



West End School

Teaching and Learning Policy

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Next Review October 2026

Person responsible: Karen Odell (deputy head)

At West End we believe that children learn best when they are engaged, happy and secure. Good progress comes when children have a good sound understanding of key concepts, when they are positively engaged in their learning and when they have the resilience to take risks in their learning to enable them to meet new challenges. We want our children to love learning and be equipped to use their learning skills as citizens of a global world.

At West End Primary School we have developed our vision, aims and ethos with input through consultation with pupils, staff, parents, Governors and our wider community. At West End we aim for all staff and pupils to achieve excellence by providing a curriculum which:

- *Challenges and supports children and staff to drive constant progress*
- *Promotes happiness and well-being in a welcoming and inclusive community*
- *Values everyone's achievements together, giving everyone the opportunity to shine*
- *Develops a safe and nurturing environment, fostering respect and pride*
- *Inspires engaged and resilient proactive learners through our broad and evolving curriculum*
- *Prepares independent and responsible, world-ready individuals*

This policy outlines the principles that inform our teaching and learning to achieve effective and purposeful learning.

How Children Learn

Active Learners

Children learn best when they are agents of their own learning. Rather than empty vessels waiting to be passively filled with knowledge, children need to actively participate in the process of learning and develop as self-regulated learners. At West End we use active questioning and discussion to ensure that children are engaging and thinking. Teachers model internal dialogues to demonstrate how we develop our thinking as adults. Children are encouraged not just to give an answer but to explain their thinking (meta cognition) i.e. **why** an answer is correct in maths or **why** they have chosen a particular word in their writing. This helps the children to develop independence in their working and to learn to critically examine it for effectiveness.

Schema and Making Links

Information is stored in our brain through schema - a web of connected ideas. Retrieving what we know and being able to use this learning, is easier if it is part of a schema – we don't have to recall all learning in isolation but as part of a wider group of existing connections. New learning begins with making connections to what already know – introducing a new maths or grammar idea will always begin with retrieving what we already know and then linking new ideas to this. Part of our learning support might be to review this prior learning in small groups. The new idea is then developed and practised in a variety of situations and applications. Again, some learning support may be offered to groups and individuals to ensure appropriate time is given to this stage. After time and use, this learning will be embedded and then can be used in new applications.

This will happen within a series of lessons and across longer learning periods

- a maths topic on fractions will first take the children small step by small step through the concept to enable links to be made, then new learning will be practiced in a variety of ways and finally it will be applied and used in different contexts
- children in year 1 will learn about and use simple sentences. As children get older, they will expand and develop their understanding of sentences to include compound and complex sentences, by upper key stage two children will be

confident in using a wide variety of sentence types and be able to make thoughtful choices to create precision and impact in their writing

Emotional and Social Development

At West End we ensure that children's emotional needs are addressed alongside their academic progress as the two are closely interrelated. Emotional nurture and literacy are embedded in learning. We scaffold children to be able to talk about emotional and social communication and offer nurture support. Examples of how this might happen are

- class discussions and role plays
- small group sessions using for example thoughtful art approach – where staff create a relaxed art session where children can talk and chat
- 1:1 nurture session.

Challenge, Resilience and a Positive Mind Set

We believe that children develop independence and resilience through being exposed to ideas that are challenging – it is important that children experience times when they find things difficult. Experiencing difficulties and finding ways of working through them are important to our ability to cope with the challenges that daily life throws at us. Misconceptions and errors are addressed immediately to be valued by all, positively. We believe the classroom must be felt to be a safe space to 'not know', 'not be sure' or 'get it wrong'. Positive approaches to these moments encourage children to have a go and so engage with a problem. Meeting a difficulty head on and finding a way to solve it gives us more confidence the next time and builds our self-esteem. We want our children to develop a positive 'mind set' to become confident and ambitious learners. We use language that recognises that we might not always 'know' but that demonstrates confidence in the ability to succeed. We discourage children to talk negatively about their own abilities and endeavour to create a learning environment where every child can feel proud. All children are different, and we are fully aware that a challenge for one child might not be the same as that of another. Listening to our children, knowing them well and using assessment appropriately, ensures that every child experience challenges appropriate for them. Every classroom has a visual learning line which symbolises learning journeys in all areas of life – academic social and, emotional. Lots of age appropriate discussion takes place to support and scaffold children through this process, equipping them with strategies they can use to help themselves and so develop independence and resilience.

Remote Learning

West End school provides remote learning (online) for pupils who are not able to attend school so that all our pupils can continue to make good progress. Work will be set in line with the DFE expectations providing and taking into account that each family is unique and should approach home learning in a way which suits their individual needs. (See Remote Learning Policy and Plan)

Planning and the curriculum

All children at West end follow the National curriculum – each year group has their own specific aims and objectives, and these form the framework around which learning activities are planned. Each subject will have a skills and knowledge shared mapping document showing clear progression through Year 1 to Year 6 which builds on the skills and knowledge from early years.

