

Teaching and Learning Policy

Willow Grove Primary School



‘Be Safe, Be Kind, Be Positive’

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Approved by:	Willow Grove Governing Body and Senior Leadership Team	Date: September 2025 Awaiting approval
Created by:	L.Glover	
Last reviewed on:	September 2025	
Next review due by:	September 2026	

Introduction

Willow Grove Primary School is a specialist Social Emotional Mental Health (SEMH) primary school and provides outreach support to mainstream schools in the Wigan Borough.

All pupils at Willow Grove have an identified Special Educational Need (SEN), most of our pupils' primary area of need is SEMH. Many of our pupils have experienced early trauma and adversity, and many have attachment difficulties. Willow Grove is committed to providing an educational environment within which our pupils can heal, thrive, learn, and play. All staff work in line with trauma-informed practices, and they have an excellent knowledge of the strategies and resources that are available to meet the needs of pupils with SEMH and additional SEN.

All the above policies/plans can be viewed via our school website. You can also find further information regarding the provision at Willow Grove Primary School on our school website.

Rationale

This policy aims to:

- Explain how we will create a trauma informed learning environment where our pupils learn best and love to do so.
- Create a learning environment where pupils feel **safe** to make mistakes.
- Create a learning environment where pupils are **kind** to themselves, and others, when learning new things.
- Create a learning environment where pupils are **positive** about learning new things and applying their learning in different contexts.
- Promote high expectations and raise standards of achievement for all pupils in our school.
- Involve pupils, parents/carers and the wider school community in pupils' learning and development
- Promote consistency in teaching and learning across school.

Intent

At Willow Grove Primary School, we want all of our pupils to learn to the best of their ability, and to make progress every day with their learning. We want our pupils to develop a life-long love of learning.

Pupils learn best at our school when they:

- Have their basic physical needs met.
- Feel secure, safe, and valued and heard.
- Feel a sense of belonging to the group and school community.
- Are engaged and motivated.
- Can see the relevance of what they are doing, including real life examples.
- Can link what they are doing to other experiences.
- Understand the task.
- Have the physical space and the resources that they need.
- Are not disrupted or distracted by others.
- Can work with others or on their own, depending on the task and the support given.
- Are guided, taught, or helped in appropriate ways at appropriate times.
- Can practise what they are learning.
- Can apply the learning in both familiar and new contexts.
- Can persevere when learning is hard.
- Can manage their emotions, sometimes with help, if things are not going how they might have expected.

- Recognise that all learners make mistakes and mistakes can help us to learn.

Implementation

Roles and responsibilities

- Teaching and learning in our school is a shared responsibility, everyone in our school community has an important role to play. We have a home-school agreement which is signed by pupils, parents/carers, and school staff, to demonstrate our collective commitment to learning.

Teachers

Teachers at Willow Grove will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning via Dojo, phone calls and Parents evenings including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress 3 times per year through termly reports and through annual EHCP reviews.
- Meet the expectations set out in curriculum policies, the Safeguarding Policy, the Relationships Policy, and the Staff Code of Conduct.
- Provide Purple Mash log in details to parents/carers, so that they can support their children with home learning when necessary.
- Use Class Dojo daily to keep parents and carers informed of their child's learning journey.

Support staff

Support staff will:

- Know pupils well and adapt support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning (AFL) strategies.
- Use effective marking and feedback as required.
- Engage in providing inspiring lessons and learning opportunities.
- Feedback observations of pupils to teachers and the leadership team.
- Ask questions to make sure they have understood expectations for learning.
- Identify, prepare, and use resources to support learning.
- Have high expectations and celebrate achievement.
- Demonstrate and model themselves as learners.

Subject Leaders

Subject Leaders in our school will:

- Help to create well-sequenced, broad, and balanced curriculum plans that build upon prior knowledge and skills.
- Sequence lessons in a way that allows pupils to make excellent progress from their starting points.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Drive improvement in their subject, working with teachers to identify any challenges.
- Ensure that their subject is covered within the teaching timetable and enable pupils to:
 - > Achieve breadth and depth.

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- > Fully understand the topic.
- > Demonstrate an understanding of curriculum content by achieving the learning objective.
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
- Improve on areas for improvement, as identified in their monitoring activities.
- Create and share clear intentions for their subject.
- Encourage teachers to share ideas, resources, and good practice.
- Be aware of national changes within their subject.

Leadership Team

The Leadership Team will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Support staff and pupils to achieve high standards of teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching and mentoring.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate.
- Address underachievement and intervene promptly.
- Meet the expectations set out in all school policies.

Pupils

Pupils at Willow Grove will:

- Be **positive** about their own learning and support the learning of others.
- Always meet expectations for good behaviour for learning, respecting the rights of others to learn.
- Be curious, ambitious, engaged, and confident learners.
- Put maximum effort into their work.
- Meet the expectations set out in the Home-School Learning Agreement.

Parents and carers

Parents and carers of pupils at our school will:

- Value and encourage learning at home.
- Encourage their child as a learner.
- Engage with Class DoJo to view learning and activities that are happening around the school.
- Make sure their child is ready and able to learn every day.
- Support good attendance.
- Participate in discussions about their child's progress and attainment.
- Communicate with the school to share information promptly.
- Take appropriate care of school resources, e.g., school reading books.
- Support and give importance to home learning when appropriate.

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment.
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Planning

The curriculum is planned in line with the National Curriculum and follows a clear structure in which prior learning is built upon. Planning should be produced in terms of long-term plans (academic year), medium-term plans (half termly), and short-term plans (weekly).

