



WOODLANDS
PRIMARY AND NURSERY SCHOOL

Teaching and Learning Policy (Adaptive Teaching and Non Negotiables)

Created: December 2022

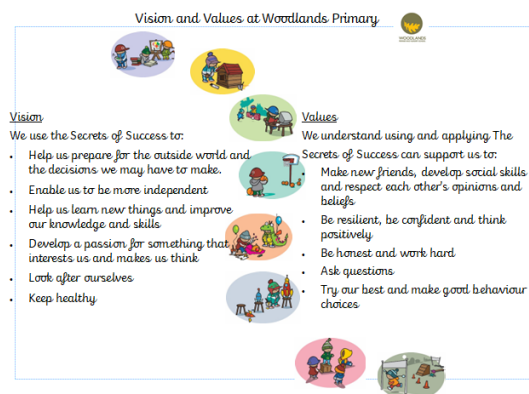
Review: December 2024

Aims

Our teaching and learning policy is designed to ensure that **consistency and expectations** for teaching and learning, at Woodlands, are clear. The policy outlines the school's '**non-negotiables**' and the **key teaching strategies** for all staff at Woodlands Primary School and Nursery. Putting this policy into practice is not an 'add on'; it reflects our expectations of **high quality first teaching**.

We believe and understand:

- Developing mutually respectful relationships with our families is essential; we view education as a joint undertaking. This involves everyone: the children, parents, staff, Governors and the wider community.
- Children should develop respect for themselves, value the contributions of others and acquire the skills to succeed, in our ever-changing society.
- Pupils learn best when they have their basic physical needs met, feel secure, safe, valued and feel a sense of belonging; children's well-being is at the centre of everything that we do and is fundamental to achieving success.
- A secure and stimulating environment, enables us to tailor learning, to provide children with opportunities to develop skills, critical thinking and explore concepts.
- Children's learning must extend their experience, knowledge, imagination and understanding so that they are able to realise their potential for learning and capacity for enjoyment and achieve their full potential.
- Our learners should be sensitive to the needs of others, should have a sense of fairness and justice and an ability to value the contribution of each individual.
- We have a duty to ensure every child develops attitudes of acceptance, co-operation, perseverance, independence, respect and responsibility.
- Each child is valued as an individual and we aim to encourage and foster their development intellectually, physically, spiritually, socially and emotionally within a caring atmosphere.
- Our children understand that the school's vision and values are promoted and developed through the secrets of success.



Roles and responsibilities

Teaching and learning in our school is a shared responsibility, all staff understand that everyone in our school community has an essential role to play. Key expectations for partnership working are outlined in our Home-School agreement, these include: curriculum, behaviour, attendance, equal opportunities, home learning and welfare and communication.

School Staff

Staff in our school will:

- Demonstrate deep knowledge and understanding of the subjects they teach, supported by the subject leaders and policies linked to that subject area.
- Use highly effective questioning that demonstrates an understanding of the ways pupils learn.
- Identify pupils' misconceptions and act to ensure they are addressed.

- Plan lessons well, introducing subject content progressively, making maximum use of lesson time and using a range of appropriate resources.
- Provide time for practice so pupils embed their knowledge, understanding and skills securely.
- Teachers identify and support **any pupil** who is not 'keeping up' or working at age related expectations to enable them to make accelerated progress and 'close the gaps in learning'.
- Check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Provide pupils with insightful feedback, in line with the school's assessment guidelines, about what pupils can do to improve their knowledge, understanding and skills.
- Actively engage parents/carers in their child's learning through the use of: effective communication systems, face to face meetings, Class Dojo, letters, school website, newsletters, stay and learn sessions etc.
- Update parents/carers on pupils' progress termly and produce an annual written report on their child's progress.
- Meet the expectations set out in linked school policies.
- Celebrate achievement and have high expectations of everyone.

