



Wren Park Primary School

Teaching and Learning Guidance

Introduction

At Wren Park our teaching and learning guidance is designed to ensure that every child, regardless of background, ability, or need, is supported and challenged to reach their full potential. We strive to create a learning environment that promotes curiosity, critical thinking, and a love for learning. This guidance outlines our approach to pedagogy, setting clear expectations for teaching and learning practices across the school.

We acknowledge and celebrate our diverse community and appreciate that all children are individuals and bring with them knowledge, experiences and understanding of the world from their experiences out of school. Children's unique personalities, confidence, qualities, strengths and challenges are fundamental building blocks to their learning. With support, understanding and quality teaching based upon good relationships children can learn effectively, be curious, be community spirited, ambitious and resilient.

We believe that all children deserve and respond well to high quality teaching of a relevant and well-planned curriculum.

Whilst this document provides a guide to our collective approach it is not a "prescriptive document", and teachers are encouraged to add passion and flair within their teaching to ignite and inspire children's love of learning. Memorable and magical learning sometimes occur when moments are captured, and threads are explored for the pleasure and excitement and depth of learning. These cannot always be planned in advance but enhance and add awe and wonder to the planned curriculum.

Our Values



RESPECTFUL



AMBITIOUS



RESILIENT

Important Information- remit and extent of this document

The nature of this document is to outline our approach to Teaching and Learning, methods used rather than what specific curriculum knowledge is taught and at what point. (Our Curriculum continually evolves, and it is important to view our website information on curriculum to gain an understanding of what information is presented, what specific knowledge is acquired and what skills are developed at different points within a child's time at school).

Aims

- To provide a high-quality learning experience for all pupils.
- To promote consistent and effective teaching across the school whilst retaining scope for flexibility to deepen and broaden experiences and to enjoy the process of learning.
- To develop resilient, ambitious, and respectful learners who are prepared for future challenges.
- To ensure that teaching is inclusive and responsive to the diverse needs of all pupils, including those with Special Educational Needs and Disabilities (SEND) and others who are disadvantaged.
- To foster a collaborative and reflective teaching environment for staff, where professional development is encouraged and supported.

Core Pedagogical Principles (The methods we use to teach)

1. Child-Centred Approach

We place the child at the heart of the learning process. Our teaching practices are informed by the individual needs, interests, and abilities of each pupil. Lessons are designed to be engaging, interactive, and relevant. Whilst being child centred it is essential that they learn key knowledge and the intended curriculum is in place for all children.

We aim to teach in ways which spark curiosity and encourage children to be active and curious learners. We consider and use engaging and memorable ways to “hook” children into learning. This might stem from a visit or visitor, a powerful stimulus, video clip, extract, or scenario challenge to create interest or emotional response. We believe that children learn best when they are not just “dumped on with information” but when they are stimulated through a range of styles of delivery enabling neural pathways to be ignited and connections to be made through a range of sensory and emotional stimulus.



2. **Inclusive Practice**

We are committed to providing an inclusive education for all pupils. Teaching is adapted where necessary to meet the diverse needs of learners, including those with SEND, English as an Additional Language, higher attaining pupils or those children with other barriers to learning. We use a variety of strategies to ensure that every pupil can access the curriculum and make progress, including scaffolding, individual, paired, group tasks, teacher led and adaptive teaching, and personalised support. Whilst our practice is inclusive it is within the limits of the resources and staffing levels that are available. (Not all year groups have the Teaching Assistant numbers they may have had historically, QFT is therefore our greatest tool in achieving our aims for children).



3. **High Expectations for All**

We set high expectations for all pupils, regardless of their starting points. Teachers challenge pupils to achieve their best by setting clear learning objectives, providing constructive feedback, and encouraging a growth mindset. Pupils are taught to take ownership of their learning, develop resilience, and understand that effort leads to improvement.



4. **Balanced Curriculum**

We deliver a broad, balanced and ambitious curriculum that covers all areas of the National Curriculum, while also incorporating opportunities for personal development, creativity, and exploration. Lessons are designed to build knowledge and skills progressively, ensuring that pupils make connections across subjects and develop a deep understanding of key concepts. Whilst we place great emphasis on to the core skills of learning to read, write and use maths all subjects have equal value in the education of our children. Our

Resilience are embedded in daily interactions. Clear expectations for behaviour are communicated, and positive behaviour and attitudes is expected and celebrated. Teachers set the mood and tone within their classroom and it is expected that it is a positive and happy place in which children are supported, recognised as being unique and important. Teachers are encouraged to remember that we are here to serve the children through care, guidance, support, encouragement, safe boundaries and to build self-esteem and confidence. Teachers are encouraged to consider carefully the words they use as they can build children if carefully considered or hinder or harm them if used without due consideration. Teachers need to build positive relations with all children.



