



Pudsey Waterloo Primary School

Teaching and Learning Policy

Ethos for Learning

At Pudsey Waterloo Primary School, we aim to provide all pupils with a creative, exciting and intellectually challenging curriculum through which they can develop independence; thinking skills; self-confidence; resilience and experience the joy of learning and discovery.

Aims

At Pudsey Waterloo, we want all learners to:

- Achieve their full potential;
- Develop creativity and imagination;
- Be resourceful;
- Develop independence;
- Work collaboratively;
- Become good citizens;
- Develop inquisitive and enquiring minds;
- Contribute to the learning ethos within the whole school;
- Be able to identify their next steps;
- Develop healthy attitudes to life and make informed choices.

Effective Teaching and Learning

At Pudsey Waterloo there is a caring and co-operative learning environment in which expectations of learning behaviour are high, and all pupils are enabled to progress to their fullest potential and take pride in their achievements. All staff endeavour to establish good working relationships with all pupils in an atmosphere of mutual kindness and respect.

We have teaching principles that outline our approach to highly effective teaching across the school.

The Waterloo Teaching Principles

Positive Learning Culture	Quality Planning and Lesson Delivery
<p>Relationships</p> <ul style="list-style-type: none"> • We foster positive relationships based on mutual respect. • We have unconditional positive regard for the children in our care. <p>Engagement</p> <ul style="list-style-type: none"> • We aim to have the maximum number of children engaged in learning for the maximum amount of time. 	<p>Modelling</p> <ul style="list-style-type: none"> • We model new concepts in a way that deepens understanding. • We present new learning in small steps. • We demonstrate how to complete tasks clearly. <p>Independent Practice</p> <ul style="list-style-type: none"> • We give children ample opportunity to practise the skills and demonstrate the knowledge we have taught them. <p>Scaffolding</p> <ul style="list-style-type: none"> • We provide appropriate support for all children so they can be successful in their learning. <p>Oracy</p> <ul style="list-style-type: none"> • Every child has the opportunity to speak to the class every day. • We have high expectations of vocabulary and we teach and model this to the children. • We encourage children to speak in full sentences.

Highly Responsive Teaching	Securing Understanding for the Future
<p>Questioning to check understanding</p> <ul style="list-style-type: none"> • We use targeted questioning to check the understanding of all children throughout the lesson. • We adapt the lesson, or future lessons, to meet the needs of our learners. <p>Assessment and Feedback</p> <ul style="list-style-type: none"> • We give appropriate feedback in a timely manner which is acted upon by the children to improve their work and advance their learning. • Feedback can be given to the whole class, to groups or to individuals and can be written or verbal. 	<p>Links, joins and connections</p> <ul style="list-style-type: none"> • We articulate why we are learning something and how it builds our understanding of the world. • We make clear links between prior learning and current learning to deepen children's understanding. <p>Frequent revisit of learning</p> <ul style="list-style-type: none"> • We frequently revisit learning from previous lessons, topics and year groups so children commit knowledge to long term memory. • A range of low stakes revisit activities are used in all classrooms.

All teachers strive to establish positive working relationships with the children that they are teaching. We treat all children fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to behaviour and classroom management. We praise and reward children for good effort and, by doing so, help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times.

Teaching Assistants and other support staff are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups undertaking a variety of learning and PSED activities. Teaching Assistants are also fully involved in the delivery of intervention programmes.

Adults as Learners

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers in developing their skills so that they can continually improve their practice.

- There is a comprehensive CPD schedule of professional development meetings planned as a result of school self-evaluation and monitoring activities.
- We have regular performance management meetings where targets are set, discussed and reviewed.
- We provide opportunities for peer observations linked to staff CPD priorities
- Lesson study is used as a way of developing professional dialogue about how we can continually improve classroom practice in order to better meet the learning needs of all our pupils.
- We work collaboratively with other professionals from across our MAT and the wider education community to develop our own practice.

Leadership and Management

The Senior Leadership Team are responsible for ensuring that there is a clear, shared vision and direction that is focused on school improvement and ensure that:

- The School Development Improvement Plan leads to effective action in terms of teaching and learning.
- Funding is effectively used to support school improvement and to sustain areas of good practice.
- Performance Management objectives and CPD reflect the priorities from the School Improvement Plan.
- Rigorous monitoring activities are planned on an annual cycle which informs school self-evaluation.

The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by agreeing to allocate resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self- evaluation processes. These include reports from subject leaders and the termly Headteacher's report to governors.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding informal 'meet the teacher' evenings during which information is given regarding topics that the children will be studying during that year; visits; and visitors to enhance the quality of teaching and learning.
- Updating the class pages on the school website so that parents are aware of the learning taking place in each year group.
- Knowledge organisers are shared with parents and put on the school website to ensure parents know what is being taught in school.
- Holding parent/ teacher/ pupil consultation evenings during which next step learning targets for all pupils are set;
- Sending regular information to parents in which we explain how they can support their children e.g. with homework;
- Invitations to parents to visit school to celebrate pupil and/or school successes.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Do their best to keep their child healthy and fit to attend school;
- Ensure their child has the best attendance record possible;
- Ensure their child is equipped for school with the correct uniform/PE kit etc;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general.

References

Further information about teaching and learning in specific subjects can be found in the policy document for that subject.

A range of other policies provide specific and additional information on teaching and learning. These include:

- Assessment Policy.
- Policy for Marking and Feedback.
- SEN Policy.

Monitoring and Review

Pudsey Waterloo Primary School are aware of the need to review the school teaching and learning policy regularly so that we can take account of changes in the school context; new initiatives; changes in the National Curriculum; developments in technology, or changes to the physical environment of the school.

This Teaching and Learning Policy was adopted by Pudsey Waterloo Primary School on 27/01/2025

Chair of Governors – Mrs M Smith		
Signature:		Mrs M Smith
Frequency of review:	2 years	
To be reviewed and approved by:	PWPS Full Board	
Date of next review:	January 2027	

REVIEW RECORD

Date of review	Reason for review	Date of next review

Name:		Signature:	
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on behalf of PWPS Full Board

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