Pupils

Pupils at our school:

- Enjoy learning and love coming to school!
- Use resources and meta-cognition strategies so they can be responsible for their own learning and be aware of how to support the learning of others.
- Are curious, resilient, enthusiastic learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Make the most of opportunities to learn through extracurricular activities.
- Understand how to improve their learning and act on feedback, written or oral, from classroom staff and their peers, to improve.
- Meet expectations of good behaviour for learning, respecting the rights of others to learn.

Parents and carers

Parents and carers of pupils at our school:

- Are provided with concise information on how well their child is progressing, in relation to the standards expected and how they can support their child at home.
- Ensure that children arrive at school every day, on time.

Planning

The planning process is at the heart of effective teaching. It is a creative process, rather than a product. It is collaborative and allows teachers to combine teaching pedagogy with knowledge of learners, the curriculum, and the teaching context. It is a time when teachers envision the learning they want to occur and analyse how all the pieces of the learning experience will fit together to make that vision a classroom reality.

Learning overviews for each year group:

Our long-term overviews illustrate the specific subject content, based around a **thematic, cross curricular** approach, for each year group. Within the EYFS, these plans form the basis for enquiry-based project work. The plans for all year groups, have been created to ensure both **contextual and thematic connections** are clear, allowing children to develop critical thinking and reflect on concepts and ideas and learn and work together. Our curriculum can be described as both **cumulative** and **spiral** in nature. To ensure that it is **well structured and sequenced**, progression documents, that have been specifically designed by school leaders, allow teachers to **plan with precision**. These documents are **sequenced** to ensure that **progression and balance** is achieved, whilst clearly outlining the **end goals** expected for each subject across the year groups and key stages. By teaching concepts in the context of multiple subjects at once, time is used efficiently allowing opportunity to explore subject content with increased breadth and depth. The curriculum is also enriched with planned experiences, visits, assemblies, curriculum theme days, outdoor learning, sports, clubs and workshops.

Medium term planning

Medium term planning is unique in that it enables teachers, when planning a sequence of lessons around a subject area, to think about **what** they are teaching, **why** they are teaching it, **when** they are teaching it and **who** they are teaching it for. Schemes of work have been developed for a range of subject areas. For literacy, these include Handwriting, Punctuation and Grammar progression guides, Spelling and Genre Guides. In mathematics, the Calculation Scheme of work and progression guides for each area, support staff in developing agreed methods. Subject policies/guides for Foundation subjects support teachers' planning.

Daily Lesson Planning

Teachers plan individual lessons for all subjects, this is completed on a weekly basis. The following non-negotiables are outlined during induction to ensure that planning is consistent and embedded across school.

- Daily lesson plans are presented on an agreed school format, following a review of teacher workload (PPT-no additional expectation for other planning formats).
- Learning intention and success criteria for all lessons are included and shared with children.
- **Meta-cognition strategies** are clear, including an assessment for learning opportunity at the start of all lessons (where appropriate).
- For Numeracy, daily fluency exercises are completed at the start of every lesson.
- Models and images should be used (these follow the agreed images outlined in maths and SPAG policies for consistency).
- Effectively planned questions to deepen knowledge, encourage reasoning and help children to know and remember more.
- Opportunities for children to work collaboratively to articulate understanding, share ideas and deepen their thinking.
- All children receive high quality guided practice, leading to independent working.
- Notes for teaching staff.
- Learning tasks and resources are appropriately differentiated and clearly reference how the classroom staff will effectively support all pupils within the lesson (regardless of whether children are working with an adult or working independently).
- All planning is saved in year group folders, the week before lessons are due to commence.

Planning teams and planning support

- Year group partners meet at least weekly.
- Planning, Preparation and Assessment (PPA) time is used to evaluate the previous week's planning in light of formative assessments and to plan for the forthcoming week.
- Phase leaders and subject leaders coach, mentor, support and monitor the planning processes across school, where required.

