

Woodlands Primary School

Teaching and Learning Policy



Written by	Mark Burns
Ratified by Governors	January 2025
Date for Review	January 2028
Signed – Chair of Governors	
Signed – Headteacher	
Internal or external?	External
Is this a model policy?	No

This policy has been impact assessed by Vicki Lonie in order to ensure that it does not have an adverse effect on race, gender or disability equality

Learning at Woodlands Primary School flows from our core values:

<p>Respect</p>	<p>Understanding that we are all equally important Being polite and demonstrating good manners Treating others as we would wish to be treated Looking after our school and our equipment</p>
<p>Responsibility</p>	<p>Being ready to learn and always trying our hardest Being honest about our actions Understanding that what we do affects others Knowing how we can look after our world</p>
<p>Resilience</p>	<p>Finding the courage to persevere when things are tricky Understanding that making mistakes is part of learning Working through ups and downs in our relationships Being happy for others when things do not go our way</p>
<p>Care</p>	<p>Always choosing to be kind Helping others when they need us Celebrating our differences Speaking out to keep me and others safe</p>
<p>Creativity</p>	<p>Finding ways to express my thoughts and feelings Thinking in different ways to help solve problems Having the confidence to be original Enjoying and seeking opportunities to try new things</p>
<p>Community</p>	<p>Being proud to belong to the Woodlands community Looking for ways to make a positive difference every day Bringing happiness and care to people in our wider community Working together to achieve greater things for everyone</p>

Learn, explore and grow together

At Woodlands, we provide a rich and creative environment, which inspires our pupils to learn. Academic success is underpinned by our focus on happiness and confidence. Our nurturing approach prepares children for the future: building foundations for them to become kind, resilient and valuable members of society.

We are a strong community. We thrive together.

We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We expect that the children will learn respect for others, resilience in dealing with life's challenges and will take responsibility for their own actions. We celebrate the success of all the children and will always endeavour to seek new ways to improve the quality of learning opportunities for our children.

Learning should be a rewarding and enjoyable experience for everyone.

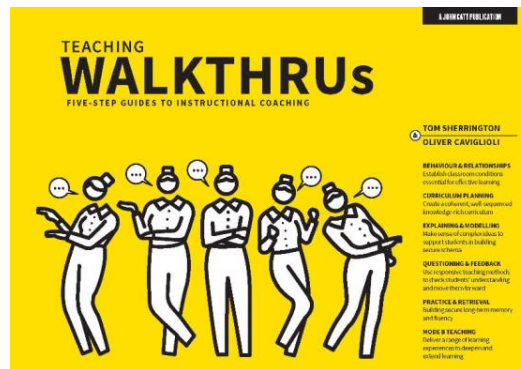
Through our teaching and our rich and challenging curriculum, we equip learners with the skills, knowledge and understanding necessary to be able to be successful later in life.

We aim to develop learners who are:

- Self-confident
- Emotionally secure and mentally healthy
- Self-motivated because they enjoy learning
- Able to concentrate
- Curious and ask questions
- Willing to have a go and take a risk in their learning
- Self-evaluating and able to learn from their mistakes
- Determined to keep improving
- Persistent and resilient
- Creative thinkers who are able to use their imaginations and solve problems
- Proud of their work
- Good listeners and communicators
- Collaborative
- Respectful of the ideas, attitudes, values and feelings of other people and cultures
- Understanding of their community and feel valued as part of this community
- Developing into reliable, independent citizens capable of making a positive contribution

Teaching WalkThrus

'Teaching WalkThrus' by Tom Sherrington and Oliver Caviglioli is the framework that underpins our Teaching and Learning Policy, alongside the visions and values of the school. 'Teaching WalkThrus' is a coaching guide that offers a range of high-impact teaching strategies to develop pedagogical practice within schools. Each strategy is rooted in proven practice and research as well as being set out in a clear, five-step model.



At the heart of this book is a selection of evidence-informed teaching strategies curated in six series.

