

# Wessex Gardens Primary and Nursery School



## Teaching and Learning Policy


### 2025-2026

At Wessex Gardens, we believe that every child has the right to feel safe and to be protected from any situation or practice that could result in them being harmed. Each child's welfare is of paramount importance and we are committed to safeguarding and promoting the welfare of all children in our care, and we expect all staff, governors, placements and volunteers to share this firm commitment.

Growing Together

Wessex Gardens Primary and Nursery School is a place where we grow kind, confident, resilient and independent lifelong learners in a trusting and honest environment. Here everyone is welcome and valued. We are motivated and supported to reach our full potential as we continue to aspire to excellence.

This policy was ratified by the governing body on 13<sup>th</sup> June 2025

<b>Approved by:</b>	<b>Alexander Banks</b>	<b>Jacqui Zinkin</b>
<b>Designation:</b>	<b>Headteacher</b>	<b>Chairman of the Governing Body</b>
<b>Signed:</b>		
<b>Review due by:</b>	<b>July 26</b>	

## **Vision and Ethos**

Wessex Gardens Primary and Nursery School is a place where we grow kind, confident, resilient and independent lifelong learners in a trusting and honest environment.

Here everyone is welcome and valued. We are motivated and supported to reach our full potential as we continue to aspire to excellence.

At Wessex Gardens Primary and Nursery School, we believe every child is special and has their own strengths and needs. We know that learning is something we do all through life, and it can happen in many ways -through lessons, exploring, asking questions, playing, and being creative. We celebrate the differences in our pupils because each child brings their own stories, cultures, and ideas that make our school a better place. We aim to make our school a safe, welcoming, and caring place where children are curious, grow in confidence, learn well, and get ready for life in the modern world.

### **Our aims are to:**

- Ensure all children make excellent progress through consistent challenge and support: Each child receives learning opportunities that stretch their thinking, build on their prior knowledge, and are scaffolded where necessary to close gaps and promote equity of access. Interventions are timely, targeted, and reviewed for impact.
- Promote a shared understanding of what teaching and learning looks like: All staff engage in professional dialogue, use common pedagogical language, and participate in regular training to align practices with the school's teaching and learning principles.
- Provide a consistent approach to planning, delivery, and assessment: Teachers follow shared planning formats, expectations for daily reviews, and feedback protocols to maintain consistency across year groups and ensure that all pupils experience a coherent curriculum.
- Foster creativity, resilience, and independence in all learners: Learning is designed to promote problem-solving, self-evaluation, and perseverance through open-ended tasks and reflection activities that value process as much as product.
- Maintain high expectations for all children regardless of background or starting point: Teachers actively identify and address potential barriers, use data to plan ambitious next steps, and promote a growth mindset so that every child is empowered to achieve their full potential.

### **Principles of Effective Teaching and Learning Children learn best when:**

- Learning is purposeful, progressive and clearly sequenced: Lessons are carefully planned to build cumulatively, revisiting and extending prior learning with clear, intentional links to long-term goals.
- Lessons are designed around prior knowledge, with clear end goals: Teachers assess what pupils already know to inform planning and define specific, measurable outcomes that drive lesson focus.
- Pupils are actively involved -asking questions, exploring ideas, and engaging in problem-solving: Activities encourage inquiry, dialogue, and critical thinking, with strategies such as talk partners, problem-solving tasks, and role-play to support engagement.

- Teaching is adapted responsively to meet individual needs: Formative assessment, ongoing questioning, and pupil voice inform immediate changes in lesson delivery, including re-teaching, regrouping, or changing resources.
- The environment is calm, ordered, and promotes confidence and risk-taking: Classrooms are emotionally safe spaces with clear routines and positive reinforcement, enabling pupils to make mistakes and learn from them.
- Positive relationships underpin behaviour, motivation, and wellbeing: Trust, respect, and consistency define all interactions, with teachers modelling empathy and actively listening to pupils.
- Real-life contexts, creativity, and high expectations drive engagement and relevance: Lessons link to current events, local issues, and cross-curricular themes, sparking interest and making learning meaningful.

