



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

Version	Date	Change details
V1.00	Sept 2021	Created; Emma Gill, WGPPS Head, Lynne Butler, WGPPS Deputy Head.
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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 Teaching and Learning policy will be an integral part of all monitoring activities and will form part of the feedback.

As of September 2025, and in preparation for Teaching and Learning across Queen Elizabeth's School from September 2026, we will adopt a teaching and learning philosophy supported by the 'Teaching WalkThrus' (Tom Sherrington). WalkThrus are based on Rosenshine's 10 principles of instruction and are a selection of more than 150 evidence based teaching and learning strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps. EYFS will focus on the 'Play in Practice' WalkThru.

Across all phases of WGSF we have a collaborative approach to the delivery of high quality education. This is outlined in the [Provision for all](#) document which considers the Learning Environment, Learning Culture, Learning Expectations, Learning Dialogue and Learning Opportunities.

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