

Wrockwardine Wood CE Junior School



Teaching and Learning Policy

October 2025 - 2026



“Love, Laugh Learn”

We will ignite the ability in all to *‘Love, Laugh and Learn’*, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise **‘I have come to give life and life in all its fullness.’** (John 10:10)

Our School Christian Values



Rationale

This policy aims to:

- Explain how we will create an environment at our school where pupils 'love, laugh and learn'
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

Our guiding principles

The principles that this policy are based on are grounded in our common daily practice – our normal, day-to-day teaching. Teachers will build up a repertoire of expertise, sharing outstanding practice across the staff team. Putting this policy into practice is not an extra task to workload but is our golden thread, woven into all teaching activities and interactions. Our vision of following Jesus' promise that he has 'come to give life and life in all its fullness' is at the heart of this policy and we will continue to ensure that our pupils flourish through high quality teaching and learning.

Curriculum intent

Our intent is to provide our children with an engaging, exciting and creative curriculum, rooted in our Christian values and our mission statement: love, laughter and learning. We will aspire to be an innovative and inspiring learning community, where every individual is provided with the opportunity to flourish spiritually, morally, emotionally, physically and intellectually.

Our curriculum will enable pupils to develop the resilience to persevere with their learning, to investigate, reason and reflect, within a learning community that encourages taking risks and making decisions. We aim to provide a curriculum which enables and enhances purposeful learning, ensuring depth, breadth, balance and progression of knowledge and skills.

We are fully committed to developing each child's unique potential, within a secure and caring environment where every child's mental health and wellbeing is strengthened, developing lifelong values which enable them to contribute successfully to their local community and navigate an increasingly complex national and global community.

Our Core Christian Values

Our school community is built upon six core Christian values:

- Compassion – We care deeply for one another and support each other with kindness.
- Friendship – We value positive, inclusive relationships that foster belonging and trust.
- Joy – We celebrate learning and life with enthusiasm and hope.
- Thankfulness – We recognise and appreciate the gifts, opportunities, and achievements around us.
- Wisdom – We seek knowledge, understanding, and discernment in all that we do.
- Courage – We persevere through challenges and stand up for what is right.

These values guide how we teach, how we learn, and how we treat one another.

Aims

Through our teaching and learning policy, we aim to:

- Provide a rich, engaging curriculum that enables all children to achieve their full potential academically, spiritually, socially, and emotionally.
- Foster a love of learning that continues beyond the classroom.
- Ensure that teaching is inclusive, creative, and adaptive to the needs of all learners.
- Develop confident, resilient, independent learners who are prepared for the future.
- Embed our Christian values in every aspect of teaching and learning.
- Promote high expectations for behaviour, effort, and achievement for all.
- Build strong relationships that support the growth and wellbeing of each child.

Our Approach to Teaching and Learning

At Wrockwardine Wood CE Junior School, we believe that outstanding teaching leads to outstanding learning. Our approach is grounded in high expectations, careful planning, skilled delivery, and reflective practice.

1. Learning Rooted in Our Values

We actively teach and model our Christian values throughout all learning experiences. These values shape the classroom climate and help pupils grow not just academically, but also in character and faith.

2. A Curriculum for a Life in All Its Fullness

Our curriculum is broad, balanced, and ambitious. It:

- Encourages deep thinking and creativity.
- Develops essential skills in literacy, numeracy, and digital literacy.
- Incorporates spiritual, moral, social, and cultural education.
- Provides meaningful opportunities for reflection, prayer, and exploration of faith.
- Inspires joy and curiosity, so that children love to learn.

3. Inclusive and Adaptive Teaching

All children are entitled to high-quality teaching. We ensure:

- Lessons are adapted to meet a range of needs, including SEND and EAL.
- Teachers use assessment for learning to inform next steps.
- Support staff are effectively deployed to maximise learning.
- Every child is known, valued, and challenged appropriately.

4. A Safe, Supportive Environment

We create classrooms that are:

- Positive, calm, encouraging and inspiring.
- Spaces where mistakes are seen as part of learning.
- Built on mutual respect and strong relationships.