## Planning

Planning at Wessex Gardens is grounded in Rosenshine's Principles of Instruction and reflects our commitment to systematic, evidence-informed teaching that secures knowledge over time.

Rosenshine's 10 Principles:

1. Begin with a short review of prior learning: Revisiting key concepts consolidates memory and enables pupils to make connections with new content.
2. Present new material in small steps: Breaking content into manageable chunks supports understanding and reduces cognitive overload.
3. Ask a large number of questions: Frequent questioning keeps pupils alert, checks understanding, and deepens thinking.
4. Provide models and worked examples: Demonstrating strategies and outcomes helps clarify expectations and thinking processes.
5. Guide pupil practice: Teachers actively support learners through scaffolded opportunities and immediate feedback.
6. Check for understanding frequently: Assessment is continuous and informs real-time decisions about pace, support, and challenge.
7. Ensure a high success rate: Learning is pitched to maximise engagement and confidence by allowing frequent, successful practice.
8. Provide scaffolds for difficult tasks: Tools such as sentence starters, graphic organisers, and vocabulary banks support access.
9. Require and monitor independent practice: Time is given to apply knowledge independently with accountability and feedback.
10. Engage in regular review: Content is revisited cyclically to secure long-term retention and deeper understanding.

## Planning Expectations:

- Long-Term Planning follows the National Curriculum to ensure breadth, balance, and ambition across the year.
- Medium-Term Planning outlines progression of knowledge, skills, and vocabulary, identifies key misconceptions, and incorporates retrieval opportunities.
- Short-Term/Daily Planning is agile, responsive to formative assessment, and includes specific steps for support and extension.

- Learning objectives and success criteria are clear, child-friendly, and revisited throughout the lesson to ensure focus.
- Plans include adapted approaches to support access and challenge for diverse learners, including SEND, EAL, and G&T pupils.
- High-quality questioning strategies are built in to probe understanding, develop vocabulary, and promote reasoning.
- Visual aids, manipulatives, sentence stems, and knowledge organisers are used purposefully to support access.
- Links to real-life situations, current affairs, and cultural diversity promote relevance and engagement.
- Assessment strategies and feedback opportunities are pre-planned and followed up in future lessons.
- Planning is reviewed regularly to ensure alignment, ambition, and improvement.

### **Lesson Structure: “I Do, We Do, You Do”**

At Wessex Gardens Primary and Nursery School, we adopt the “I Do, We Do, You Do” instructional model to provide clear, structured teaching that supports all learners in building understanding, confidence, and independence. This gradual release of responsibility ensures pupils are appropriately guided through the learning process.

#### **I Do - Teacher Modelling**

The teacher introduces the new concept, skill, or strategy by explicitly modelling it. This includes clearly explaining each step, thinking aloud to demonstrate the reasoning process, and providing worked examples. This phase ensures pupils see a clear model of what success looks like.

#### **We Do - Guided Practice**

The teacher and pupils work together to practise the skill or concept. This phase is interactive and collaborative, with the teacher providing prompts, questioning, scaffolding, and feedback. Pupils are encouraged to contribute and begin to apply their learning with support, allowing the teacher to identify and address any emerging misconceptions.

#### **You Do - Independent Application**

Pupils independently apply what they have learned in a task that reflects the lesson objective. During this phase, the teacher monitors progress, checks for understanding, and offers targeted support where needed. This step consolidates learning and provides evidence of pupils’ understanding and independence.

This structured approach underpins our commitment to high-quality teaching, ensuring all pupils are set up for success through clear instruction, active engagement, and purposeful practice.

### **Pace and Challenge**

At Wessex Gardens Primary and Nursery School, *pace and challenge* are key principles in our approach to high-quality teaching and learning. They ensure that every pupil is fully engaged, appropriately stretched, and supported to make strong progress.