Within Lessons

At the beginning of each lesson, the children are asked to complete a 'cold task' to accurately and quickly assess prior knowledge and skills, they know this as 'AFL'. These **Assessment for Learning (AFL)** opportunities, pitched at national standard, are used so that the teacher can question, observe and assess pupil understanding. This determines the level of support or teacher exposition needed for each specific lesson. We know that simply 'grouping' children in to 'set seats' does not account for the wide range of skills that children may already have, in each discipline of any subject.

For example:


AFL: Re-write this as speech with action.

I saw that yawn, young scallywag. Yawn again and I'll have your guts for garters said Skullface. Sorry, Madame Johnny said. Your cap is set too jaunty. You know I hate a jaunty cap. Fix it said Skullface.


AFL: Re-write this as speech with action.

"I saw that yawn, young scallywag. Yawn again and I'll have your guts for garters!" Skullface shouted menacingly, as she pointed her finger.
"Sorry Madame," Johnny replied quietly, looking straight at her.
"Your cap is set too jaunty. You know I hate a jaunty cap. Fix it," Skullface whispered angrily as she adjusted his cap.

AFL	AFL (ANSWERS)	AFL
25% of 80 =	25% of 80 = 20	What is a classification key?
20% of 80 =	20% of 80 = 16	How do you use it?
5% of 80 =	5% of 80 = 4	Can you create a classification key for




AFL: What are continents?
Name and identify continents on a map.



Can you name any divisions of the Earth and tell me anything about them?

AFL:
Explain why a wooden spoon will not burn the person's hand even if it has been in the boiling water for a while.



Following on from the AFL, the teacher will select children for focussed work with an adult. This enables the correct level of support and necessary teacher modelling or guidance, to be put in place. For example, children who demonstrate that they can achieve the AFL can begin the learning tasks for the lesson without the need to sit and passively listen to modelling or explanations for learning that they have already demonstrated they can do. They may be supported by the teaching assistant as the teacher models the new learning for the other pupils.

Adaptive Teaching

We understand that **progress** = children knowing more, remembering more and being able to do more. We also understand that **challenge** is related not only to differentiated learning withing lessons, but also the ambition for all children to **achieve key end of year expectations**. Adaptive teaching is not revolutionary, it is high quality teaching for the children in our classes. Adaptive teaching happens before the lesson and during the lesson; it is 'adapting planning prior to the lesson & adjusting practice during the lesson' (EEF, 2021). It is about planning for and teaching the learners within the classroom; **the same diet, but at a different pace**.

Our curriculum is sequenced to ensure that pupils know and remember more. Knowledge is built on over time. Schemas are mental structures to help us understand how things work and organise knowledge. As we take in new information, we connect it to other things we know, believe, or have experienced. This is how children learn. It is our expectation that all of the children at Woodlands will receive **high quality universal teaching** as a priority, at an age-appropriate level. We believe that all children can make progress and achieve, if the right strategies are put in place at the right time, enabling them to do so. We believe this constitutes 'Adaptive Teaching'.

Adaptive teaching is reactive and responsive to individual children's needs at any particular moment in time and at any point in the learning journey. We ensure that children are all challenged to achieve their age-appropriate milestones. All children will access the planned learning and curriculum content; some will understand it more deeply than others. Teachers will have the same learning intentions for the vast majority of pupils, with no lowering of expectations for those pupils who might find these more challenging.

In order for all pupils to be able to achieve these intentions, it will be necessary to 'adapt teaching' for some, through the use of strategies such as:

- Targeted, tailored support both within lessons and as pre/post teaching.
- Individualised resources (privacy screen, wobble cushion, fiddle toy, coloured overlay etc).
- A range of meta cognition strategies (knowledge organisers, word banks, scaffolding-writing frames/exemplars, mind maps, recall, peer explanations etc).
- Breaking down content into smaller chunks or steps.
- Modelling and sequencing (thinking out loud, manipulatives, worked out models etc.)