We promote courage in tackling new challenges, friendship in working collaboratively, and compassion when helping one another.

5. High-Quality Teaching Practice

Our teachers:

- Use clear learning objectives and success criteria.
- Model learning effectively and explain concepts clearly.
- Use questioning to deepen understanding.
- Provide timely, constructive feedback.
- Regularly assess and review progress.
- Reflect on and improve their practice.

6. Supporting the Whole Child

Learning goes beyond academic achievement. We nurture children's:

- Spiritual development through collective worship, RE, and reflection.
- Emotional wellbeing through pastoral support and PSHEE.
- Character through opportunities to lead, serve, and care for others

Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. We encourage parents to support their children with daily reading, weekly spellings, multiplication practice through TT Rockstars and half termly homework projects.

This is how we will create the above conditions for pupils' learning.

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning through homework activities, communications through the school website and Do Jo, invitations to shadow their children's lessons and attend workshops.
- Update parents/carers on pupils' progress through termly parents evenings and produce an annual written report on their child's progress and attainment. Parents of SEND pupils will receive a termly provision map which will identify key areas of focus for their child to work on over the half term.
- Meet the expectations set out in our curriculum policy, behaviour policy, marking and assessment policy

Support staff

Support staff at our school will:

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies

- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the curriculum policy, behaviour policy, marking and assessment policy.

Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Develop progression documents that identify the development of substantive and disciplinary knowledge and identify key vocabulary to be taught
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data where applicable
- Improve on areas for development identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the curriculum policy, behaviour policy, marking policy and assessment policy.
- Conduct deep dives to assess pitch, expectation and coverage, and within this, canvas pupil voice, conduct book scrutiny and lesson visits in order to assess provision.
- Create an action plan following the deep dive, identifying priorities for future development of their curriculum area.

Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone

- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, by promoting team planning and support one another where appropriate
- Address underachievement and intervene promptly
- Create Raising Attainment Plans for core subjects to address under achievement and progress in line with national expectations and pupils' previous attainment.
- Meet the expectations set out in the curriculum policy, behaviour policy, marking policy and assessment policy.

Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times and respect the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the behaviour policy.

Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented
- Conduct deep dives alongside the subject leader for their link governor curriculum area.

Planning

Lessons will be planned well to ensure good short-, medium- and long-term progress. Teachers will follow the National curriculum and subject progression documents to inform their planning.

Individual subject policies will outline further details about planning and sequences of learning for their subject.

Each year group has a curriculum map which outlines the areas of focus for each curriculum area throughout the year. Supporting this is a more detailed progression document that outlines all the substantive and disciplinary knowledge along with key vocabulary that pupils will focus on. Teachers then produce a daily flipchart outlining the learning objective, prior and future learning and the content of the day's lesson.

Learning environment

When pupils are at school, learning will take place in the classrooms, outdoor spaces, halls, music rooms and school library.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and reflection areas
- Working walls and displays sharing what pupils have previously learned and celebrating successes
- Accessible resources for learning such as books, word banks, manipulatives in maths, dictionaries and thesaurus
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

Adaptive Learning and Differentiation

According to Standard 5 of the *Teachers' Standards* (DfE, 2011) adaptive teaching is when teachers "adapt teaching to respond to the strengths and needs of all pupils". Specifically, adaptive teaching requires teachers to:

- Know when and how to adapt learning and differentiate appropriately, using approaches which enable pupils to be taught effectively.

- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development.

Have a clear understanding of the needs of all pupils – including those with SEND, those of high ability, those with English as an additional language – and be able to use and evaluate distinctive teaching approaches to engage and support them.

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils (PPG)
- Pupils that are higher attaining (GDS)

This is implemented through:

- Using support staff effectively to provide additional support and guidance
- Working with our SEND co-ordinator (SENDCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good /accelerated progress.

At Wrockwardine Wood CE Junior School, we believe that adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

Adaptive teaching is more successful when it focuses on:

- Tailored targeted support
- Additional Practice
- Breaking down components into smaller parts
- Acting on information from formative assessment
- Teaching carefully selected groups
- Well-chosen resources
- Planned pre-teaching opportunities before the lesson takes place
- Working with individuals during the lesson.
- Acting on information from assessments.

