

# Teaching and Learning Policy



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SLT Member

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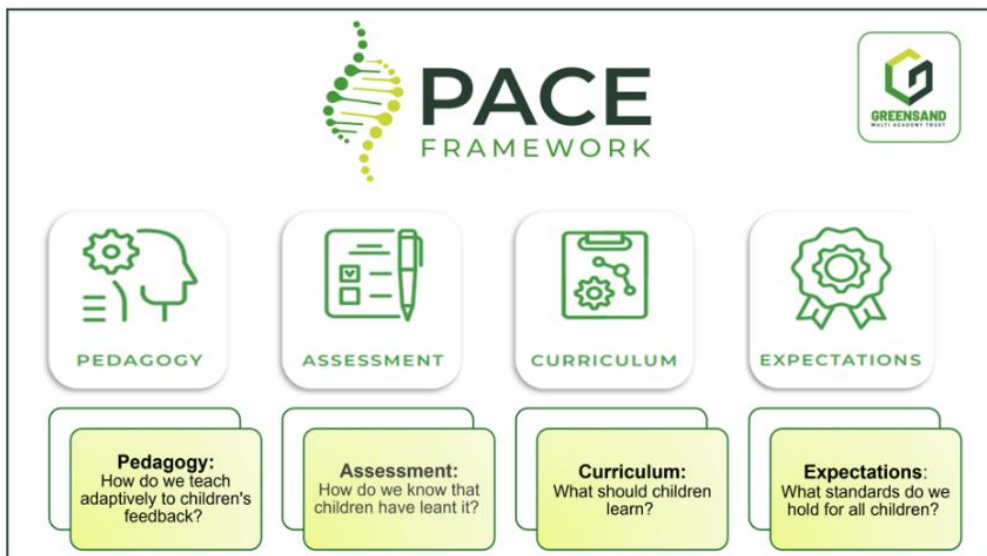
## Aims of policy

- To define our shared understanding of what good learning and teaching look like at Wray Common School
- To promote continuity of practice and ensure a shared entitlement for all children to high quality teaching and learning
- To provide direction and guidance for temporary staff and those new to the school
- To provide a clarity of expectation across the school

## Greensand PACE Model

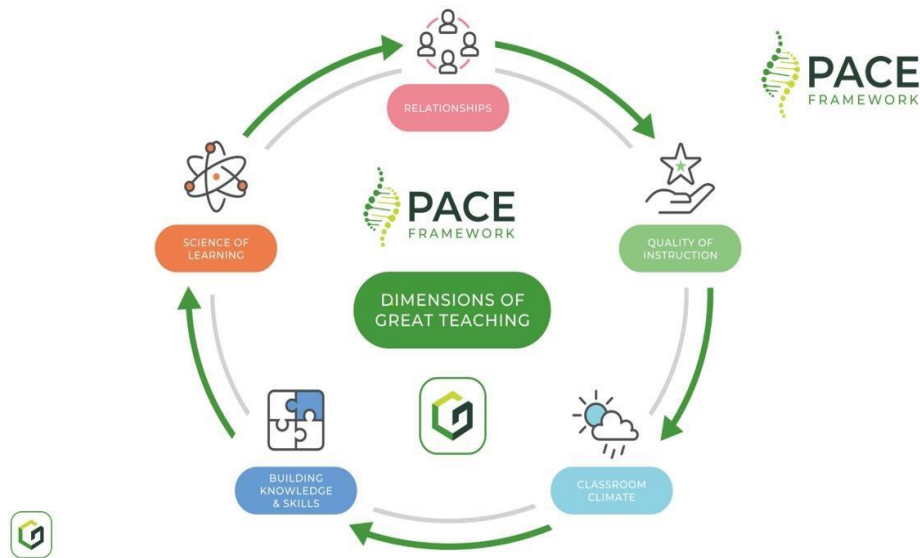
At Wray Common Primary School, we are proud to be part of the Greensand Trust, a community of schools who work collaboratively to enrich the lives of children by providing inspiring and transformational learning, cultural and life experiences. Our collective vision is that every child, regardless of starting point or background, makes excellent academic progress and achieves outcomes that enable them to thrive in the next stage of their life.

To support this, we have developed a model that provides a framework for high quality teaching and learning – the PACE model. PACE stands for Pedagogy, Assessment, Curriculum and Expectations. These are the four key strands that underpin high quality teaching and learning.



## Dimensions of Great Teaching

The PACE framework sets out in further detail the five dimensions of great teaching. These are used by leaders and teachers to structure their thinking, not only in terms of day-to-day practice, but also in curriculum design and continuous professional development. The five dimensions of great teaching are considered at Wray Common so as to ensure a high-quality learning experience for all children, regardless of their starting point, or their barriers to learning.