8. Collaboration, Communication, Community and Celebration

Collaborative learning is an important part of our pedagogy. Pupils are encouraged to work together, share ideas, and learn from each other. In addition, communication between school and home is vital. We engage parents in their children's learning through regular updates, consultations, and opportunities for involvement. We know that our children indeed are experts in some fields as are their parents. We acknowledge we can learn from each other and in a meaningful and practical way. We encourage parents to share their skills and knowledge through talks and presentations to the children or through activities such as Careers Week.



Planning and Delivery

1. Lesson Planning

Teachers are expected to plan lessons that:

- Have clear, achievable learning objectives.
- Are adapted where possible and appropriate to meet the needs of all learners.
- Include a variety of teaching strategies and resources.
- Build on prior knowledge and skills, ensuring progression.
- Incorporate assessment opportunities, both formative and summative.

- LTP's and MTP's show small steps and sequential learning.
- MTP's are working documents and are subject to change and adaptations by class teachers based on knowledge and professional judgement.
- Utilises any local networks where they enhance Cultural Capital or deepen understanding of our locality of Derbyshire and local industries.

2. Teaching Strategies

We encourage teachers to use a range of strategies to engage and motivate pupils, including:

- **Direct instruction** – Where the teacher leads the learning through clear explanation and demonstration in a sequenced way which is chunked to reduce cognitive overload and establish understanding.
- **Retrieval Practice**- Quiz/ flashback 4 / Tough Ten to reinforce prior knowledge and skills
- **Inquiry-based learning** – Encouraging pupils to ask questions, explore and research information.
- **Independent and Collaborative learning** – Individual, group, paired tasks and peer discussions that promote teamwork and communication.
- **Adaptation**– Adapting and differentiating tasks, resources, and support to ensure all pupils can succeed.
- **Use of technology** – Incorporating digital tools to enhance learning, where appropriate.
- **Creative and cross-curricular approaches** – Integrating subjects where appropriate to make learning meaningful and relevant.

*Note that there may be subject specific guidance on teaching and learning best practice and that should be considered further guidance and as an enhancement to this generic guidance.

Inclusion and Adaptation

1. Adaptation

Adaptation and differentiation is central to our teaching practice to enable children to access learning by scaffolding or removing barriers to learning. Teachers use various approaches to cater for the diverse abilities and learning needs of pupils, including:

- **Task differentiation** – Setting tasks at varying levels of difficulty.
- **Low threshold, high ceiling challenges** – enabling success for all and open ended to extend, deepen learning and curiosity. (e.g. how many ways can you solve a problem?)
- **Outcome differentiation** – Allowing for different methods of demonstrating understanding, written, oral, pictures, diagrams, presentations.
- **Support differentiation** – Providing additional support or resources for those who need it, including pupils with SEND or other vulnerabilities.

- **Pacing differentiation** – Allowing pupils to work at a suitable pace or starting at different points within a learning activity eg. starting at a higher level of challenge.

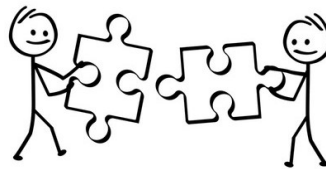
*Not every objective will be adapted by task but the above are examples of what can be done to support learning.



2. SEND and Vulnerable Pupils

We are committed and ambitious to ensuring that pupils with SEND and other vulnerable groups receive the support they need to achieve their potential. This includes:

- Ensuring access to a curriculum that is appropriately challenging and supportive.
- Regularly reviewing and adapting Multi Element Plans (MEP's) and intervention strategies.
- Collaborating with parents, SENDco, and external specialists to provide tailored support (children with EHCP).
- Intervention / booster groups to reinforce knowledge /skills or to pre-teach.
- Regular short bursts of retrieval ensures that knowledge and skills are firmly secured in the long term memory.



Assessment, Feedback, and Progress

1. Formative Assessment (Assessment for Learning)

Formative assessment is used regularly and effectively to inform teaching and identify areas for improvement. This may include:

- Regular questioning and discussion to gauge understanding.
- Quizzes at the start and end of a block of learning (lesson or sequence of lessons)
- Observations and feedback during lessons.
- Self-assessment and peer-assessment to encourage reflection.