- **Pace** refers to the speed and flow of the lesson. A good pace keeps pupils focused, reduces off-task behaviour, and maximises learning time. Lessons are well-structured, transitions are smooth, and activities are purposeful. Teachers adapt the pace as needed, ensuring all pupils have enough time to grasp new ideas while maintaining momentum throughout the session.
- **Challenge** means setting high expectations and providing work that stretches pupils' thinking. Tasks are pitched to deepen understanding and push learners beyond their comfort zone, encouraging resilience and critical thinking. Challenge is not about harder work for the sake of it, but about encouraging pupils to explain their reasoning, make connections, solve problems, and apply their learning in new contexts.

## Active Learning and Teacher Talk

At Wessex Gardens Primary and Nursery School, we believe that pupils learn best when they are actively involved in the learning process. We aim to strike a balance between purposeful teacher instruction and opportunities for pupils to think, talk, and engage meaningfully with their learning.

### Active Learning

Active learning places pupils at the centre of the learning experience. It involves activities that require pupils to do more than just listen - they are encouraged to question, explore, investigate, discuss, and reflect. Active learning promotes curiosity, deepens understanding, and builds independence.

Examples of active learning strategies include:

- Partner and group discussions
- Hands-on tasks and practical activities
- Role play, drama, and problem-solving scenarios
- Using manipulatives, visual aids, and real-life contexts
- Investigations and exploratory learning
- Responding to key questions, sentence stems, and writing frames

Active learning also supports oracy, collaboration, and metacognitive skills, helping pupils to become confident, reflective learners.

### Teacher Talk

Teacher talk is a vital part of effective teaching. It includes modelling, questioning, explaining, and giving instructions. High-quality teacher talk helps pupils understand new concepts, clarify their thinking, and know what is expected of them.

At Wessex Gardens, teacher talk is:

- **Purposeful** - focused on moving learning forward
- **Concise** - clear and to the point, avoiding overlong explanations
- **Interactive** - involving dialogue with pupils, not just one-way communication
- **Targeted** - adapted to meet the needs and language levels of all pupils

We are mindful of the amount and type of teacher talk used in lessons. While direct instruction is important, it is balanced with opportunities for pupil voice, questioning, and collaborative learning.

Together, active learning and effective teacher talk create a rich, responsive classroom environment where pupils are engaged, challenged, and supported to think deeply and learn with enthusiasm.

## Effective Teaching

At Wessex Gardens Primary and Nursery School, effective teaching is at the heart of our commitment to high-quality education for every child. It is rooted in strong subject knowledge, purposeful planning, responsive assessment, and a deep understanding of how children learn best.

Effective teaching ensures that all pupils, regardless of background or ability, are engaged, challenged, and supported to make sustained progress across the curriculum.

Key features of effective teaching at Wessex Gardens include:

- **Clear Learning objectives** Lessons have clear objectives and success criteria that are shared with pupils and revisited throughout the lesson to focus learning.
- **Strong Subject Knowledge**  
Teachers have secure understanding of the subjects they teach, enabling them to explain concepts clearly, address misconceptions, and extend learning where appropriate.
- **Well-Structured Lessons**  
Lessons follow a logical sequence with a balance of teacher input, guided practice, and independent work. Transitions are smooth and time is used effectively.
- **Adaptive Teaching**  
Teaching is flexible and responsive to the needs of the class. Tasks are adjusted, support is provided, and scaffolding is used to ensure all pupils can access and succeed in their learning.
- **High Expectations for All**  
Teachers set ambitious goals for every pupil, promoting resilience, independence, and pride in achievement.
- **Engagement and Motivation**  
Teachers use a range of strategies to maintain interest and enthusiasm, including questioning, discussion, active learning, and real-world connections.
- **Use of Assessment**  
Formative assessment is used throughout the lesson to check understanding and inform next steps. Feedback is timely and supports improvement.
- **Positive Classroom Culture**  
Classrooms are calm, respectful, and inclusive. Relationships are strong, and pupils feel safe to take risks and participate actively.

At Wessex Gardens, we are committed to continuous reflection and professional development to ensure our teaching remains effective, consistent, and focused on the needs of our learners.

