WARREN WOOD PRIMARY SCHOOL

Teaching and Learning Policy

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A Beyond SCHOOLS TRUST ACADEMY

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Purpose

This policy provides procedures aimed towards ensuring high quality learning and teaching throughout the school.

It aims to:

- Embed an agreed range of good practice across the school
- Ensure consistency throughout the school
- Inform staff of the school's expectations
- Provide a unified focus for supporting and developing learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving an ambitious and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately adapted for all pupils.
- Enhance the professional development of staff.
- Ensure the curriculum is ambitious and therefore has a positive impact on attendance

Teaching and Learning at Warren Wood

At Warren Wood, excellent teaching is built on high expectations, strong relationships, secure subject knowledge and consistent routines. We teach explicitly, check what pupils understand, respond to what we find and adapt without reducing ambition.

Our Culture shapes the experience we want every pupil to have. Honesty, integrity, respect, transparency and clarity underpin professional practice. Consistency ensures that pupils experience dependable routines, expectations and teaching. Through an ambitious and inclusive curriculum, pupils receive opportunities that lead to safety, belonging, achievement, confidence and enjoyment. Our RECIPE values are developed through what pupils learn, how they participate and the habits they build.

Legal framework

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Equality Act 2010
- EYFS Statutory Framework 2026

This policy operates in conjunction with the following school policies:

- SEND Policy
- Feedback Policy
- Behaviour Policy

Roles and responsibilities*

*This is not a substantive list of responsibilities and individuals should refer to their job descriptions for clarity around their specific roles and responsibilities.

The local governing board is responsible for:

- Ensuring reports are provided by the headteacher, curriculum lead and Subject Leaders, where requested, and that action is taken where areas are identified as requiring improvement.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
- Informal walk arounds of the classrooms

- Viewing samples of pupils' work
- Talking to pupils about their experiences
- Talking to teachers about their experiences
- Reporting their findings to the full governing board

The SLT, including the Headteacher, is responsible for:

- The outcomes within the school.
- Developing a School Improvement Plan, recognising how the school is going to improve.
- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaising with parents to ensure needs are being met.
- Carrying out focussed classroom-based drop-ins.
- Where appropriate, viewing and commenting on planning, including on termly targets.
- Discussing all annual reports with staff.
- Completing a self-evaluation of the school's quality of teaching.
- Reporting on the quality of learning and teaching in the governors' report.
- Acting as role models for teaching staff.
- Identifying subjects and/or Year groups where specialist teaching would raise standards.
- Taking action where practice is not meeting the relevant standards.
- Ensuring the curriculum is designed in a way that ensures pupils want to come to school.

The Curriculum Leader is responsible for:

- Developing and reviewing Subject specific policies and schemes of work in collaboration with colleagues.
- Holding Subject Leaders to account for the progress of pupils in their given subject.

- Reporting on the effectiveness of the curriculum to the SLT and the governing board.

Subject Leaders are responsible for:

- Working alongside SLT in driving standards in their subject.
- Developing a Subject Action/Improvement Plan.
- Leading, supporting and challenging colleagues around standards and practice in their subject.
- Keeping abreast of national and local initiatives around their subject.
- Collaborating with colleagues from across the Trust to ensure all pupils receive a high-quality education.

Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional dialogue and constructive criticism from others with responsibility for specific areas.
- Reviewing and evaluating their planning regularly.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.
- Completing an annual report assessing the progress of their pupils.
- Adapting learning to meet the needs of all pupils
- Raising concerns appropriately and timely – i.e. SEND, behaviour, pastoral – to remove barriers from learning

Learning environment

Setting the tone

The teacher will set the tone for the learning environment by having high expectations including having a well prepared, organised and stimulating environment. This includes following expectations for displays and specific areas within the classroom, such as book corners etc.

Seating arrangements

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently and/or collaboratively depending on the situation, activity or task.

The classroom

It is imperative that the learning environment maximises opportunities to learn. Displays are changed on a relevant basis and geared towards aiding learning, not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons.

Our philosophy

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all pupils to contribute to lessons, teachers will remain up to date with current educational thinking including focusing on the below Warren Wood approach;



Strong teaching and positive behaviour are mutually reinforcing. Staff establish calm, predictable classrooms through clear routines, positive relationships, high expectations and consistent implementation of the Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are positive role models for all pupils.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.
- Consider the involvement of technology when it will have a positive impact on learning.

Teachers plan and deliver purposeful learning based on secure curriculum and subject knowledge. They establish positive relationships, maintain ambitious expectations, explain content clearly, check understanding and respond appropriately to pupils' needs.

Teachers explicitly identify, teach, model and revisit the vocabulary pupils need to access increasingly complex curriculum content. Pupils are given regular opportunities to hear, say, read and use this vocabulary in context.

Vocabulary development should be a deliberate part of everyday classroom practice, not limited to introducing definitions at the start of a topic. Teachers should explain unfamiliar words clearly, model their use in full sentences and provide opportunities for pupils to rehearse them through purposeful talk before applying them in reading and writing. Key words should be revisited across lessons, with checks that pupils can explain their meaning and use them accurately. Appropriate prompts, visuals and examples should support access while maintaining ambitious expectations for every pupil.

