Prior Weston Primary School and Children's Centre
Teaching and Learning Policy
September 2026

Teaching and Learning Policy		
	Name	**Date**
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Completed by	Aoife McMonagle	September 2026
Governing Body	Curriculum & achievement	
Location of policy/availability	Teacher Drive School website Contact office at Prior Weston if you would like a copy	
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Introduction

At Prior Weston Primary School and Children's Centre we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We are committed to creating an inclusive learning culture where every child succeeds as we provide an education within a culture of high expectations. Our school 'family' works to create and maintain a welcoming, calm, supportive and safe learning environment in which every person is valued, which enables them to achieve their maximum potential. This teaching and learning policy is based on the aims of the school and links closely with policies on Equal Opportunities, British Values, Inclusion, Racial Equality, EAL, SEN, More Able and Talented, Behaviour, Staff Development and all curriculum policies.
We believe that:

- Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
- Learning should consist of valuable and challenging experiences so that children can achieve their full potential
- Teaching needs to equip children with the skills, knowledge and understanding necessary so they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
- High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
- High expectations of learning behaviours are evident through explicit teacher modelling.

Aims

At our school we aim to provide a rich and varied learning environment that allows all children to develop their individual skills and abilities to their full academic, emotional and social potential. The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

School Staff

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in meeting their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately adapted according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for the positive things they do both in school and in the wider community;
- Promoting a positive self-image whereby children are supported to develop a sense of responsibility for themselves and others;
- Providing the skills that encourage children to become confident, independent learners.

Children

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

Parents and Carers

To support the aims of the school through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching;
- To attend and contribute to Teacher Consultation Meetings;
- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables;
- To praise their children for good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the school through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- Meeting with school leaders regularly to look at the school's systems for planning work, supporting staff and monitoring progress;
- the allocation, use and appropriateness of resources;
- reviewing how the standards of achievement are changing over time.
- Visit School and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Work with Senior Leaders to review the School's Teaching and Learning Policy annually.

Effective learning

At Prior Weston we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for positive things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.
- Enrichment activities are planned to further support and deepen their development

Effective teaching

At Prior Weston we believe that good teaching is when teachers (and other School staff when applicable);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately adapted in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;

- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning needs in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

A good lesson may include some of the following elements:
These elements do not need to be taught in any specific order as it will be dependent on the needs of the pupils.

- Establish a clear learning objective where steps to success (where age appropriate) enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these;
- Creatively engage the children in ways which will motivate them;
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links; creating a purposeful learning environment
- Plan an appropriate structure of differentiated activities including those where children can self-select which will enable them to engage and meet the learning objective; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.
- The use of differentiated activities through prescribed outcome, support, resources, etc which match the learning and steps to success;
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson where appropriate;
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;

- Using appropriate resources, including ICT and other adults, in order to stimulate, sustain and support children's learning;
- Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.
- Informing the children of the learning, steps to success and specific language to be used;
- Teacher modelling the process and task which is expected of the children;
- Appropriately differentiated questioning;
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacey enough that children remain engaged;
- Secure subject knowledge demonstrated by the class teacher;
- High expectations of children both in terms of their work and their learning and social behaviours;
- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Effective use of other adults both class based TAs and Learning Support, in order to support learning and/or move it forward;
- Time reminders to indicate to the children how long they have left to complete activities;
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- Use formal and on-going assessments in order to determine where the children are in their learning and their next steps; ascertain progress made and assessed in line with the National standard from the assessment performance descriptors for Reading, Writing and Mathematics; to inform future planning
- Allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success;
- Children receiving positive and diagnostic feedback about their effort and their learning where appropriate;

Curriculum

We believe that it is important to have a coherent and continuous curriculum for all children throughout the school. In planning the curriculum, we will provide structure to the content and guidance in teaching the key experiences and skills which all children need in order to develop, make progress and meet standards. The curriculum is creative and there are opportunities for enrichment activities throughout the course of a child's education at Prior Weston.

EYFS	Birth to 5 Matters curriculum
English	Reading Destination Reader (Y3-Y6) Phonics

	Read Write Inc (R-Y2) Fresh Start (as necessary) Spelling RWI Spelling Writing High quality texts, planning backwards, (Literacy Shed resources, Power of Reading, CLPE) Grammar Nelson Grammar Handwriting Nelson
Maths	White Rose Maths Mastering Number
Science	Kent Scheme
Computing	Islington scheme of work
History	School based scheme of work through thematic learning – supported by Chris Quigley companion
Geography	School based scheme of work through thematic learning – supported by Chris Quigley companion
Art	School based scheme of work through thematic learning
Design Technology	School based scheme of work through thematic learning
Modern Foreign Language	Spanish
PE	School based scheme of work – supported by Team KickStart
Music	Music Masters
PSHCE & RSE	Islington scheme of work – You, Me, PSHE
RE	Islington agreed scheme of work
P4C	Sapere Level 1 training – school based thematic learning

Planning

Planning is based on the following:

- The Primary National Curriculum 2014;
- Birth to 5 Matters

Long Term Planning

- Our 'Whole School Curriculum Map' plots the content covered from year one to year six for each individual year group and each curriculum area.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium Term Planning

- Medium term plans are drawn up by year groups for all subjects.
  EYFS plans are based around the seven areas of learning and more detail on the planning can be found in the EYFS policy.