## Learning Environment and Resources

At Wessex Gardens Primary and Nursery School, we believe that a high-quality learning environment and the effective use of resources play a vital role in supporting pupils' academic, social, and emotional development. Classrooms and shared areas are thoughtfully designed to promote focus, independence, curiosity, and a sense of pride in learning.

### Learning Environment

Our learning environments are:

- **Calm, orderly, and welcoming** - creating a safe and inclusive space where all pupils feel valued and ready to learn.
- **Well-organised and clutter-free** - enabling smooth routines and reducing distractions.
- **Supportive of independence** - with clear expectations, accessible materials, and visual prompts that help pupils manage their learning.
- **Visually engaging and purposeful** - including working walls, displays, and learning aids that reflect current learning and celebrate achievement.
- **Flexible and inclusive** - with seating arrangements and adaptations that meet the needs of all learners, including those with SEND or EAL.

Outdoor learning spaces and shared areas are also used purposefully to extend and enrich the learning experience.

### Resources

We ensure that resources:

- **Are carefully selected and matched to the learning intention** - supporting both understanding and engagement.
- **Promote hands-on and active learning** - such as manipulatives in maths, practical science equipment, and reading for pleasure materials.
- **Reflect diversity and inclusion** - ensuring pupils see themselves represented and develop respect for others.
- **Support differentiation and challenge** - offering tools for support as well as opportunities to extend thinking.

Teachers are responsible for maintaining high standards in their classrooms and using resources creatively and effectively to enhance learning. Pupils are encouraged to take responsibility for their learning environment and treat resources with care.

Together, our learning environments and resources reflect our values and our commitment to high standards, high expectations, and a love of learning.

### Grouping and Learning Support

At Wessex Gardens Primary and Nursery School, we use flexible grouping and targeted learning support to ensure all pupils can access the curriculum, make progress, and achieve success. We recognise that pupils

learn in different ways and at different rates, so we adapt our approaches to meet individual and group needs.

## **Grouping for Learning**

Pupils are grouped in a range of ways depending on the lesson objectives and the needs of the learners. Groupings are flexible and may include:

- **Whole-class teaching** - for shared learning, modelling, and discussion.
- **Mixed-ability groups** - to promote peer learning and collaboration.
- **Targeted support groups** - to focus on specific skills, gaps, or concepts.
- **Paired or individual work** - for personalised learning or specific tasks.

Grouping is not fixed or ability-based over time. Teachers regularly assess progress and adapt groupings to ensure every pupil is appropriately challenged and supported.

## **Learning Support**

Learning support is provided to help pupils overcome barriers to learning and make progress alongside their peers. This may include:

- **Scaffolding** - such as sentence starters, word banks, or visual aids to support understanding.
- **Adult support** - including in-class support from teachers or teaching assistants, focused interventions, and pre-teaching or overlearning of key skills.
- **Use of adapted resources or assistive technology** - to promote access and independence.
- **Targeted interventions** - for pupils who need additional support in areas such as reading, phonics, maths, or language development.

Teachers work closely with teaching assistants and inclusion staff to plan support that is effective, inclusive, and respectful of pupil independence. Support is monitored and adjusted regularly to meet changing needs.

At Wessex Gardens, we are committed to providing an inclusive and equitable learning experience where all pupils are supported to thrive academically, socially, and emotionally.

## **Assessment: Summative, Formative, and Diagnostic**

At Wessex Gardens Primary and Nursery School, assessment is a vital part of teaching and learning. It provides the information needed to understand pupils' progress, identify next steps, and ensure that all pupils are supported and challenged appropriately. We use a balanced and purposeful approach to assessment, incorporating summative, formative, and diagnostic methods.

### **Formative Assessment (Assessment for Learning)**

Formative assessment is ongoing and takes place during everyday teaching. It is used to check pupils' understanding, inform planning, and shape future learning.