- Consistent visual models/resources (e.g. RWI chart, models and images used in SPAG and maths, classroom equipment etc.).
- Removing unnecessary expositions i.e. keeping your spoken language at an amount and level that will enable maximum access.
- Reframing questions (Asking a question that requires the same high level of thinking, but using a simpler construction, by using an active rather than a passive voice, or by focusing on one aspect at time e.g: If I were to add 9 to 4 what would I do?/ What are the different strategies that I can use to calculate 9 add 4?).
- Intervening appropriately, i.e. in the classroom/lesson wherever possible, to minimise the need for out-of class interventions (though these will still be appropriate and necessary for some pupils).

Learning environment

At Woodlands, it is understood that the **learning environment should support the right conditions for learning**. As discussed in the Reggio Emilia approach, the environment is the 'third teacher' and should be a setting designed to be not only functional but also aesthetically pleasing and reflective of the child's learning. All staff have a responsibility to ensure that the school's vision and ethos are evident throughout school. At Woodlands Primary School and Nursery we aim to develop mutually respectful relationships within all members of the school community. Classrooms should be well-organised and decluttered and routines well established so that the children can focus on their learning. Resources are clearly labelled and easily accessible. Children are encouraged and supported to demonstrate positive behaviour, both in the classroom and during social times around school. This includes taking a pride in their uniform, looking after resources and being respectful. Displays will not be used for decoration but will value, celebrate or support learning. Working walls are used to display the learning journey, making the final outcome clear to the learner and supporting the learning of new and technical vocabulary. Pictures, workings out, mistakes and photographs can all be used to evidence the learning journey.

- There needs to be a distinct difference between celebration/static displays (of final pieces of work) and working walls.
- The displays must all use the agreed handwriting script for labelling.
- Curriculum displays need to have an interactive element, questions and answers posed by the children, 3D element, outline theme planning overview.
- Corridor Displays to have a set half termly theme, this will be overseen by SLT. Staff will be notified of the corridor theme at the end of each half term.
- Phonic charts in EYFS to Y4 need to be visible (preferably located at the front of the class at a height within the child's eye line, preferably next to the IWB) and children in Y5 and 6, who still require the use of phonic charts, should have their own laminated A4 size chart in their literacy book to help support their writing.
- Classroom staff must ensure that the resources the children need are prepped and available (including individual resources) for each lesson. These resources must be used to support and promote **metacognition**.
- No resources or books that are not current to be visible in the classroom.
- No resources on top of high cupboards nor in the classroom the pods.
- No resources left on under the counter work tops in the pods as this should be used as additional/alternative learning space.
- No resources/clutter piled high on laptop trolleys.
- Do not cover up door windows with paper children's work or displays (this is a safeguarding requirement).
- Ensure tables are tidy and children keep the cloakroom area well organised and clear.
- Pods to be used as learning spaces (as well as staff PPA) the pods need to be set up to support learning and should have displays that celebrate as well as support learning.

Reading Corners in classrooms

Where reading corners are used most effectively, to attract the children's attention and engage them in wanting to select reading material, they have the following features:

- An attractive label stating that this is the book corner pictures/posters that draw your attention to the reading corner.
- Interactive displays that celebrate books/authors.
- A star rating interactive display that the children can rate and recommend books to their peers.
- Books displayed to show off the graphics of their front covers not just lined up along the spine.
- Displays that highlight a book, books from a specific author, books that represent cultural diversity and class favourites that encourage the children to choose a book to read.
- Comfortable seating to attract the children to come and sit in the corner as a place to sit quietly and browse and read books.
- A variety of reading material available books, magazines, newspapers, comics, etc.
- Use Reading Diary Raffle Tickets as an incentive for pupils to read at home and complete their reading diary.

