

Wheatley Lane Methodist Primary School Teaching and Learning Policy



Written by	Sara Butterfield
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Version Control

Date	Author	Version	Section	Reason for Change
1/3/26	Sara Butterfield	1		New policy

Mission Statement

We provide quality first teaching in a loving Christian environment where everyone is respected and valued as a unique child of God.

Safeguarding Statement

Wheatley Lane Methodist Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Vision

With God's help, we do all we can to be the best we can be.

Statement of Intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, special educational needs (SEN) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

Curriculum

At Wheatley Lane Methodist Primary School, we recognise our school context and have designed our curriculum with the intent that pupils build the secure foundations required to become successful and aspirational learners. We want children to leave school as 'well rounded' individuals and to be secondary ready.

We aim for our curriculum to:

- Be broad and balanced ensuring knowledge and skills are learnt and developed in an age-appropriate, sequential manner
- Be aspirational and engaging for all our pupils regardless of ability, SEND or background, allowing everyone to flourish
- Reflect our geographic location and our local communities, celebrating diversity and nurturing our unique Methodist heritage
- Prepare our pupils for life in modern Britain
- Enhance learning through educational visits, visitors and experiences to allow pupils to embed their learning in the world in which they live

Our curriculum sets out our aims, objectives, skills and details of what knowledge is to be taught in each year group through clear endpoints.

Planning

It is vital that when planning for each unit of work there is additional time given to check prior learning and fill in any gaps so children can move on effectively.

Lesson plans must:

- Be clearly linked to the national curriculum
- Show adaptations to clearly demonstrate how pupils of all abilities are catered for
- Have clearly identified learning objectives, showing continuity from one lesson to the next.
- Show how teaching assistants are used to enhance learning.
- Consider how resources will be used during the lesson to complement teaching.
- Have a clear structure with the plan clearly demarcating the parts of the lesson in line with the Epworth Trust teaching and learning model.

Long term planning:

- We have a 'Whole School Long-term Overview' that outlines the key topics to be covered in each class, each half term.

Medium term planning

- In English, the medium-term plan outlines the core text and text type that should be covered. The objectives must meet the needs of the class. Children must work on the key learning statements from LCC Key Learning in Reading and Key Learning in Writing. Red Rose Letters and Sounds is used for phonics, Red Rose Spelling and Spelling shed is used in Y2-6, Letterjoin is used for handwriting.
- In mathematics, we use White Rose.
- For other subjects, there is a unit plan that provides a medium-term overview of learning and a suggested learning journey. The objectives must be covered but the learning journey itself is flexible. The unit plans outline end points for each unit.

Science, history, geography and DT – Epworth Trust Curriculum

Art – Access Art

French – Language Angels

PE – PE passport

PSHE – PSHE association

RE – Questful RE and Methodist units in Yrs 2, 4 and 6.

Music – Charanga

Computing – Purple Mash

Short term planning

Each week teachers must:

- Create a weekly timetable
- Write weekly English and maths plans

Planning should be informed by ongoing formative teacher assessment. Plans should be annotated on an ongoing basis.

For subjects other than English and maths, the provided unit plans can be adapted and annotated.

All plans and resources must be saved on Sharepoint.

Quality First Teaching

At Wheatley Lane Methodist Primary School, we want all pupils to achieve their full potential. One of the ways we do this is through Quality First Teaching. This means that our teaching emphasises high quality, inclusive methods and strategies which help all children overcome barriers to their learning and provide opportunities for challenge.

Some of the ways we do this are:

- Creating the right learning culture through high expectations of behaviours for learning, clear classroom routines, positive relationships and a calm learning environment
- Ensuring teachers have strong subject and pedagogical knowledge
- Following **Epworth Trust's Teaching and Learning Model:**
 - Start with a review of previous learning using retrieval strategies to reactivate and check prior knowledge.
 - Set the scene by stating learning objective and identify new knowledge and skill
 - Teach the target vocabulary
 - Practise and apply the new knowledge and skill through I do, we do, you do
 - Assess the new knowledge or skill
- Prioritising developing reading fluency and understanding reading as a prerequisite skill to all other subject areas
- Using effective and varied questioning
- Explicitly teaching vocabulary
- Making explicit links to prior and future learning to make connections across the curriculum
- Grouping children flexibly
- Using ongoing formative assessment to reshape lessons and inform next steps
- Using support staff effectively

Effective Questioning

Effective questioning is a key part of lessons and a powerful tool for checking retention and recall, assessing the depth of learning and extent of progress. Effective questioning in the classroom is about moving beyond questions that require simple recall and seeing questioning as part of an extended dialogue between pupil and teacher. Effective questioning is anchored in the context and content of the lesson. It builds on previous knowledge. It involves staff using open questions, allowing for wait time, supporting the learner to reformulate what he/she is saying rather than rephrasing a response for him/her and encouraging questions from students (to the teacher and their peers). Effective questions are structured in such a way that they elicit thoughtful answers and provoke further questions. They are the building blocks of dialogue rather than its terminal point. Effective questioning enables teachers to gauge current understanding and progress made, to reshape explanations and to adapt learning activities.

