



## ***Whiteknights Primary School***

### **Teaching and Learning Policy**

This policy describes how we teach pupils at Whiteknights Primary School.

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### Rationale

This policy is written to support the aims of the school:

We will nurture each individual and help them to grow in greatness.

We aim to provide outstanding educational opportunities that develop happy, confident pupils, who have the skills to be successful lifelong learners, and are able to fulfil their ambitions.

We will do this by:

- Maintaining a focus on attaining high standards at the heart of all that we do.
- Providing pupils with quality experiences and opportunities.
- Providing outstanding leadership, including governance.

### 2 Ethos

At Whiteknights Primary School we teach our children to become balanced, sensitive, confident, caring members of the global community. We expect children to leave as lifelong learners. We want to combine excellence in teaching with enjoyment in learning.

### 3 Aims

Whiteknights Primary school encourages all children to fulfill their potential in the entire curriculum and promotes high achievement by teaching children to build resilience, resourcefulness, reflectiveness, reciprocity, and the value of repetition.

- Resilience – being ready, willing and able to lock on to learning.
- Resourcefulness – being ready, willing and able to learn in different ways.
- Reflectiveness – being ready, willing and able to become more strategic about learning.
- Reciprocity – being ready and willing to learn alone and with others.
- Repetition – providing pupils with ongoing opportunity to master a skill.

### 4 Policy in practice.

There are 5 key principles that we apply to our teaching:

**Pace** – Pace is key. This has huge implications for the progress that pupils make. It is vital that pupils learn skills and are given the opportunity to practice those skills. To hold back a child because of a slow pace of teaching is detrimental to all their future progress at school. To ensure no time is wasted, we use 'silent signals' to ensure quick, calm and effective classroom management. They save teachers and other adults from using their voices for low-level class management in shouting, shushing and nagging.

**Silent signals:**

Silent stop signal: Hold a hand in the air (without clapping). Do not talk while your hand is raised. Children raise their hands in response and check their partner has seen the signal, gently tapping an arm if necessary. If the signal fails, practice – all children should respond.

**My turn, your turn signal:**

This is needed for choral work.

My turn: touch your chest with your palm.

Your turn: open your palm to the children.

Tell the children this is your signal and not theirs.

**Praise** – Always praise the children while they are learning. Assist children step-by step, praising constantly and never nagging. If a child is struggling, help them repeatedly if necessary.

**Purpose** – Set the purpose at the beginning of the lessons so that children fully understand what they are learning and why. Share the learning objective in child friendly language. Put it on every IWB slide.

The purpose of teaching is made clear through modeling and thinking out loud (TOL). TOL is a device used to show the thinking that goes into working out what you say and how to write it. It is planned chatter to let the children 'see' what we think; as if we have a thinking bubble coming from our heads. It is used to show them how to make decisions about what we are thinking and feeling and how we decide the best word/sentence/numbers to write. Don't make it look easy! Hesitate as you TOL. Ask yourself questions and answer them yourself.

**Participation** – Participation is key to progress and success in learning. All children take part in all of the lesson. Full participation is gained through planning effective lesson that include pupils in the learning process. Children are also able to participate when they receive effective feedback. Feedback includes marked work, feedback from learning partners and adults working with pupils.

**Passion** – Be passionate in your teaching. Show the children how much you love teaching the lessons. Exaggerate your modeling of thinking and behaviour. Make your teaching larger than life so that children are engaged in learning. The greater the passion, the faster their progress!

## **5 Teaching and Learning Criteria.**

The Teacher ensures:

1. Effective structures exist so that teaching is rigorous and engaging, impacting positively on pupils' learning in the context of a rich, relevant, broad and balanced curriculum (incorporating: process driven Success Criteria that are referenced during lessons; modelling and clear exposition; adherence to 'no hands up' policy; appropriate support, differentiation and use of resources; effective questioning cycles; positively managed behaviour that eliminates disruption; evidence of SMSC in the learning environment and lesson, high quality displays and a well organised classroom) with challenge/ flow maintained throughout
2. A rigorous approach to ascertaining if all children have achieved certain criteria to demonstrate the success of learning; this results in better than expected progress, evidenced by pupil books, data, etc.
3. Feedback, questioning, etc. is structured around the intended learning and whether children have satisfied the Success Criteria.

4. Children are motivated by questioning to extend thinking with a balance of talk and listening, doing and watching, grouping, etc.
5. They teach for mastery with evidence of representation and structure, variation, fluency, mixed ability pairings use of sentence stems, repetition and chorusing, learning broken down into small steps through micro-planning, teachers working with pupils guiding, questioning, clarifying and extending.

Therefore, all pupils can:

6. Articulate the intended learning and say what they need to do to achieve it, demonstrating excellent attitudes to learning and self-discipline
7. Demonstrate by the outcomes produced, better than expected progress towards the Learning Objective and achievement of the Success Criteria
8. Evaluate their own progress towards the intended learning and identify next steps
9. Access the intended learning, maintaining active engagement and motivation throughout

## **6 Monitoring and review**

The implementation of this policy is monitored by the Headteacher through lesson observations, pupil conferencing, work scrutiny and professional dialogue with teachers. These monitoring activities can be delegated to other members of staff if appropriate. This policy is reviewed annually.