Examples of how we adapt our curriculum

Type of model	Detail	Classroom examples
Worked Out Models	These are completed tasks and exemplars that can be used as scaffolds. In these models the general patterns are clear and they provide a strong basis for learning. The level of completion will be reduced leaving the children to finish the problems and ultimately complete them by themselves. Providing no examples adds to the cognitive load and can leave the children unsure of the procedure and how to apply it.	Displays. Examples on flip charts and on supporting resources.
Conceptual Models	These are models we need to have in order to understand a bigger concept, for example, the properties of solids, liquids and gases or the water cycle. This type of model allows the children to visualise the concept.	Displays Knowledge organisers
Thinking out loud	This is the explicit narration of our thought processes to solve problems or undertake creative activities.	Teaching – whole class and focus groups.
Manipulatives	This type of modelling helps link abstract ideas to concrete examples. Manipulatives and concrete examples help the children to make links between the abstract knowledge being taught and the experiences of the children.	Displays Learning environment
Linking knowledge and experience	Modelling that links the new knowledge and the children's experiences builds upon the previous models. In some subjects, the experienced knowledge forms the essential basic background knowledge the children need e.g. science. We store and connect them more through memory consolidation.	Displays Memory maps
Organising the information	The children need to be explicitly taught models that help organise information. Teachers model how the complex steps of information can be sequenced, connected and arranged in a pattern to make it possible to learn and recall later.	Knowledge organisers Displays Examples on flip charts.

Scaffolding

The purpose of scaffolding is to help the children become capable of learning independently and thinking metacognitively. The key to this is that scaffolding is temporary. The support the children are given in the cognitive process is removed at the most appropriate stage so that they don't become reliant on it. There are overlaps between the models and scaffolds that the teacher and children will use. Practice and individual work help the children to develop cognitive and metacognitive knowledge. Overtime, this type of thinking will become habitual. The scaffolding will have become internalised and will support future learning.

Type of scaffold	Detail	Classroom examples
Writing frames	These help children scaffold their writing in all subjects. Frames can provide scaffolds for extended pieces of writing as well giving the children sentence stems to help the children frame their answers.	Displays Examples on flip charts.
Exemplars	The children critically analysing examples, done by the teacher or by previous students, is a useful scaffold. Children can better	Displays

	understand the success criteria if they can identify what has gone well and how a piece can be even better. They can then compare theirs to the example. Through a better understanding of the success criteria, the children will have a better understanding of the definition of excellence.	Examples on flip charts.
Strategic thinking	These are strategies that help the children unlock the question the children may initially struggle with. This type of strategic thinking needs explicit modelling and scaffolding before the children can do it independently.	Learning environment
Anticipate errors and misconceptions	An important part of scaffolding is tackling these head on. Making the children aware of the 'traps' they could fall into, helps them to be more efficient in self-checking and self-correcting their work.	Teaching – whole class and focus groups.

Once the children have used the models and scaffolds, in order to develop the metacognitive strategies, the children need to have a time of structured reflection. Teachers will encourage the children to think about the model, how appropriate it was, how successfully they applied it and how they might use it in the future. Again, this metacognitive strategy will be explicitly modelled to the children by the teachers.

What does 'Adaptive Teaching' look like in Maths...

How to Use a Protractor

- Place the cross or circle at the point (vertex) of the angle that you are measuring.
- Place the zero on your protractor. You can either the same side or the other side.
- Count the degree lines carefully.

Tip! It is a good idea to estimate the angle before measuring.

Worked Examples

When we multiply by 10, each digit moves **one place to the left**. The space in the column is filled with a 0, which is called a **place holder**.