Key features include:

- Skilled questioning and pupil responses
- Live marking and feedback
- Observations during learning tasks
- Use of mini-whiteboards, exit tickets, and discussions
- Regular checks for misconceptions

Formative assessment is immediate, flexible, and central to responsive teaching. It ensures that teaching is adapted to meet pupils' current needs.

### **Summative Assessment (Assessment of Learning)**

Summative assessment provides a summary of what pupils have learned at a specific point in time. It is used to evaluate progress and attainment against national or school expectations.

Examples include:

- End-of-unit or end-of-term assessments
- Standardised tests (e.g., Head start , White rose, SATs)
- Writing moderation and assessed pieces
- Phonics Screening Check and Multiplication Tables Check

Summative assessment is used to track progress over time, inform pupil progress meetings, and support reporting to parents and governors.

### **Diagnostic Assessment**

Diagnostic assessment is used to identify specific strengths, gaps, or learning needs. It typically takes place before teaching a new concept or as part of targeted intervention planning.

Examples include:

- Phonics assessments to identify gaps in grapheme-phoneme recognition
- Maths pre-assessments to check prerequisite knowledge
- Language or reading assessments for EAL or SEND pupils
- Targeted screening tools (e.g., dyslexia screeners)

Diagnostic assessment informs personalised planning, interventions, and support strategies to meet individual learning needs.

Together, these three forms of assessment help us build a full picture of each pupil's learning journey and ensure teaching is accurate, inclusive, and effective. All assessment practices at Wessex Gardens are purposeful, manageable, and used to improve outcomes for pupils.

- Summative assessments track progress against national standards: Termly and end-of-year tests provide data for benchmarking and school-wide analysis of attainment and progress.

- Formative assessment (AfL) guides daily teaching: Teachers constantly assess understanding through interaction and adapt teaching immediately to maximise learning.
- Diagnostic assessment identifies barriers and informs interventions: Standardised tools and specialist assessments help uncover underlying difficulties in literacy, numeracy, or cognition.
- Assessment data is reviewed regularly to close gaps and inform practice: Pupil progress meetings and data reviews drive discussion of teaching impact, next steps, and resourcing.

## **Monitoring, Evaluation, and Continuing Professional Development (CPD)**

At Wessex Gardens Primary and Nursery School, we are committed to maintaining high standards of teaching and learning through regular monitoring, thoughtful evaluation, and ongoing professional development. These processes ensure that our practice is reflective, evidence-informed, and continuously improving to meet the needs of all learners.

### **Monitoring**

Monitoring is carried out systematically across the school to ensure consistency, quality, and alignment with school priorities. It involves:

- **Lesson observations and drop-ins**
- **Learning walks and pupil voice**
- **Book looks and work sampling**
- **Planning scrutiny**
- **Assessment data analysis**

Monitoring is developmental, not judgmental. It is used to celebrate strengths, identify areas for improvement, and support professional growth.

### **Evaluation**

Evaluation involves analysing the impact of teaching and learning over time. It draws on monitoring outcomes, pupil progress data, staff reflections, and stakeholder feedback.

Through evaluation, leaders and staff:

- Identify what is working well and why
- Highlight areas requiring improvement or support
- Inform future planning, policies, and training needs
- Ensure accountability at all levels

Findings are shared with staff and governors and feed directly into school improvement planning.

### **Continuing Professional Development (CPD)**

CPD is central to building a confident, skilled, and reflective workforce. At Wessex Gardens, CPD is:

- **Strategic** - aligned with school priorities and staff development goals
- **Evidence-based** - drawing on current research and best practice

- **Differentiated** - offering a range of training to meet different roles, experiences, and needs
- **Collaborative** - including team planning, coaching, mentoring, and peer observation
- **Ongoing** - embedded in the school culture and not limited to one-off events

CPD includes in-house training, external courses, subject leadership support, and opportunities to share practice across year groups and phases.

## **Equal Opportunities and Inclusion**

At Wessex Gardens Primary and Nursery School, we are committed to providing a fully inclusive and equitable learning environment where every child is valued, respected, and supported to achieve their full potential. We believe that all pupils -regardless of their background, ability, need, or identity -have the right to a high-quality education and the opportunity to succeed.