Within this framework, teachers have autonomy on how to deliver the curriculum most effectively to all children. This means that there is flexibility for teachers to develop or adapt to meet enthusiasms or to respond to events and so evolve and enrich curriculum links. Cultural Capital opportunities will be promoted towards enabling children to function as well-informed individuals.

Long Term Planning

This covers the whole year and ensures every class covers all the objectives in the national curriculum and how these may be grouped together to show context and to create links. Subject plans are devised to show progression in knowledge and application of content, skills and vocabulary. Subject leaders coordinate and oversee to ensure coverage and progression in knowledge, skills and vocabulary.

Medium Term Planning

This shows more detail of how the specific NC objectives will be covered. It includes broad lesson outlines to show progression and how objectives are met.

Short term planning

This involves the day to day lesson planning and is vital to ensure that teachers can respond and react to specific needs. It requires flexibility to be able to respond on a daily basis to children's learning thus ensuring that barriers are immediately identified and addressed, and to ensure the pace of learning is matched to the specific class or group.

The Learning Environment

Classrooms and Resources

We are very fortunate at West End to have large spacious light filled classrooms. All classes are resourced to enable the children to have easy access to the manipulatives needed to support maths learning, to a range of high quality reading books, some of which are changed regularly (using Leeds library loan service), to appropriate reference books – dictionaries and thesauruses and to a range of art/craft materials and equipment. This means that children can make choices about what they use to support their learning. In KS1 continuous provision remains an integral aspect of the learning experience and classrooms are set up to ensure that the opportunities to further develop curiosity, independence and play based learning through this provision are maintained.

Daily Timetable

Every class displays a daily timetable. The form this takes may vary with age or class needs, but all enable the children to navigate through the day. Many children find changes in routine tricky and having a timetable supports them to understand what is happening on a particular day.

Working Walls

Working walls give children quick access to information, key words, skills and ideas that are relevant to their current learning, these provide extra support during the practise phase of learning and are a bridge between adult support and independence as children access the information they need independently. At West End each class from Y1-6 will have an English and Maths working wall as well as other spaces designated to the current subjects being taught. Early Years and Key Stage 1 classes have key learning support and vocabulary in easy to access places around the classroom some of which will be at a low level.

School values:

Personal Responsibility, Social Responsibility, Environmental Responsibility
I take care of myself, I take care of others, I take care of our world

Our school values outline our principles of creating a positive learning environment where all children have the right to learn and to be treated fairly and with respect.

Every class displays the school values. Classes will also have their own specific age related targets which support our these.

Celebrating Success

We continually recognise and celebrate successful learning and value effort and commitment. This is done in class, around school and at playtime. Children can earn verbal praise, notes home, house points and a west end Wow certificate which are rewarded as part of our weekly celebration assembly.

Inclusion (See policy for more detail)

At West End we have a strong history of inclusion – that is the model of access whereby the institution adapts to enable all children to access education rather than the individual needing to adapt to the institution. This means that we strive to ensure that any barriers to learning for all our children are identified. These can be physical, organisational, cultural, social, or academic.

Feedback and Marking (See policy for more detail)

The overriding principle at West End is that any marking or feedback must be in a form that enables the children to move forward in their learning supporting their independence. Feedback can be both oral and written. As they get older children are encouraged to respond to marking personally to show that they have understood and acted upon it.

Assessment (See policy for more detail)

Assessment at West End enables us to track the progress of each child and to ensure that learning is tailored to meet the learning of each child. It is important that children acquire key concepts and that teachers can quickly identify where extra time or support is needed to ensure these are learned. It is also important that children are challenged in their learning and again assessment is the bedrock of this as it enables teachers to pitch the challenge correctly. We don't prejudge children and create arbitrary ceilings on their learning, but we also know the importance of making sure children have a secure understanding of key concepts. These two threads are balanced by good use of assessment and by knowing our children well.

Making Safe Choices (See safeguarding and PSHE policies for more detail)

Safeguarding children is embedded into all that we do at West End. Part of children's development is to take on more responsibility for making choices about keeping themselves safe. Children learn about some of the risks associated with behaviour and through discussion and role play they build resilience and confidence to make safe personal choices.

We embed internet safety in all our work – from checking sources and critically analysing information from the internet to enabling children to understand personal choice and safety in an everchanging social media life.

The Wider Community

We believe in the importance of parents/carers, support staff and teachers working effectively together to support children's learning and development. Class webpages are updated weekly, so parents know what their children have been learning and share some of the highlights. Parents are invited into school to share children's learning through class assemblies. All children participate in our Christmas concert, year six entertain parents and staff with their production and every class hosts a parent event where parents come into class and experience and share some of their children's learning.

We are also part of a wider national and global community and teaching and learning at West End aims to helping children to understand others, valuing diversity and recognise and promote shared values, We want our children to develop the skills of participation and responsible action and through a variety of subjects – including English, history, geography, RE, PSHE and RSE and P4C, we support the concepts of community cohesion and taking a globalised viewpoint.

Subject specific policy statements and policies

Related policies

Behaviour

Feedback and Marking

Assessment

SEND and Inclusion

Safeguarding policies

Homework

Remote Learning