### Relationships

- We communicate effectively with all staff, parents and children, building relationships rooted in trust and mutual respect.
- We are inclusive, have an understanding of the whole child, cater for their interests and have empathy for their life experiences.
- We are role models and demonstrate the ethos and values of the school.

### Quality of Instruction

- We expertly apply appropriate pedagogical principles of challenge, explanation, retrieval, modelling, questioning, feedback, deliberate practice and scaffold learning so that children are enabled and empowered to know more and remember more.
- We also understand the barriers to learning and adjust teaching within its context using quality first, adaptive and responsive teaching.

### Classroom Climate

- We encourage learning to flourish under the right conditions, both environmentally and behaviourally.
- We ensure that the delivery of the curriculum is exciting, motivational and engaging, which inspires learners.
- We have achievable high and balanced expectations, which reflect aspiration and belief in potential, based on the needs of the children.
- We provide opportunities to teach and encourage resilience through challenge in order to grow and strengthen self-esteem.

### Building Knowledge and Skills

- We build learners' knowledge and skills sequentially, based on prior learning.
- We use effective retrieval strategies so that children are able to recall meaningful knowledge from different parts of the curriculum and apply it.
- We make productive use of long-term learning journeys, progression models, and assessment milestones that mirror the breadth and depth of the curriculum.

### Science of Learning

- We understand the theories of how children learn and we apply cognitive science and metacognitive processes to our teaching (the study of thought, learning, mental organisation and the processes involved when learners plan, monitor, evaluate and adapt their learning behaviours).

## At Wray Common, we provide a curriculum that is:

- Ambitious: ignites a passion for learning that challenges every child to “step into their greatness”; stretches thinking, nurtures curiosity and empowers learners to aim high, work hard and take pride in their success
- Connected: clear, progressive and logical sequencing to secure precise knowledge and skills; links are made explicit-across subjects, experiences and the wider world; children make connections, think deeply and apply their knowledge with purpose
- Immersive; creative, hands-on and memorable; language-rich; utilises a range of strategies and environments, stimulating deep and purposeful thinking
- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils for the opportunities, responsibilities and experiences of later life

## At Wray Common, we believe the learning experience should be:

- A continuous process
- The progressive acquisition of skills and knowledge
- The development of understanding of self and others
- The capacity to continue to grow and develop
- The application of existing knowledge to new situations
- Having fun!
- An active process
- Making sense of experience and adapting to change
- Reflecting and evaluating

## Our commitment is to grow learners who CAPTURE their learning:



- Collaborate: learn together and work towards a goal
- Ask: engage with learning and are curious to find out more
- Persevere: are determined, do not give up easily and are able to cope with setbacks.
- Think: employ a variety of thinking skills
- Use: apply their knowledge and skills to learning across the curriculum
- Reflect: evaluate, self-assess and improve through identifying their next steps
- Explore: independently pursue learning opportunities both in and out of the classroom

## At Wray Common we believe children learn best when:

- They understand the purpose of their learning
- They are happy, secure and confident
- Their senses are engaged

- The range of learning styles are taken into account
- The curriculum offered is motivating and stimulating
- A range of teaching strategies are used appropriately
- There is regular assessment for learning, where children and teachers are clear about the next steps
- They are responsible for their learning and contribute to the learning of others
- Learning activities are well planned
- They are given time to think
- Time is given for reinforcement and consolidation
- Their environment is conducive to learning
- We are all clear about what good learning looks like.

## **We will promote a learning ethos by:**

- Developing a collaborative learning culture through, for example, the use of talk partners and flexible group work
- Promoting a growth mindset and a 'have a go' culture that sees mistakes as an essential part of the learning process
- Encouraging the development of learning styles through displays, task design and discussion
- Explicitly teaching children about the characteristics of expert learners (CAPTURE)
- Ensuring children are clear about their own individual next steps, where appropriate
- Promoting a learning dialogue in every classroom by using the language of learning and modelling the learning process
- Sharing the learning objective and success criteria
- Encouraging whole class participation through the use of talk and mini-whiteboards
- Teaching children to reflect and self-evaluate their own learning and to recognise success
- Ensuring feedback given gives clear guidance on how to improve
- Developing the use of the plenary to promote children's reflection on the learning process as well as content
- Using a variety of questions to challenge children's thinking, check for understanding and to help them make meaningful links across areas of their learning

## **Our learning environment**

### **At Wray Common all classrooms will be organised to:**

- Promote independence
- Encourage children to make an appropriate choice of resources and to treat them with respect
- Foster a 'can do' culture

### **We will do this by:**

- Providing well organised classrooms with clearly labelled, accessible resources
- Every class having a class charter that is regularly referred to
- Establishing clear routines for learning, training children to care for equipment and encouraging a shared sense of ownership and responsibility
- Ensuring that classrooms and outdoor areas are safe, inviting, tidy and organised to reflect the needs of our children
- Using displays to celebrate achievement and effort, promote learning through an interactive approach, and demonstrate learning through illustrating the learning journey being undertaken