Professional Growth

As a school/Trust, we have an expectation that all staff want to improve.

Teaching Improves through - Professional development → deliberate practice → coaching/drop-ins → feedback → implementation → review

Teaching practice is developed through the school's professional development model. PDM cycles support staff to understand the intended practice, develop it through deliberate practice and enhance implementation through coaching, feedback and review. Relevant staff are expected to engage fully with professional development linked to their roles.

As a school we use Steplab to support our desired improvements, where we provide colleagues with constructive dialogue and steps on how to improve.

We also subscribe to The National College, and staff have access to hundreds of professional development opportunities through their training and podcasts.

The role of StepLab

StepLab is the school's core professional development platform for translating whole-school priorities and individual development needs into focused, evidence-informed improvements in classroom practice. It is used to support professional dialogue and follow-through, not to create a culture of one-off observation or grading.
StepLab may be used to:

- Record brief, objective evidence from drop-ins.
- Recognise effective practice through specific shout-outs.
- Agree precise, manageable action steps.
- Support reflection, coaching conversations, modelling and rehearsal.
- Link individual development with PDM content and agreed school priorities.
- Revisit action steps and evaluate whether practice has changed.
- Support teachers, leaders, ECTs and teaching assistants through development appropriate to their roles.

Principles for developmental drop-ins

- The purpose and focus should be clear.
- Evidence should describe what was seen and heard, with attention to pupils' learning and responses.
- Feedback should identify strengths and, where appropriate, the highest-leverage next step rather than an unmanageable list.
- Feedback should normally be timely and should invite professional reflection.
- A single visit is not used in isolation to make a judgement about the overall quality of teaching.
- Patterns are considered over time and, where appropriate, triangulated with pupil work, assessment, pupil voice and curriculum evidence.
- Agreed actions are revisited so that monitoring leads to support and improvement rather than simply recording activity.

The coaching cycle

NOTICE	Gather brief, objective evidence from normal classroom practice.
REFLECT	Celebrate strengths, explore pupil response and identify the highest-leverage next step.
REHEARSE	Clarify the action, model where useful and practice the step in a safe, supportive way.
IMPLEMENT	Use the agreed step in classroom practice, with appropriate resources or support.
REVISIT	Return to the practice, review evidence of change and agree whether to secure, adapt or select a new step.

Coaching conversations

Coaching is collaborative, respectful and appropriately challenging. Coaches use evidence and questions to help colleagues reflect, while also providing clear guidance, modelling or rehearsal when this will make the next step easier to implement. The balance between facilitative and directive coaching will depend on the colleague's experience, the complexity of the practice and the urgency of the need.

Alignment with PDM and school improvement

PDM cycles establish shared knowledge and provide models and deliberate practice. StepLab and coaching then support implementation in classrooms. Leaders review patterns across drop-ins, action steps, follow-up, staff voice, pupil work and assessment information to decide whether professional development should be secured, adapted, intensified or changed.

A supportive and accountable culture

Developmental practice is built on trust, clarity and professional responsibility. Staff are expected to engage with feedback and agreed actions. Leaders are responsible for making support proportionate, specific and useful. Where practice remains below the required standard despite appropriate development and support, the school will use the relevant capability, appraisal or HR procedures rather than presenting routine StepLab coaching as a disciplinary process.

Teaching strategies

The curriculum

Nursery and Reception classes follow the EYFS profile. Years 1-6 follow the national curriculum.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through appropriate adaption and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning also form a significant part of pupils' education.

Planning and preparation

Planning should be proportionate and useful. Warren Wood does not require planning to be produced for its own sake. Teachers must, however, be clear about the intended learning, its place within the curriculum sequence, likely misconceptions, essential vocabulary, appropriate adaptations and how understanding will be checked.

The school gives teachers appropriate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Delivery

Teaching is purposeful, well prepared, responsive and ambitious. Teachers select approaches that best support the intended learning. Clear explanation, effective modelling, purposeful questioning, guided practice and independent application are used where appropriate. Warren Wood does not prescribe a single lesson style or formula.

Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. Resources are shared between teachers, year groups and where possible other Trust schools in order to facilitate good practice and collaboration.

In-class support

Additional adults should add value to teaching rather than replace teacher responsibility. During teacher input, additional adults should remain actively engaged with learning: noticing understanding, supporting attention, checking pupils' responses and identifying misconceptions.
Adults should support pupils towards independence rather than creating unnecessary dependency.

Pupil involvement

Pupils are provided opportunities to follow-up teachers' feedback. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The Learning Objective/Intention of each lesson is explained at the start and displayed throughout.

Pupils should be expected to:

- take pride in their work;
- meet agreed presentation standards;
- respond meaningfully to feedback;
- use appropriate subject vocabulary;
- increasingly work independently;
- produce work that reflects the ambition of the curriculum.