Behaviour and Relationships	Establishing classroom conditions essential for effective learning
Curriculum Planning	Creating a coherent, well-sequenced knowledge-rich curriculum
Explaining and Modelling	Making sense of complex ideas to support students in building secure schema
Questioning and Feedback	Using responsive teaching methods to check students' understanding and move them forward
Practice and Retrieval	Building secure long-term memory and fluency
Mode B Teaching	Delivering a range of learning experiences to deepen and extend learning

At Woodlands, we have established six core WalkThrus teaching techniques, which form the foundation of our approach to teaching and learning at the school. Our aim is that all teachers know, understand and, ultimately, use with real confidence and precision.???? Our Core Six Teaching Techniques are below.



Beyond these six techniques, our teachers have also had rigorous training on a further eight high impact techniques.

This ensures consistency across the school for teachers, support staff and supply teachers. Routines and expectations are shared with the children and displayed in each classroom, again ensuring consistency amongst staff and children alike.

All WalkThrus that our teaching staff have received training on:

Behaviour and Relationships:	Page Number in the book:
Positive Relationships	Page 36
Establish Expectations	Page 38
Signal, Pause, Insist	Page 40
Rehearse Routines	Page 44
Curriculum Planning:	Page Number:
Sequence concepts in small steps	Page 52
Explaining and Modelling:	Page Number:
Live Modelling	Page 78
Scaffolding	Page 80
Questioning and Feedback	Page Number:
Cold Calling	Page 90
Think, Pair, Share	Page 92
Check for Understanding	Page 96
Say it again better	Page 98
Practice and Retrieval:	Page Number:
Quizzing	Page 112
Weekly & Monthly Review	Page 122
Guided Practice	Page 126

These have been delivered to teachers and the wider staff through Professional Development sessions, training videos and INSET days.

WalkThrus is written and designed to be used by schools as part of instructional coaching. We have adopted a team-based instructional coaching model, which we have found to be an effective approach because we can harness existing team structures to apply Paul Bambrick-Santoyo's principles of individual coaching. We find that the pedagogic and curriculum issues facing our year group teams are often common to all members, allowing members of the team to feel comfortable working to improve classroom practice within a collaborative team spirit.

We are following this cycle to implement our team-based instructional coaching model:

Terms 1 / 3 / 5

Week 3 – Meet in year group teams to establish common learning problems experienced with classes.

Agree strategies needing attention. Select WalkThrus cluster to focus on

Week 4 – SLT to review choices of year group teams.

Week 5 – WalkThrus Learning and Planning session in year groups

Weeks 6 and 7 – Class teachers attempt, develop, adapt, practise, test and then video themselves

Terms 2 / 4 / 6

Week 1 – Class teachers attempt, develop, adapt, practise, test and then video themselves

Week 2 – Mid-cycle review meeting in year groups (share videos, praise, probe, identify problem and action step, practise, plan ahead)

Weeks 3-5 – Class teachers attempt, develop, adapt, practise, test and then video themselves

Week 6 – End of cycle review meeting in year groups (share videos, praise, probe, identify problem and action step, practise, plan ahead)

This cycle allows us to have year group teams focus on shared problems and create clusters (groups of WalkThrus). The ADAPT (attempt, develop, adapt, practise, test) process enables teachers to experiment with the WalkThrus we are focusing on.

Summaries of the expectations for teaching and learning at Woodlands are contained in the Woodlands Essentials (separate document).

We understand that the quality of our teachers make a huge difference to our pupils. As the 'EEF Effective Professional Development Guidance Report' states, "*No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school.*" Our commitment to professional development and instructional coaching ensures that all our teachers remain reflective and adaptable, striving for excellence. This collaborative approach, anchored by the proven framework of WalkThrus, fosters a unified and consistent teaching practice throughout the school. Ultimately, our goal is to empower both teachers and pupils to achieve their full potential. Through nurturing curiosity, resilience and creativity, we prepare our learners not just for academic success, but for meaningful, fulfilling lives as confident, compassionate members of society.

Document History

Date	Summary of changes
Summer 2023	Policy changed to include our work through 'Teaching Walkthrus' and our core pedagogical approaches. The appendices were updated to reflect current practice. Outdated references were removed.
January 2025	Policy updated to reflect changes in our use and application of the WalkThrus materials.