



# Wakefield Grammar Pre-Preparatory School

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**VALIDITY** – Policies should be accessed via FireFly to ensure the current version is used.

### CHANGE RECORD - REVIEW PERIOD ANNUALLY

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1.00	Sept 2021	Created; Emma Gill, WGPPS Head, Lynne Butler, WGPPS Deputy Head.
V1.01	Sept 2023	Reviewed, E Gill
V1.02	Sept 2024	Reviewed, E Gill

To be published on the following:

<b>Staff shared</b>	<b>X</b>	<b>School website</b>	<b>X</b>
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## WGPPS Teaching and Learning Policy

### 1. Our school Vision for learning

**Big futures start** at Wakefield Grammar Pre-Preparatory School. We provide a **happy, safe** and **secure** learning environment where everyone is **valued** and shown **respect**. We strive for **high expectations** through a curriculum which **ignites** the children's **curiosity**, **builds** on their **interests** and **develops** their **talents** and **passions**. Our **play based, child initiated** approach instils a **desire to achieve**. We **inspire** a **lifelong love of reading** and **enthusiasm** for **learning**.

**We will achieve this through a school ethos which:**

- Creates a positive climate for learning
- Models high standards and sets high expectations
- Nurtures independence and gives children the opportunity to decide elements of their learning
- Works in partnership with parents, carers and the wider school community
- Values creativity
- Supports children in recognising and building on their own talents
- Ensures that children are fully involved in assessing their own progress and attainment and supports them in recognising what they need to do next in order to improve
- Allows children to 'get stuck' and build resilience and strategies to move forward
- Allows children to apply knowledge in a range of different contexts

**If we get this right, success will look like this.....**

In lessons teachers will:

- Ensure an orderly and punctual beginning and end of the lesson;
- Maintain an orderly and purposeful atmosphere within the lesson;
- Ensure children learn through clear, varied learning tasks which are appropriately challenging and encourage the application of key skills.
- Put learning into context and ensure that children are aware of what they are learning and why.
- Ensure that learning objectives and success criteria are clear and visible to the children throughout the lesson to support their learning
- At appropriate times in the lesson, provide opportunities for the children to reflect e.g. through learning activity stops, peer and self assessment.
- Adjust the learning to address misconceptions or extend learning
- Ensure that children know what excellence looks like- actively engaged in seeing what is expected/ identify quality and use this to generate success criteria
- Demonstrate understanding of the subject or skill being taught and use this to question effectively and explicitly model, demonstrate and share
- Promote active participation
- Promote high expectations of presentation (including handwriting )
- Use praise regularly for effort and achievement and apply rewards and sanctions consistently;
- Use prompt action to address any poor behaviour;
- Treat all children fairly; (see Relational Behaviour Policy)
- Create a positive, cooperative atmosphere where children feel safe, are able to attempt new ideas and are confident about taking risks in their learning;
- Use time effectively

Children will:

- Learn through relevant first hand experiences, both in and out of the classroom.
- Be appropriately challenged and encouraged to take risks, solve problems, develop creativity and work independently.
- Know what excellence looks like and take an active role in constructing success criteria.
- Be active participants in their learning.
- Develop and apply knowledge, skills and understanding in all areas of the curriculum.
- Work individually, collaboratively, in pairs, groups and as a whole class.
- Be aware of where they are in their learning, their successes and the next steps.
- Have access to high quality resources and equipment and understand how to use them.
- Feel valued by having opportunities to express their thoughts, feelings and opinions and be encouraged to listen to and learn from one another.
- Be supported to develop emotional stability and build good relationships in order to be ready to learn.
- Have a positive attitude to learning.

**If we get this right, success will look like this.....**

The Learning Environment will:

- Belong to the children.
- Be welcoming, inviting, and stimulating.
- Be safe and secure.
- Provide access to water, fresh air and natural light.
- Be an environment where respectful relationships are established.
- Have clear expectations of behaviour.
- Be a place where pupils are encouraged to talk about their learning.
- Encourage group work and collaboration.
- Contain high quality, age appropriate resources including technology.
- Promote achievement and celebrate success.
- Be adapted for children with specific special needs.
- Provide models which support learning and prompts for children to use when they are stuck.
- Contain good quality children's work which celebrates personal achievement.
- Have hands on interactive displays .
- Have learning labels to describe the learning.
- Have an appropriate noise level to enable learning to take place.
- Be tidy and organised, to promote independence.