Questioning

Prior to presenting new material teachers may use a series of questions as part of a short activity to promote quick retrieval of information. This could be retrieval from the previous year, the last topic, the last week and last lesson. Such as:

- Flashback Fours
- Quizzes



Further Questioning

At carefully considered points throughout a lesson the teacher will use questions to evaluate children's knowledge, understanding, application, synthesis and evaluation of what they have been taught. Questioning will be skilful and include a variety of closed, open questions, seek explanations, whilst children may volunteer their answers by indicating with their hand up, cold calling, use of talk partners, think-pair-share are methods used to engage all children build their confidence and create challenge and promote active learning.

Lessons are planned to ensure that children revisit knowledge and skills taught previously. By "interrupting" the natural process of "forgetting" over time it will support the children in being able to retain essential knowledge and vocabulary – sometimes referred to as "sticky knowledge".



Sequencing and Modelling

Lessons develop over time and small steps are introduced and modelled to prevent cognitive overload and closed learning. Teachers who know their children well know when to challenge and when to support. In that way children can learn and acquire key knowledge, master concepts and methods and deepen their learning at a rate which they can manage and thrive under. Teaching and learning is not an exact science but when a skilful teacher put in the correct content in the correct manner and the correct time the child can then process and apply this learning in a meaningful way whereby the outcome is educational success and improvement.

Assessment and Feedback

Assessment and feedback lie at the heart of the process of promoting children's learning. It provides a framework within which our small steps and objectives may be

set, and progress can be monitored. Effective feedback helps to strengthen learning across the curriculum and enables teachers to enhance their skills and judgements which will ultimately lead to better quality teaching and learning.

Summative assessment

Summative assessments are used to evaluate pupils' progress and attainment at the end of a unit, term, or year. These assessments are used to:

- Monitor and track pupil progress against national expectations.
- Recognise the achievements of pupils
- Identify pupils who are falling behind and need additional support or challenge.
- Guide and inform future planning.
- Provide information to ensure continuity in learning at transition points (e.g. between classes/ year groups)
- Comply with statutory and LA requirements.

Subject leads are responsible for monitoring the overall attainment of a curriculum area across the school and making changes /improvements.

2. Feedback and Marking

Effective feedback is an essential part of our pedagogy. Feedback is:

- **Timely** – Provided as soon as reasonably possible to reinforce learning (acknowledging that teacher workload may mean that there are occasions when this “ideal” time frame is not achievable- particularly KS2 Extended work).
- **Verbal feedback**- can be helpful if it is clear to the children and they can understand and recall how they can improve their work.
- **Specific** – Focused on what the pupil has done well and what they need to improve.
- **Subject specific**- based upon progress towards the objective where possible.
- **Actionable** – Linked to clear next steps for learning.
- **Encouraging**- linked to maintaining a standard of effort that is based upon improvement and ambition.

*Whilst feedback should be subject specific it should also be used to support embedding standards of literacy and written communication (High Frequency words and basic punctuation should be consistently high across a child's range of work).

Professional Development and Reflective Practice

1. Continuous Professional Development (CPD)

We are committed to the continuous professional development of our staff. This includes:

- Regular in-school CPD sessions focused on best practices in teaching and learning.

- Staff meetings to openly share successes, challenges and learn from professional dialogue.
- Follow school guidance on certain principles eg. Teaching Walkthru's (Sherrington & Caviglioli) and EEF documents.
- Opportunities for teachers to observe peers and reflect on their own practice.
- Access to external training / networks to keep abreast of the latest developments in education.
- Ambition and expectation that staff engage with their own continuous improvement by using resources available through sources such as EEF, Subject professional bodies and educational charities.
- Support from external services is accessed as necessary



2. Reflective Practice

We encourage teachers to reflect regularly on their teaching and the progress of their pupils. Staff are encouraged to:

- Use data and pupil outcomes to evaluate the effectiveness of their teaching.
- Participate in peer observations and coaching.
- Engage in discussions with colleagues to share best practices and challenges.

Monitoring and Evaluation

The quality of teaching and learning is monitored by the Senior Leadership Team (SLT) through:

- Lesson observations and learning walks.
- Work scrutiny and review of pupils' books.
- Progress meetings and data analysis.
- Feedback from pupils and parents.

These activities are often part of a professional discussion / peer activity where questions are asked to enable a reflective and continually improving approach to Teaching and Learning.