Short-term planning:

- Where necessary, short-term (day-to-day) planning is used to support staff in planning and meeting the needs of all children

Planning is monitored and supported by SLT and subject leads.

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with behaviour and special educational needs.

Assessment, Record Keeping and Reporting
(please refer to the School's Assessment Policy)

Children's standards and achievements across the curriculum are assessed in line with the School's Assessment Policy. Assessment for years 1-6 includes:

- On-going assessment practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Steps to Success and self and peer assessments of understanding, outcomes and progress.
- Marking and feedback of children's work against the shared learning objective through checking for accuracy (on written and verbal answers) and diagnostically assessing (in line with School expectations).
- Formal assessments from the assessment performance descriptors for English and Mathematics at the end of every term and further assessments for particular aspects of the curriculum as necessary. These are recorded within the school's electronic assessment system (Target Tracker).

Children's standards and achievements in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment, marking and feedback of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.

Exercise Books

	Y1 – Y2	Y3 – Y6
English English, grammar, handwriting	Blue– wide lines	Blue- narrow lines
Published Writing	Writing portfolios	Writing portfolios

Spelling test	Blue A5 books	Blue A5 books
Reading Destination Reader - journal		Blue - narrow lines
RWI phonics	Blue - wide lines	
Maths	Blue – 20mm squares	Blue – 10mm squares
Humanities (History & Geography)	Yellow	Yellow
Science	Green	Green
RE and PSHE (separate books)	Buff – plain pages	Buff – plain pages
Homework	Google Classroom/paper if necessary or requested	Google Classroom/paper if necessary or requested
Spanish		Pink folder
Computing	Orange folder	Orange folder
Art	Black sketch book (from Y2)	Black sketch book

Presentation of work
It is important that there is a consistent approach to the presentation of work in books. The Presentation policy details expectations. This can be found in O:\Policies

Responding to children's work

In responding to children's work our intention is to accomplish the following:

- Record assessment and give an indication of progress made
- Move children's learning on
- Motivate children to work
- Stimulate progression for all of thought and encourage self-reflection

The marking/feedback policy details what we do and how.

An effective learning environment

Every aspect of the classroom environment is designed to support children's learning and to enable children to learn as independently as possible. Displays should be interactive and contain questions and prompts.

Classrooms are organised and tidy with all resources labelled. Books are stored neatly and are easily accessible. Daily resources e.g. pencils and rulers are stored on tables.

All resource and display labels are printed using **Century Gothic Font**.

Teachers' handwriting is neat and legible using Nelson Handwriting formations.

Classrooms will have on display:

- A class visual timetable
- Working walls for literacy and maths - updated regularly to reflect learning, with LO, success criteria, key visuals, vocabulary, challenge, exemplification, teacher modelling, examples of children's work
- Graphemes Chart (Reception and KS1)
- Destination Reader Display (Y3 – Y6)
- Book corners - each classroom has an inviting book corner that is organised. Displays in book corners reflect the text types being taught.
- Behaviour expectations – *Ready, Respectful, Safe*
  Growth Mindset display – high expectations of ourselves as resilient learners e.g. 'stuckness' routines, 'enable table', use of metaphors to describe learning e.g. The Learning Pit
- Getting Back to Green display
- Examples of children's work (backed)
- Recognition boards

Communal displays:

- Subject leaders are responsible for keeping their displays up-to-date
- Displays must reflect what is happening in the school
- They must reflect our school community
- Displays should be engaging and encourage interaction
- They should be a celebration of school-life both within and outside of school i.e. trips

Displays should be bright and evoke interest and must be kept tidy.