H	T	O
	9	0
9		

213 × 3

$$\begin{array}{r} 213 \\ \times 3 \\ \hline \end{array}$$

213 × 10

$$\begin{array}{r} 213 \\ \times 10 \\ \hline \end{array}$$

213 × 200

$$\begin{array}{r} 213 \\ \times 200 \\ \hline \end{array}$$

Taking away barriers:

Using a multiplication grid to support with learning of new methods

Snippets of knowledge organisers

Fraction-Decimal-Percentage Equivalence

213 × 3

$$\begin{array}{r} 213 \\ \times 3 \\ \hline 639 \end{array}$$

213 × 3 = 639

We know that adaptive teaching is less effective when it focusses on differentiation or tailoring learning styles.

We have a separate SEND Policy and Information Report which details how learning might look different for children on the SEND register and how we can support them to reach their potential.

Our Equality Statement details objectives we are working towards for particular groups of children who need to make accelerated progress to stay in line with their peers.

Practising, Reviewing and Revisiting Learning

Research has found that students need broad reading and extensive practice to develop well-connected networks of schema in their long-term memory (Rosenshine). At Wrockwardine Wood CE Junior School, we know and understand that the more we review and rehearse information, the stronger the interconnections between materials becomes. The more we practice, the better the performance. Memory is strengthened when we can generate information from memory – not just restating it but using our own words. Telling someone what we have learned is a powerful tool to improving our memory. Therefore, regular retrieval and review activities in the form of written and verbal flashbacks at the start of every lesson check knowledge but also serve as rehearsals for the children to participate in independent practice. If the material is not practised enough and reviewed enough, it is easily forgotten. Explicit teaching and explaining of the generating and evaluating process, means that children learn to recognise what they know and what they don't and recognise that they have a number of strategies that they can use to help them remember more. Consequently, pupils are motivated to take ownership of their own learning.

Oracy

Across Wrockwardine Wood CE Junior School, oracy is embedded at the heart of teaching and learning and is developed consistently across the curriculum through both structured and incidental opportunities. Building on our shared belief that oracy is the ability to articulate ideas, deepen understanding and engage with others through spoken language, teachers explicitly teach and model new vocabulary in every subject, ensuring pupils are exposed to ambitious, topic-specific language. This vocabulary is revisited through talk prompts and discussion tasks enabling pupils to practise and apply it in meaningful contexts. Staff carefully model high-quality spoken language through sentence stems and structured responses, which are then scaffolded to support all learners to speak with increasing confidence and clarity. Opportunities for paired talk, group discussions, debate and reasoning are planned into lessons, allowing pupils to refine their listening and speaking skills progressively. Through this consistent and inclusive approach, we nurture confident, articulate speakers with rich vocabulary who are well equipped to succeed across the curriculum and beyond.

Home Learning and Parental Involvement

At Wrockwardine Wood CE Junior School, we recognise that learning continues beyond the classroom. A strong partnership between school and home is therefore essential in helping every child experience a life in all its fullness.

Home learning is designed to:

- Reinforce and consolidate skills taught in class.
- Promote independent study habits and responsibility.
- Encourage curiosity and a love of learning at home.
- Involve families in their child's education journey.

We ensure that home learning:

- Is purposeful, age-appropriate, and manageable.
- Reflects the curriculum and supports individual needs.
- Includes a balance of reading, maths, writing, and creative activities.

We value the role of parents in supporting home learning and encourage regular reading – 4 times a week (including a weekend read so the children are prepared for their reading lessons for the week ahead), practising number fluency through the use of TT Rockstars 4 times a week, practising spellings weekly and engaging in more creative half termly homework projects.

Parental Involvement

We believe that parents are our partners in education, and their involvement is key to helping children flourish.

We aim to:

- Build strong, respectful relationships with all families.
- Communicate clearly and regularly through Class DOJO, newsletters, parents evening and informal conversations.
- Offer curriculum workshops to help parents support learning at home.
- Involve parents in celebrations of learning through our newsletter, parent shadowing sessions and postcards home.

Rooted in our values of friendship, compassion, and thankfulness, we work together with families to nurture children who are confident, capable, and spiritually grounded. By working in partnership, we ensure that every child is supported, challenged, and encouraged – both at school and at home – to become the very best they can be.