WITHIN THE CLASSROOM -PHYSICAL ENVIRONMENT

We believe that a warm, positive environment within all classrooms and school can have a significant impact upon a child's progression and development. Whilst we are an "old building" with various limitations teachers are responsible for:

- Teaching children to respect and care for their environment, each other and their environment and resources.
- Arranging furniture and classroom to create a safe, accessible and flexible learning environment
- Ensuring classrooms are tidy and well organised
- Creating and maintaining displays that celebrate success and underpin essential learning and look like care and pride are important
- Provide equipment and resources in a way to support independence.
- Use colours and tones which do not adversely affect a child's learning (being mindful to sensory needs and issues)

CLASSROOM DISPLAYS

We use classroom displays to support, reinforce and celebrate learning. As a minimum display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and motivate children towards further learning.

- Each classroom should have:
- An engaging topic wall
- Esteem raising, well presented displays of high-quality children's work that reflects their achievements
- A working wall as a resource for current learning
- A display that promotes British Values and where possible celebrating diversity and inclusion
- A visual timetable

PLANNING AND PREPARATION

In order to deliver good quality teaching and learning teachers are expected to plan effectively and appropriately to ensure they meet the needs of all their pupils. They are provided with the appropriate and statutory planning, preparation and assessment time (PPA) for ½ day a week.

In line with the expectations set across school lesson planning must be:

- Clearly linked to the curriculum and reference the small steps being covered, clearly stating how the sequence sits within a sequence of lessons
- Indicate the subject taught with any cross curricular links
- Highlight the strategies for learning designed to achieve the learning objectives.
- State the activities which will be undertaken.
- Show how children of all abilities will be catered for.
- Contain list of resources to support learning.

*Whilst we do not request all teachers to formally record or write a lesson plan this will be expected to be provided by ECT's as part of their development, periodically as requested for quality assurance purposes and of staff; and of staff who have this stipulated in any support plan.

SUPPLEMENTARY LEARNING EXPERIENCES

At Wren Park we are keen to develop cultural capital as part of our Personal development plan (see calendar of activities) experiences and opportunities within the learning sequence of a topic. These may include:

- Trips and visits
- Visitors and workshops in school
- Dedicated days/ themed weeks
- Sports events
- Residential trips
- Clubs and extra-curricular activities
- Outdoor learning days

Throughout the year we also hold themed or focus days e.g. book week, science or maths days, history days, outdoor week. The aim of this is to raise the profile and enthusiasm for an area and provide children with the opportunity to practice and apply their skills and knowledge in new settings and to develop new interests. We expect teachers to value and promote children to learn and experience enriching activities.



SUPPORTING CHILDREN

- High expectations will be set for all pupils, regardless of ability, circumstances or needs.
- The delivery and content of lessons will be structured to ensure all children can access and achieve within the curriculum. Teachers will consider the needs of all pupils when developing lessons.
- Support documents are available for all pupils who are not progressing as expected. These will be reviewed termly to ensure they are still effective.
- The SENDco will ensure that children with EHCP's receive the allocation of resources commensurate with their identified need (within the funding allocated by LA).

WORKING WITH PARENTS / CARERS

The school staff will communicate with parents about their child's learning in a variety of ways including:

- Parents evenings
- Letters and notes home
- Annual reports
- At other times as necessary.

In addition, there will be times when more communication / partnership working will be required eg. at times of additional emotional need (through changes in family

circumstances, bereavement, involvement of social care), or following concerns raised by school / home on academic, social, emotional issues or concerns regarding behaviour and attitudes including concerns around bullying. SEND concerns, plans.

This additional contact may be through home / school diaries / face to face meetings, phone calls or other appropriate. We expect that staff and parents and aspire to the Wren Park Values, British Values and Protected Characteristics.



Limitations of this guidance

This general guidance on Teaching and Learning at Wren Park is intended to help teachers perform to the best of their ability to deliver the curriculum intent and to enable effective learning for all children.

It is not intended to be an exhaustive or prescriptive document and other school policies and guidance support this. Notably teachers need to be aware of the school based Long-term and medium-term plans (up to date ones on website) and further guidance through CPD or subject specific updates.

Teachers code of conduct is another such school based supporting document.

Additionally statutory guidance including KCSIE (most recent edition) and Teacher Standards are in place to support the safe, effective and professional ways of working with children, young people and their families.

Conclusion

Our teaching and learning guidance is aimed to ensure that every child receives a high-quality education that fosters personal, academic, and social development. By maintaining high expectations, supporting diverse learning needs, and promoting a collaborative and reflective teaching and learning culture. Collectively and individually we are committed to enabling every pupil to achieve their full potential.

Guidance Review Date: Jan 2026

This guidance will be reviewed annually to ensure that it continues to meet the needs of the school and supports effective teaching and learning practices.