At Wheatley Lane, staff are encouraged to use the following questioning techniques:
Cold calling

Pair/Share

No opt-out

Teaching of Vocabulary

At Wheatley Lane, we know that a good understanding of a wide range of vocabulary supports success across the whole curriculum. Therefore, pupils are regularly taught new vocabulary in all areas of the curriculum. Each unit of work has a list of key vocabulary for the children to be explicitly taught. Key vocabulary is displayed on working walls and revisited regularly.

Assessment

Baseline assessment

Pupils joining the school will receive a baseline assessment when they start. Strategies for baseline assessment include:

- Use of past national curriculum tests.
- Assessing pupil progress over the first six weeks that they are enrolled.
- Requesting work completed in their previous school where this is available.

Formative assessment

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Methods of formative assessment include the following:

- Targeted questioning
- Hot seating
- Quizzes

- Self-assessment
- Peer-assessment

Summative assessment

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress.
- Informing both parents and teachers of a child's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final attainment.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment include:

- Using PiXL summative tests at points across the year. Wheatley Lane follows the Trust's assessment schedule.
- Moderation – both internal and across schools
- External examinations such as the national curriculum tests.

EYFS

This policy should be read alongside the Early Years Foundation Stage Policy which provides further detail of how Wheatley Lane provides a balanced learning experience for every child within the Foundation Stage.

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage (DfE 2021), but also the additional elements that we provide to develop our learners in meeting the school's vision and values, while also enriching their learning experiences.

Learning through play is one of the key principles of Early Years education, and this is at the core of our approach to the EYFS curriculum. The curriculum is carefully designed to meet the requirements of the statutory guidance for the Early Years Foundation Stage and has been sequenced progressively from Early Years to Year Six to ensure children are well prepared for the next stage of education with the necessary knowledge, skills and vocabulary. Topics have been carefully selected to ensure full coverage.

At the end of the foundation stage in school the children's progress is recorded onto the Early Years Foundation Stage Profile and the final data is sent to Local Authority. Each child's level of development is recorded against the 17 Early Learning Goals. Judgements and a report are made at the end of Reception on if the children are emerging, expected or exceeding against each level.

Key stage 1 and 2

Teachers use assessment for learning to provide on-going assessment, through the use of focused marking and/or observations of children's work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next steps for each child. Teachers use PiXL assessments and Personalised Learning Checklists to assess individual children against. This allows gaps to be identified and PiXL therapies used to close the gap. Pupils receive regular and timely verbal feedback on their progress.

SEND

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern should be discussed with the SENDCo and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our pupils with SEND. This should be read in conjunction with this policy. There are clear systems and processes in place that shows the steps of our graduated approach.

Roles and Responsibilities

The governing board will:

- Receive reports from the headteacher and curriculum leaders and act upon areas identified as requiring improvement.
- Meet regularly to monitor progress against targets.
- Visit the school to increase their knowledge of classroom activity.

When visiting, governors will:

- Observe lessons.
- View recordings of lessons as appropriate.
- View samples of pupils' work.
- Talk to pupils about their experiences.
- Talk to teachers about their experiences.
- Report their findings to the entire governing body.

The Senior Leadership Team will:

- Take a general overview of the atmosphere in school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Have an overview of the curriculum and be innovative in its design.
- Liaise with parents to ensure needs are being met.
- Work and support in classrooms, including teaching, regularly.
- Carry out focused classroom-based observations.
- Review and comment on planning, including termly targets.
- Review all annual reports completed by staff.
- Complete a self-evaluation.
- Report on the quality of teaching and learning in the governors' report.
- Lead teaching and learning through school and offer support when necessary through the outcome of strategic monitoring.
- Act as role models for teaching staff.

Subject Leaders will:

- Develop and review curriculum policies and schemes of work in collaboration with colleagues.
- Take accountability for the progress of children in their given subject.
- Report on the effectiveness of the curriculum to the strategic leadership team and the governing body.
- Provide professional advice to the governors.
- Complete a range of evidence trails with specific focus areas each year to ensure full and in depth knowledge of their subject area to support the monitoring and evaluating of their subject.

Teachers will:

- Monitor and evaluate their teaching.
- Seek professional dialogue and constructive criticism from the strategic leadership team.
- Review and evaluate their planning regularly.
- Set appropriate and challenging targets for pupils based on ability.
- Collaborate with colleagues to moderate pupil achievement.
- Involve parents and other professionals in the monitoring process.
- Complete an annual review assessing the progress of their pupils.

Pupils are expected to:

- Be on time for school.
- Be prepared to learn.
- Be attentive and active learners.
- Listen to and follow all reasonable instructions.
- Treat everyone with respect.

External Monitoring

- The CEO, Trust Hub leader and Headteacher will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the Governors.
- The Hub Leader will undertake lesson observations including joint observations with the Headteacher.