Marking and feedback

At Wrockwardine Wood CE Junior School, we believe that effective feedback is a vital part of the learning process. It enables pupils to celebrate success, reflect on their progress, and take ownership of their learning. We believe that marking has to be meaningful, manageable and motivating

Our approach to marking and feedback is rooted in our Christian values:

- Wisdom – enabling pupils to grow in knowledge and understanding.
- Courage – encouraging pupils to persevere and respond to challenges.
- Joy and Thankfulness – recognising and celebrating effort and achievement.
- Compassion – offering guidance that nurtures rather than discourages.

Aims of Feedback

- To inform children about what they have done well.
- To identify areas for improvement and next steps.
- To promote self-reflection, independence, and pride in their work.
- To guide teachers in planning future teaching.
- To improve outcomes for all learners.

Types of Feedback

We use a range of feedback strategies, including:

1. Verbal Feedback

- Particularly effective in lessons where immediate guidance can move learning forward.

- Used during and after tasks, especially in collaborative or practical learning.
- Personalised and supportive, promoting a constructive dialogue around improvement.

Developmental Feedback

- Clear, concise, and focused on learning objectives.
- Highlights successes and identifies specific next steps to deepen learning and accelerate progress.
- Age-appropriate and accessible to the learner.
- Used more selectively when pupils are part of a TFG (Teacher Focus Group) or TAFG (TA Focus Group) for maximum impact.

Peer and Self-Assessment

- Encouraged regularly to develop responsibility and reflective habits.
- Supported by success criteria, modelled examples, and structured guidance.
- Fosters a respectful learning environment grounded in friendship and compassion.

Marking Practices

- Work is acknowledged promptly and appropriately.
- Feedback is positive, constructive, and designed to move learning forward.
- Pupils are given time to respond to feedback (e.g., through 'fix-it time' or editing).
- Teachers use assessment from marking to inform future planning and support.

We believe that marking should be meaningful, manageable, and motivating – for both children and staff.

Monitoring and Review

Senior leaders and subject leaders monitor marking and feedback as part of regular work scrutiny. We seek pupil voice to understand how feedback supports our pupils in their learning journey. Feedback practices are reviewed annually to ensure they remain effective and in line with our school vision and values.

Celebrating Success

At Wrockwardine Wood CE Junior School, we believe that celebrating success is an essential part of teaching and learning, rooted in our Christian vision: "I have come to give life and life in all its fullness." (John 10:10). Therefore, we recognise and celebrate the unique achievements of all our pupils, encouraging them to recognise their own progress and to value the efforts and accomplishments of others. Success in our school is not solely measured by academic attainment but also by the growth in character, kindness, creativity, and perseverance each child demonstrates.

Celebration of success is firmly grounded in our Christian values:

- Compassion – recognising and celebrating the ways children support and care for one another.

- Friendship – highlighting moments where relationships have been strengthened and positive connections made.
- Joy – celebrating the delight found in learning, discovery, and shared experiences.
- Thankfulness – fostering gratitude for individual and collective achievements, both big and small.
- Wisdom – affirming wise choices in learning, behaviour, and problem-solving.
- Courage – praising resilience, risk-taking in learning, and perseverance through challenges.

Success is celebrated through a variety of meaningful and inclusive methods, including:

- Verbal praise and encouragement within lessons
- Celebration collective worship, which recognises learning and personal growth
- Displaying high-quality work around the school
- Sharing achievements with parents and carers
- DOJOs, raffle tickets, certificates and postcards home that reflect effort, attitude, and contribution to the school community

In all our celebrations, we seek to uplift every child, helping them to see their God-given potential and to live life to the full, as promised by Jesus.

Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment, and formal summative assessment at the end of each term.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

Refer to the assessment policy for further details.

Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject managers will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks and lesson visits
- Deep dives
- Gaining pupil voice
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council

- Planning scrutinies

- Book scrutinies

Evidence from these will be used to support the performance management process.

Review

This policy will be reviewed every year by the headteacher. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy

- Curriculum policy

- SEND policy and information report

- Marking and feedback policy

- Homework policy

- Assessment policy

- Equality information and objectives

- English policy

- Maths policy