## **2. Successful Planning**

We recognise the importance of the seamless **Plan – Do - Review** cycle. Planning will show:

- Clear identification of intended learning - learning set in an engaging context optimising real life opportunities
- Decontextualized Learning Objectives
- Clear explanation about how learning objective will be achieved - success criteria
- Progression in learning - demonstrating a clear, learning journey, building on prior learning

- Appropriate challenge for all children
- Planned guided work and role of adults – teacher and TA
- Use of teaching strategies
- Key Questions generic and targeted questions planned to stimulate learning and extend thinking of different abilities
- Annotations /on going assessment to support planning
- Purposeful
- ICT opportunities

and allows opportunities to apply skills in different contexts

### **3. Monitoring**

Monitoring is carried out by the head teacher, members of the school's SLT, and/or middle leaders and takes a variety of forms:

- Informal discussion with staff and pupils
- Observation of the classroom environment
- Monitoring of planning
- Work scrutiny
- Classroom observations of learning
- Data analysis

The learning policy will be an integral part of all monitoring activities and will form part of the feedback.

## Appendix 1

Throughout school we are aiming to create an inspiring learning environment which supports and enhances the learning process and promotes independent learning as well as celebrating the children's achievements.

### Classroom expectations

#### Celebrating the children's learning

- Labels added to explain the learning, success criteria, ask questions
- New displays 3 times a year in central areas
- Work to be rotated into the central areas around school
- Ensure that all work displayed is named and year group displayed so visitors and children can see standard of work in that year group
- There is a piece of work on display from every child
- Balance of work in the classroom to show that all curriculum areas are valued
- Work reflects the current learning journey

#### Support and Enhance Learning

- Science investigation
- Science how to plan an investigation, scientific vocabulary
- Range of topic books which support the topic
- Artefacts which support the topic
- Questions and prompts for children to think about and respond to
- Access to a range of ICT
- Language rich environment
- Key questions displayed alongside the children's work
- Learning objective and success criteria visible
- Marking criteria

#### Supporting Numeracy

- Numeracy working wall to show range of current strategies, being taught
- Mathematical vocabulary
- 100 square
- Interactive mathematical problems
- Help desk
- Maths passport resources/ times tables
- Range of numeracy resources

#### Supporting Literacy

- Immersive reading areas
- Guided reading novel study
- Recommended reads/ baskets of books/non-fiction books with research questions/linked artefacts with questions to generate interest
- Class book displayed on door
- Interactive phonics / spelling
- Good quality books on display linked to the current learning
- Examples of good quality handwriting
- Handwriting reminders BBC sitting
- Examples of good models of writings

### Literacy working wall

- Planning formats
- Examples of work
- Lists - may be teacher or pupil created
- Vocabulary extension
- Definitions of grammatical terms
- RWI phonics chart
- Punctuation strips and pyramid
- Sentence starters

### Learning Environment checklist

- Schools Rules
- School Values
- Class charter
- Leadership responsibility roles
- Online safety expectations
- House point chart or way of recording house points (this may be different in each class)
- List of the houses and who belongs to each house
- Class council agenda
- Vision and values statements

### Promotes Independence

- Labelled resources, easily accessible by all children
- Labelled drawers and cupboards
- Resources clean, good condition, ready to use
- Good quality storage
- Established rules for looking after and tidying resources
- Children given responsibilities within class
- Consistent reinforcement of routines

### Please Avoid

- Files on show in classrooms
- Piles of workbooks on work surfaces
- Finished trays
- Drawing pins **must not be used**
- Paper taped onto cupboard tops
- Empty boards
- Dead plants
- Sparkle box
- Stickers on trays
- Untidy art areas
- Untidy cloakrooms
- Untidy tables