### **Equal Opportunities**

We promote equality by ensuring that:

- All pupils have access to the full curriculum and enrichment opportunities.
- Teaching reflects and celebrates diversity in culture, language, gender, race, religion, family structure, and ability.
- Stereotypes and discrimination are actively challenged through the curriculum and school ethos.
- Barriers to learning are recognised and removed through timely support, reasonable adjustments, and adapted resources.

Staff model inclusive attitudes and behaviours, and we expect pupils to show kindness, tolerance, and respect towards others.

### **Inclusion**

Inclusion is at the heart of our teaching and learning approach. We ensure that:

- Teaching is adapted to meet the needs of all learners, including those with SEND, EAL, or additional vulnerabilities.
- Individual learning plans and support strategies are in place for pupils with identified needs.
- Interventions are targeted, evidence-informed, and regularly reviewed for impact.
- Pupils are supported emotionally and socially, with strong pastoral care and access to wellbeing resources.
- Parents and carers are involved in decision-making and support planning for their children.

We work in partnership with external agencies where appropriate to ensure the best possible outcomes for pupils with additional needs.

At Wessex Gardens, inclusion and equality are not just policies -they are guiding principles in every classroom. We strive to create a school where every child feels safe, seen, and successful.

## **Role of Parents and Carers**

At Wessex Gardens Primary and Nursery School, we recognise that parents and carers are essential partners in supporting children's learning, development, and wellbeing. We believe that strong home-school relationships lead to better outcomes for pupils, and we actively encourage families to be involved in every stage of their child's education.

### **Partnership and Communication**

We are committed to:

- Building positive, respectful relationships with all parents and carers.
- Keeping families well-informed through regular communication, including newsletters, parent meetings, progress reports, and online platforms.
- Ensuring parents and carers understand the curriculum and how they can support learning at home.
- Being approachable and responsive to parental concerns, questions, and feedback.

### **Support for Learning**

We encourage parents and carers to:

- Take an active interest in their child's learning by engaging in reading, homework, and curriculum-related activities at home.
- Attend school events, workshops, and curriculum evenings to better understand teaching approaches and expectations.
- Reinforce the school's values of respect, resilience, and responsibility.

### **Working Together to Support Progress**

We value collaboration with parents and carers to:

- Set and review individual learning and behaviour targets, particularly for pupils with SEND or additional needs.
- Attend meetings, reviews, and consultations that support personalised learning and intervention planning.
- Promote good attendance and punctuality to ensure consistent learning.

## **Role of Governors**

At Wessex Gardens Primary and Nursery School, the Governing Body plays a vital strategic role in ensuring the quality of education provided to all pupils. Governors work in partnership with the Headteacher and school leaders to uphold the school's vision, maintain high standards, and ensure accountability across all areas of teaching and learning.

### **Strategic Leadership**

Governors support the school by:

- Setting and reviewing the school's vision, values, and strategic priorities.
- Approving key policies, including those related to curriculum, teaching, assessment, inclusion, and safeguarding.
- Ensuring that the curriculum reflects the needs of all pupils and aligns with the school's aims.

### **Monitoring and Evaluation**

Governors hold the school to account by:

- Monitoring the quality of teaching, learning, and assessment through reports, data analysis, and visits.
- Reviewing progress and attainment outcomes for different groups of pupils.
- Challenging leaders to ensure all pupils, including disadvantaged and vulnerable learners, achieve their potential.
- Evaluating the impact of school improvement plans and supporting ongoing development.

### **Support and Challenge**

Governors provide constructive support and challenge by:

- Asking questions, offering insights, and drawing on professional or community expertise.
- Acting as a critical friend to school leaders, celebrating successes while identifying areas for improvement.
- Ensuring that decisions are made in the best interests of all pupils.

#### **1. Monitoring and reporting**

This policy will be reviewed annually by the headteacher and governing body.

The next scheduled review date for this policy is July 2026.