Curriculum planning is vitally important for the following reasons:

- Curriculum coverage – Ensures all key topics are taught throughout the year.
- Clear objectives – Helps our pupils to know what they are learning and why.
- Classroom management – Keeps lessons organised and pupils engaged.
- Supports all learners – Allows for activities that meet different learning needs of our pupils.
- Builds teacher confidence – Helps teachers feel prepared and professional.
- Ensures progress – Lessons build on each other for smooth learning.
- Enables assessment – Makes it easier to check progress and give feedback.
- Encourages reflection – Helps improve future lessons based on what worked well.

At Willow Grove, all teachers and Higher-Level Teaching Assistants (HLTAs) receive weekly planning, preparation, and assessment time (PPA) to ensure that lessons will be planned well to ensure good short, medium, and long-term progress.

At Willow Grove we use several different schemes of work, which we adapt and adjust, to ensure that we have a broad and balanced curriculum which meets the needs of our learners:

- Phonics – Sounds Write
- English – The English curriculum is designed to incorporate three bespoke pathways dependent on the pupil's individual needs.
- Handwriting – Kinetic Letters.
- Speech, language and communication – Wellcom and Blank Levels.
- Maths – SEAL, NCETM and Classroom Secrets (White Rose).
- Music – Sing Up.
- Design Technology (DT) – Design Technology Association.
- Religious Education (RE) – Jigsaw.
- PSHE – Jigsaw.
- Science – Grammarsaurus.
- Physical Education (P.E.) - P.E. Academy.

Learning environment

We realise the importance of a safe, functional and well-resourced learning environment. We have recently invested a significant amount of time and funds to improve our indoor and outdoor learning environment. Improving the learning environment remains a priority on our School Development Plan over the next three academic years.

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When pupils are at school, learning will take place in classrooms, outdoor spaces, the school hall, sensory room, library, The NEST, and other learning spaces throughout the school. These spaces will be kept safe, clean, and ready for pupils to use them. They will be arranged to promote learning through:

- Clearly labelled, comfortable and well-resourced zones such as a mark making station, reading corners and quiet areas.
- Accessible resources for learning such as concrete learning apparatus, manipulatives, books, worksheets, laptops, i-Pads, and other educational equipment.
- A seating layout that allows everyone to see the interactive board and participate in lessons.
- Working walls which, are regularly updated, and referred to during teaching, to support pupils' learning.
- Displays that celebrate pupils' learning.

Adaptive teaching

Teaching and learning at our school will take the backgrounds, needs, and abilities of all pupils into account. We will use trauma informed approaches during our teaching. We will adapt teaching to cater to the needs of all of our pupils, including:

- Knowing their starting points.
- Referring to their Education Health and Care Plan (EHCP) outcomes.
- Recapping prior learning.
- Providing the correct resources for pupils with English as an additional language (EAL)
- Being aware of Blank Levels when asking pupils questions.
- Providing appropriate challenge for pupils that are gifted and talented.
- Using support staff effectively to provide extra support for pupils when needed.
- Working with our SEN coordinator (SENCO), our pupils with SEND (in addition to SEMH), and their parents/carers to establish the appropriate level of material to support these pupils to make excellent progress.
- Chunking learning activities.
- Providing writing frames and word banks and additional scaffolding to support pupils in completing learning tasks.

Home learning and homework

We do not regularly set homework for pupils at Willow Grove; however, we do expect parents and carers to listen to their children read at home, work on the alphabet, letter formation, simple spellings and multiplication tables. We have a Home Learning page on our school website where parents and carers can access more guidance in relation to this.

Home reading should occur on a weekly basis, and we will provide information regarding this at the beginning of each academic year. We also have an Early Reading page on our school website which provides information and links to Sounds Write resources for parents (our school's phonics program).

If for any reason, your child is absent from school (other than sickness), an online learning offer will be provided by their class teacher, this can be accessed via Purple Mash. Paper copies can be provided on request.

Impact

Marking and feedback

- Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work and learn more.
- Feedback will be given during and after lessons by class teachers and teaching assistants.
- Marking and feedback will be presented in a written format or verbally, depending on the needs of the individual pupil.

Assessment, recording and reporting

- We will track pupils' progress using a combination of formative and summative assessment
- Connecting Steps is used to track pupil progress and attainment.
- Assessment week is carried out at the end of each term so that staff can measure progress, update Connecting Steps and identify any gaps in learning.
- Pupils working within their Key Stage expectations will participate in end of Key Stage Standardised Assessment Tests (SATs tests). You will be notified of this in advance.
- KS1 pupils will participate in the national Phonics Screening Check (PSC).
- Year 4 pupils will participate in the multiplication tables screening check (MTC).
- We will provide regular targets for pupils and provide verbal reports against these at parent/carer consultation evenings, held in autumn and spring term. Parents and carers will receive short written reports and the end of autumn and spring term, with a more in-depth written report at the end of summer term.

Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

The leadership team and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Lesson observations
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the Student Leadership Council
- Planning scrutiny
- Book scrutiny

Review

This policy will be reviewed every 12 months by Miss Glover (Headteacher) and Mrs Bolton (Deputy Headteacher) Miss Smith (Curriculum Leads) At every review, the policy will be shared with the full governing board.

Additional Relevant Documents

This policy links with the following documents, policies, and procedures:

- [The National Curriculum](#)
- Relationships policy
- Curriculum policies for English, Maths, Science, Computing and PSHE.
- [SEND policy](#)
- [SEND information report](#)
- [Connecting Steps assessment tool](#)
- Home-school agreement
- [Equality information and objectives](#)
- [Blank Level guidance](#)

General Data Protection Regulation (GDPR) – Privacy Notice

For further information on how we use your information and data, please refer to the GDPR Policy published on our website.

Next review due by: September 2026