Display

Each classroom is required to have the following:

- An interactive display area related to the creative curriculum theme that celebrates a child's learning journey from the planning phase through to the end outcome of their learning. This must include –
 - Relevant artefacts
 - Labels (prepared speech bubble, using Twinkl Cursive Font in all lettering, title)
 - Children's questions (focus on key learning questions and targets, answers/responses/annotations to questions, and children's observations and responses). Higher order questions to deepen children's knowledge and understanding
 - Information
 - A variety of texts (to encourage investigation, exploration and as a resource to stimulate further discovery)
 - Children's work (best work and work in progress)
 - Word banks (and other information that would help scaffold children's learning i.e. writing frames)

All books will be consistent across school and therefore must have:

- Front covers with details of child, class teacher, subject, number of book.
- Books to have a colour tab at the top of the spine (White-SEND, Blue-PPG, Orange-EAL, Yellow-LA, Green-MA, Red-HA)
- Dates and L/I s underlined in pencil (regardless of whether child writes in pen or pencil). Dates should be written on the left.
- If a piece of work does not fill the page, leave one line, then use a ruler to draw a line underneath it. After drawing the line, leave one line, then repeat the process by writing the new date and L.I.
- Any cross curricular links to be evident in Success Criteria. (Write in brackets after).
- Diagrams to be in pencil.
- All work in maths books to be done in pencil
- Success criteria sheets to be stuck in and assessment of the skill (I can) clearly marked by highlighting in yellow-see below
- I/S/G to clearly illustrate the level of support for each group. This also needs to be included throughout the piece of work if necessary.
- Neat handwriting from staff and pupils, in line with school handwriting policy, with clearly defined ascenders and descenders.
- Rulers must be used to draw lines and children in Y1 should be trained to do this.
- Short dates to be used in Numeracy and Science, long date in Literacy.
- Correct use of margins, lines and pages (orientation, next line/page)
- Paragraphs or sections of writing should be defined by a line
- Numbers written within squares
- Inside cover Literacy book must have common exception words, inside of maths book shows key declarative, conditional and procedural knowledge for the year.
- All worked marked by adults in green ink. See marking and feedback for additional information
- Any mistakes to be crossed out using one line.

- All children to use a red pen for editing their work.
- Tabbing needs to be evident – Literacy books following IPAW (independent piece of assessed writing) Maths and foundation subjects after end of unit assessment (Y1-Pale Blue, Y2-Dark Blue, Y3-Pink, Y4-purple, Y5-Red, Y6-Yellow)

Marking and feedback

Responses to children's work take the form of oral and written feedback and, when appropriate work is marked with the child. An emphasis is placed on the teacher feeding back to groups/classes at the end and/or beginning of lessons about progress made, any misconceptions and areas requiring further development. This supplements individual feedback and marking. Work in books must be marked before the book is next used. It was agreed, as part of the work load audit, to reduce the amount of 'unnecessary' marking for teachers; marking will now focus on how well the children have achieved the success criteria. No unnecessary or extensive comments, that do not move learning forward, should be used e.g. super work!

All staff agreed to the following, as such work is marked in line with agreed guidelines:

- Work will be marked in green ink. Staff should use the school's handwriting font – cursive script and ensure their spelling and grammar are accurate.
- Yellow highlighter will be used to identify the features that have been included according to the success criteria.
- Developmental marking (MFS-Marking For Success) should occur at least once a week for each child. This must be presented in a Green bubble and marked following completion. It is the teacher's responsibility to ensure that children complete these tasks in a timely manner. In the Early Years and at the start of Key Stage One, the inclusion and recording of pupil voice will feature heavily in the way in which responses are addressed.
- Developmental Marking (DM) needs to include; consolidation of end of year group expectations, correction of misconceptions, move learning on and/or deepen learning not just a focus on reflections on progress toward achieving the success criteria.
- Correcting every mistake can be disheartening, so marking will relate to, and focus on, the learning objective / success criteria (rather than being a detailed written comment on all work). Pupils will be aware of the objective, as it will have been shared and explained at the beginning of the lesson. It will also be in their book at the top of the piece of work.
- Green highlighter should be used, where necessary, to highlight opportunities to edit and improve for example: missing capital letters, full stops or incorrect spelling of high frequency or key words for the lesson- this marking should be in addition to marking against success criteria, not instead of. A maximum of 5 corrections to be given per piece of work.
- Teachers may decide that it would be more beneficial, on occasions, for the children to mark their own work, for example, a spelling test or as part of self and peer marking- this will be done in red edit pen.
- In maths, correct responses can be highlighted yellow-incorrect should be evidenced with a small dot and children given the opportunity to edit.
- When children complete AFL, staff should mark (in pink highlighter) where this has been successful (this happens during this point in the lesson-usually by the TA).
- From Year 2, children should use orange highlighter in their Literacy work, to identify where they have correctly and appropriately written a 'common misconception word'