## Key features of effective planning

### At Wray Common our planning will contain the following elements:

- Have clear and challenging learning objectives that foster curiosity as well as ensuring that children are clear about what they will know, understand and be able to do
- Identify precise Success Criteria against which staff and children can assess progress
- Evidence that the essential elements of the PACE model's 'Quality of Instruction' pedagogies have been considered
- Retrieval opportunities
- Identify assessment opportunities to enable a precise picture of children's current level of performance to inform our next steps
- Show clear scaffolding of tasks and learning opportunities for those who need it
- Make clear the key resources required
- Show evidence of ongoing evaluation informing future planning for learning

## Inclusion

### At Wray Common we are determined to ensure that every child has equal opportunities to access the curriculum. This is achieved through:

- Careful planning with scaffolding considered for every lesson
- Adjustments made as per a child's ECHP/ISP/Well-being Support Plan
- Focused assessment of individual children's needs
- Teaching staff having an in-depth awareness of who are disadvantaged children are and what their needs may be
- Detailed tracking of progress in core subjects
- Monitoring of the relative performance of varying groups across the school (See Assessment Policy)

## Early Years

### In the EYFS at Wray Common we build strong foundations by:

- Developing children's skills, knowledge and understanding through their interests, experiences and prior learning
- Using a child-centred, holistic approach, guided by *The Wray Common Way*, that nurtures the whole child and supports both academic success and personal development
- Being guided by the statutory framework set by the Department for Education
- Recognising that young children learn best through a balance of high-quality adult interaction and purposeful play
- Providing a provision that is carefully planned to develop the Characteristics of Effective Learning alongside secure foundations in communication and language, early reading, writing and mathematics
- Adults modelling language to extend thinking and provide meaningful opportunities for exploration, ensuring that every child is supported, challenged and prepared for a successful transition into Key Stage 1

## **Roles and responsibilities**

### **Teachers**

- Are responsible for the learning and welfare of children in their class and share a collective responsibility for all our children's learning
- Will report regularly to parents on their children's progress and actively support our parent partnership

### **Teachers and HLTAs**

- Will demonstrate a commitment to the school's learning ethos and will actively promote all opportunities for learning
- Will be proactive in their own professional development

### **Subject Leaders**

- Will be responsible for the teaching and learning in their subject area
- Will monitor the quality of teaching and learning through regular lesson visits, book looks and gaining feedback from teachers and children
- Will develop teacher's expertise in their subject area and provide professional development where needed

### **Senior Leadership Team including the SBM where appropriate**

- Will provide learning-centred leadership
- Will support staff to enable them to carry out their roles effectively and ensure an appropriate work/life balance
- Will actively support the professional development of all colleagues

### **Team Around The Child Champion**

- Will support class teachers to meet the welfare and wellbeing needs of our most vulnerable children

### **Teaching Assistants and Nursery Nurses**

- Will assist the learning of all children under the direction of the class teacher
- Will share co-responsibility for the creation and maintenance of an effective and safe learning environment
- Along with teachers, will demonstrate a commitment to the learning ethos of the school and actively promote opportunities for children's learning

### **Non class-based staff**

- MDS will ensure our children are safe and return to afternoon lessons ready to learn
- Office staff, will take responsibility for the smooth running of day-to-day administration, freeing teachers and TAs to focus on children's learning
- Premises staff will ensure a safe, clean and well-maintained learning environment both indoors and out.
- Technical support staff will ensure resources are available and utilised effectively to further enhance the learning of our children

### **Governors**

- Will provide support and encouragement to maintain our focus on further developing our learning community

- Will hold our school accountable for the quality of learning and standards of attainment achieved.

## **Parents**

- Will ensure children attend regularly, on time and are ready to learn
- Will support the work of the school including supporting children's learning at home
- When available, will enhance learning opportunities further by supporting the work of staff in the classroom

## **Children**

- Will respect the rights of others to learn and their teachers to teach
- Will try hard and aim to do their best
- Will take increasing responsibility for their own learning (under the guidance of staff) as they move up through the school
- Actively contribute to the classroom learning community

## **Monitoring**

Teaching and Learning at Wray Common is monitored and developed through:

- Learning walks, book looks and pupil voice carried out by SLT and subject leaders
- Subject Reviews
- Pupil progress meetings
- Governor visits
- Support plans for teaching staff who are underperforming
- Sharing good practice and team teaching
- Planning support from subject leaders and SLT

The implementation of this policy will be monitored by the Head Teacher and Senior Leadership Team on a termly basis as part of our self-evaluation schedule.