffolding and resources, including LSA deployment and other adult support, where this is available
- Some children with more complex needs (SEND) are likely to need further variation and potentially a personalised curriculum to meet their needs.

### **Inclusion**

The aim of our teaching and learning policy is for the needs of all children to be primarily met through teaching which is highly inclusive (HQIT). In the majority of cases, the support for children with additional needs will be provided via the careful variation, task design, support and scaffolding mentioned throughout the policy. Where short, time-bound interventions are required to ensure progress, we will aim to deliver these in a timely and effective manner.

Children who require their provision to be additional to or different from that which is available for all children will be part of the school's SEND register, and will have a bespoke SEND plan. This captures the specific barriers to learning and positive, in-class strategies needed to best support the child. It will also detail any specific interventions, and/or personalised development targets for the child. These are shared with all staff working with the child, and with parents each term.

We are a fully inclusive school community and we aim to work in partnership with all stakeholders in decision making and policy development wherever possible. The school aims to provide the best possible learning experiences to ensure that outcomes are **aspirational** for all learners.

### **Assessment for Learning**

Effective Assessment for Learning (AfL) should be happening at all times, during and between every lesson. This enables teachers to:

- Reinforce learning objectives and success criteria expectations
- Identify children that may need additional support or challenge
- Promote trusting relationships
- Seek pupil feedback as well as give teacher feedback as to next steps and how to take them
- Support the child to evaluate their learning against success criteria
- Assess the progress of individuals and groups to inform the next steps in the planning process
- Check-in and ensure that tasks are pitched correctly for the child, making timely adjustments where necessary

### **Feedback and Live Marking**

Wherever possible, teachers will give timely feedback within a lesson and mark books 'live' to enable a meaningful conversation with the child about their progress. This provides valuable opportunities to:

- Build trust and a mentoring relationship between child and teacher
- Value positive attitudes to learning
- Seek pupil feedback
- Provide the child with in the moment feedback as to next steps and how to take them
- Refocus a child who may be off track
- Encourage progress and nurture self-esteem through positive feedback
- Celebrate effort as well as achievement
- Ensure that marking is meaningful and responded to in the lesson
- Ensure that the child is on track and understands how to move forward with their learning

Please read in conjunction with the school's Marking and Feedback policy :  
[Marking and Feedback Policy 2023](#)

### Monitoring of Teaching and Learning

We have an ongoing, whole school approach to the monitoring and evaluation of teaching and learning. Subject Leaders will monitor their subjects across the whole curriculum. The focus for monitoring will reflect identified school improvement priorities taken from the School Improvement Plan (SIP) and may take place through one or more of the following:

- Direct observation of lessons, including shorter regular drop-ins
- Evaluation of pupils work and books
- Evaluation of planning
- Teachers own self-evaluation
- Pupil conferencing
- Staff conferencing
- Governor learning walks and discussions
- Analysis of data and tracking of progress and attainment, including specific groups of learners
- Performance Management
- Governor visits and monitoring reports
- Local Authority visits by the school's LLP

All monitoring is completed with a view to improving outcomes for the children. Monitoring will take place in order to inform best practice and will be supportive in nature. The purpose of monitoring is to identify the strengths of the school and areas for development. This information will inform continuing professional development (CPD) for staff and any individual coaching that might be required or requested.


**Respectful**

**Reflective**

**Aspirational**

**Adaptable**

**Collaborative**

**Independent**


### Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	January 2014	TC	C	Old policy presented. Minor Typos adjusted
2	January 2015	BR	C	Updated to reflect new school approach and Ofsted 2014 Framework
3	January 2016	BR	C	
4	January 2017	BR		Updated with Ofsted framework
5	January 2019	MR	Learning	Slight update to the feedback section as per new feedback policy
6	March 2024	AG	Learning	Re-written to include recent changes in approaches to teaching and learning.