Assessment, recording and reporting

We track pupils' progress using a combination of formative and summative assessment. We discuss and explain pupil targets with children and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually. Teachers and support staff assess pupil learning and progress as an ongoing process within the lesson and over time. This is evaluated by three main forms of assessment.

Formative assessment:

Used on a day-to-day basis. Teachers use this to **adapt their teaching and learning** throughout the lesson and to plan the next lesson and do this through:

- Observing existing knowledge at the beginning of the lesson through the AFL

- Open ended questions to seek pupil understanding
- Working with a guided group through 1:1 discussion
- Observing the progress pupils make during a lesson
- Marking pupils' work

Summative assessments:

Used at the end of a unit of work or at key points throughout the term.

- Baseline assessment in EYFS-within the first 6 weeks of Reception
- Half Termly phonic assessments of all children accessing RWI
- Planning regular assessment opportunities throughout the term, used to identify strengths and areas of development-communicated with the children.
- IPAWS are completed at least half termly indicated in the Long Term Curriculum overview, and are marked using the whole school agreed writing mark/moderation grids.
- Teachers use a range of end of unit tests for Maths, Science and Foundation Subjects (White Rose, Twinkl and those created by subject leaders).
- Standardised tests for Reading, Maths and SPAG (NFER- Y1,3,4,5,) and past SAT papers for Y2 and Y6 and completed. These are carried out at the end of each term.
- Burt Reading Tests and Boxall Questionnaires are also used when gathering data for some pupils, particularly for those pupils with SEND.
- If a child arrives from another school, they will be assessed within a week of arrival.
- Formal standardised scores are recorded on the whole school data management system-BROMCOM. This information is then triangulated to generate an overall teacher assessment for each child.
- Once data has been completed, subject leaders and senior leaders analyse whole school data, to identify trends, strengths and areas of development and to inform/assess the impact of interventions and strategies. Analysis also includes:
 - Achievement and progress by year group
 - Achievement and progress by gender
 - Achievement and progress by ethnic group/ language
 - Achievement and progress of pupils with disabilities and/or special educational needs
 - Achievement and progress of disadvantaged pupils who are eligible for the Pupil Premium

Statutory national tests and assessments set by the Government to compare children's achievement from school to school.

- Expected ELG by the end of Reception
- Y1 and Y2 phonic screening test
- Y2 end of Key Stage 1 assessments
- Y4 Multiplication tables check
- Y6 end of Key Stage 2 tests and assessments

Monitoring and evaluation

Timetabled staff meetings are used to moderate progress and standards, and jointly level pieces of work to quality assure staff judgements, in addition to phase/subject lead/cluster moderation and monitoring. These opportunities are planned to take place within the school monitoring cycle, so teachers can share pupils' work and check and compare that judgements are consistent. Moderation agreements are documented in pupils' books. Teachers use Exemplification Materials to support effective and accurate moderation of pupil work. Additionally, where possible, opportunities are planned between schools for teachers to meet to compare assessment judgements with other schools within our cluster of schools.

Senior leaders, including governors, monitor the progress that children make within lessons and over time through:

- Learning walks/Lesson 'dips'
- Book and planning scrutiny
- Pupil Voice
- Moderation of assessment judgements
- Collation and analysis of data

- Year group data analysis action plans
- Reviews of Assess, Plan, Do, Review/ IEP targets for pupils with SEND
- Link governor monitoring visits with subject leaders
- Termly Pupil progress meetings and SEND pupil progress meetings.

Feedback from this monitoring is shared with staff and governors to document the impact of teaching, learning and assessment and to plan whole school development.