And teachers should ensure:

- work demonstrates appropriate progression;
- worksheets are used purposefully rather than routinely;
- scaffolds support access but do not unnecessarily constrain outcomes;
- presentation expectations are consistently reinforced;
- feedback moves learning forward in line with Warren Wood's agreed approach.

High expectations

The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

Adaptive Teaching, SEND and Inclusion

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed in a timely manner with the school's Inclusion Manager and/or Deputy SENCo and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our pupils with SEND.

Teachers retain responsibility for the learning and progress of every pupil in their class, including pupils with SEND, disadvantaged pupils, pupils with EAL and pupils requiring additional challenge.

Teachers achieve this by;

- identifying the barrier to learning;
- retaining the ambitious learning intention wherever appropriate;
- adapting explanation and modelling;
- explicitly teaching necessary vocabulary;
- using visuals and Widgit purposefully where useful;
- scaffolding tasks;
- providing concrete/manipulative resources where appropriate;
- checking understanding more frequently;
- providing additional guided practice;
- adjusting pace or chunk learning;
- gradually withdrawing scaffolds;
- evaluating whether adaptations actually resulted in learning.

Homework

Within our school we recognise the importance of engaging with parents to ensure their children read regularly at home.

We also see the importance of pupils practicing the basic skills for English and Maths and use online 'apps' to engage the pupil, using Accelerated Reader, Timetable Rock Stars etc.

Pupils are expected to read at home at least five times a week. Parents and carers are encouraged to support this by establishing a regular reading routine, listening to their child read and discussing books together. As pupils become more independent readers, families should continue to take an interest in their reading, encouraging them to talk about what they have read and explore unfamiliar vocabulary. Families who need support with reading at home should speak to their child's class teacher.

Assessment

Assessment should identify what pupils know, understand and can do, reveal misconceptions or gaps, and inform what teachers do next. Assessment is a tool for improving learning, not an end in itself.

Baseline assessment

Pupils' starting points are established using appropriate information, including prior records, professional assessment and, where necessary, focused baseline activity. Assessment will be proportionate and selected to provide meaningful information about what the pupil knows and can do. The statutory Reception Baseline Assessment is administered in accordance with current requirements.Following the introduction of the Reception baseline assessment in 2020, the school uses an approved baseline scheme in line with the DfE's 'Assessment Framework: Reception Baseline Assessment'.

All new starters will complete the 'Initial assessments for new starters' within the first few days of joining Warren Wood

Formative assessment (assessment for learning)

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment takes place throughout teaching. Teachers use questioning, observation, discussion, pupil responses and work to identify what pupils understand, uncover misconceptions and decide what should happen next. Pupils are supported to understand the purpose of their learning and how to improve. Formative assessment is developmental and is not used in isolation to judge teacher performance.

Summative assessment (assessment of learning)

As a school we have adopted PiXL tests as our Summative Assessment in Year 6 and Hachette assessments across the rest of the school.

Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to monitor the progress of individuals and groups of pupils.

Retrieval

At Warren Wood we recognise that teaching isn't successful simply because pupils completed something successfully. We provide deliberate opportunities to;

- revisit important prior knowledge;
- retrieve previously learned material;
- connect new learning with established knowledge;
- practise important knowledge and skills;
- identify forgotten or insecure learning;
- return to significant concepts over time.

Data Management:

- Data from tests will be uploaded accurately to Arbor
- The Trust Data Manager will support with producing analysis reports in a timely manner for all year groups

Reporting

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for two-parent consultation evenings, so that parents can discuss how well their child has settled and are able to be involved in the target setting process.

We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of any statutory tests and assessments, and gives information relating to progress and attainment.

We give parents the opportunity to discuss their child's progress, by appointment.

The school will publish statutory performance information and provide a link to the relevant school performance information in accordance with current requirements. We will provide a link to our performance tables on our school website.

KS2

Reports for pupils at the end of KS2 will include the outcomes of applicable statutory national curriculum tests and teacher assessments, together with the information required by current statutory reporting arrangements. Where an applicable assessment has not been completed, parents and carers will receive an appropriate explanation.

Moderation

Moderation supports consistent and secure professional judgements. Teachers and leaders review pupils' work and other relevant evidence against agreed curriculum and assessment expectations. Moderation may take place within year groups, phases, across the school or with colleagues across the Trust. Statutory moderation requirements will be followed where applicable.

Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	☑	☑	☑	☑	☑

Status of the policy or process:	New policy or process	Existing policy or process
	☐	☑

Analysis				
Protected Characteristic	Impact analysis			Explanation of impact analysis
	Positive	Neutral	Negative	
Age:	☐	☑	☐	
Disability:	☐	☑	☐	
Sex:	☐	☑	☐	
Gender reassignment:	☐	☑	☐	
Race:	☐	☑	☐	
Religion or belief:	☐	☑	☐	
Sexual orientation:	☐	☑	☐	
Marriage or civil partnership:	☐	☑	☐	
Pregnancy and maternity:	☐	☑	☐	
Pupil groups (PP/SEN/CLA):	☐	☑	☐	

Evaluation and decision making	
Summary of action taken:	
Final decision:	