Exemplification for English

Reading:
The programmes of study for reading at key stage 1 and 2 consist of 2 dimensions:
1) Word reading 2) comprehension (both listening and reading)
It is essential that teaching focuses on developing pupils' competence in both dimensions;
Different kinds of teaching are needed for each. Pupils will be exposed to a wide range of coverage: Fiction, poetry, plays, non-fiction books, reports etc.
Daily Reading timetable:
Rec & KS1 – 50 - 60mins daily - Read Write Inc
KS2 – 45mins daily - Destination Reader (DR)*

*DR is a pragmatic approach to teaching reading in KS2. The approach encompasses key strategies to be effectively taught: 1) Predict 2) Clarify 3) Summarise 4) Inference 5) Make connections 6) Ask Questions 7) Evaluate. It involves daily sessions incorporating

whole class teacher modeling prior to the children applying these skills through partner work and independent reading.
DR expectations:
1) Teachers to follow the DR handbook to inform their weekly planning.
2) Explicit lessons to teach the 7 reading strategies.
3) Pupils to have opportunities to read independently for meaning and pleasure.
4) To develop a collaborative culture in DR lessons.
5) All DR lessons to be delivered using high quality teacher modeling and text focused resources.

Writing:
Rationale:
Pupils and teachers will experience writing as a purposeful, creative and productive writing journey that will combine aspects of the Power of Reading approaches (e.g. full book immersion, creative teaching approaches, teaching of key skills) - along with approaches that engage pupils through using high quality books for a sustained period of time. Pupils will develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar. In addition, pupils will be taught how to plan, draft, edit and evaluate their writing.

All teachers will be familiar with NC expectations for their phase and year group as well as those that come before. All phases will use the NC 'writing process' along with the planning backwards format to support planning for writing. All writing units will be centred around a high quality text to ensure engagement and maximum participation from pupils. Literacy Tree resources and Power of Reading resources can be used to help support and enrich the provision for the teaching of writing.

Writing Routines:
As part of a writing unit, in any year group, there will be opportunities for shared, modelled, guided and independent writing. Daily lessons will aim to be 60mins in length. Each half term will comprise of a topic based writing unit delivered over the half-term. At the end of each half term, every child will produce a short piece of writing and a published piece of writing which will be displayed in their Writing Portfolio.

Grammar:
Grammar will be taught referring to the Nelson grammar scheme; linking to the NC English planning (planning units of work to explicitly link grammar). Grammar will take place in English lessons in the main and where necessary discrete lessons will be planned for.

Handwriting:
We place value on pupils taking pride and care over their work and handwriting is a key part of this: using the Nelson Handwriting scheme, teachers will teach, guide and model good handwriting practice at all times and set high expectations from each pupil. Nelson pupil books and workbooks are also available to teachers as resources and good models but it must be emphasised that teachers modelling handwriting and observing as pupils form letters and joins is crucial to successful learning - ensuring pupils acquire the appropriate skills. Handwriting will be taught explicitly, in short 20 minute sessions at least

twice a week. Pupils can gain a 'pen licence' for correct formation of letters, consistent fluidity and correct joins. This will be re-set at the beginning of each year. Pupil work should be displayed to encourage and motivate.

Spelling:
We use the 2014 National Curriculum as a guide to which spellings should be taught in which year group. In addition to this, Key Stage 1 focus on high frequency and common exception words. Explicit spelling strategies will be taught in three short 20 minute sessions per week. Weekly spelling tests will be recorded in purple A5 books. Class teachers also use the RWI Spelling scheme to support weekly teaching sessions.

Poetry:
Poetry is an important and central pillar of the literacy curriculum. It is an expectation that children are exposed to a wide range of good quality poems so that they can read, recite, share and enjoy. From year one onwards children will have to learn and recite poems by heart while recognising and discussing different poetic forms.

Workbooks:
Reading journal (DR albums Y3 – Y6)
Home reading journals
English book (to include SPAG/Handwriting)
Published Writing portfolios
Spelling books

Exemplification for Maths

From September 2018 onwards Prior Weston has been following the White Rose Maths scheme of work. White Rose is a teaching for mastery approach that has number at its heart. A large proportion of time is spent reinforcing number to build competency. The scheme ensures students have the opportunity to stay together as they work through the schemes as a whole group. It supports the ideal of depth before breadth and provide plenty of opportunities to build reasoning and problem solving elements into the curriculum.

We also have an online subscription to Power Maths which is supplementary material to support teachers with their planning. It is aligned to the White Rose scheme.

We also believe that all children, when introduced to a new concept, should have the opportunity to build competency by taking the **CPA** approach.

Concrete – children should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.
Pictorial – alongside the latter children should use pictorial representations. These representations can then be used to help reason and solve problems.
Abstract – both concrete and pictorial representations should support children's understanding of abstract methods.







Professional development:

- All full-time teachers will attend staff meetings and Inset days, with part-time being encouraged to attend as much as possible;
- When appropriate, support staff will attend some of these;
- Teaching assistants will attend weekly meetings with their line manager;
- Courses will be linked to the SIP and Performance Management;
- Staff are encouraged to provide feedback from courses;
- Staff are welcome to chair meetings and Inset days, as relevant.