

Wood End Primary School



Teaching and Learning Policy

Committee with oversight of this policy	Curriculum & Standards
Policy last reviewed	October 2026
Policy due for review	October 2027

Version / Date	Summary of Changes
1.0 / 00-00-00	• New policy

Core Objective: To establish a consistent, high-quality, and evidence-informed whole-school approach to classroom instruction, checking for understanding, and adaptive scaffolding for all learners.

1. Policy Purpose and Rationale

At Wood End Primary School, Quality First Teaching (QFT) forms the foundation of our educational offer. We believe that exceptional teaching and learning occur when evidence-based strategies are consistently embedded across every classroom and year group. This policy outlines our non-negotiable whole-school pedagogical expectations, specifically focusing on explicit instruction, real-time Assessment for Learning (AfL), and structured talk tools.

2. Core Pedagogical Framework: The 5 Pillars of QFT

Our Quality First Teaching approach is structured around five key pillars designed to reduce cognitive load, maximize participation, and build long-term retention:

- **Modelling and Scaffolding:** Utilizing clear, step-by-step expert demonstrations.
- **Checking for Understanding:** Gathering live, real-time feedback to guide immediate instruction.
- **Active Engagement:** Eliminating passive learning by ensuring every pupil thinks and responds.
- **Environmental Scaffolding:** Maintaining purposeful working walls and visual resources accessible to all learners.
- **Oracy Leading to Writing:** Scaffolding spoken language with sentence stems to structure writing and critical thinking.

3. Explicit Instruction: I Do, We Do, You Do (IDWDYD)

To reduce cognitive load and provide structured support, explicit teaching follows the **I Do, We Do, You Do** framework across all subjects.

Stage	Teacher Actions	Pupil Actions
I Do (<i>Modeling</i>)	● Demonstrate steps slowly using worked examples and visualizers.	● Active listening and tracking the teacher. ● Cognitive focus on

Stage	Teacher Actions	Pupil Actions
	• Make expert thinking visible via "think-alouds" and clear reasoning. • Explicitly show what high-quality work looks like.	understanding the modeled strategy.
We Do <i>(Guided Practice)</i>	• Guide practice collaboratively using prompts and choral responses. • Conduct frequent checks for understanding (e.g., mini whiteboards). • Address misconceptions immediately in real time.	• Participate in guided steps together as a class. • Respond via whiteboards and partner dialogue.
You Do <i>(Independent Practice)</i>	• Transition pupils smoothly to independent execution once fluency is observed. • Provide targeted small-group intervention for pupils requiring additional support.	• Apply skills independently using checklists or writing frames. • Build fluency and demonstrate mastery.

4. Assessment for Learning (AfL) & Real-Time Adaptation

AfL is inclusion; passive learning or reliance solely on voluntary hands-up is not an effective check for understanding.

4.1 Mini Whiteboards (MWB) & "1, 2, 3 Show Me"

Mini whiteboards are a non-negotiable tool for driving 100% participation and obtaining immediate feedback on learning.

- **Thinking Time:** Enforce silent thinking time prior to responses ("No talking. No hands. Everyone thinks.").
- **Scan-and-Decide Drill:** Teachers execute a 5-second scan of the classroom to evaluate responses, identify common misconceptions, and determine next steps.
- **Decision Point Thresholds:**
 - **≥80% Correct:** Proceed to independent practice or assign a deepen/stretch challenge.
 - **<80% Correct:** Pause the lesson, explicitly address the misconception, and re-model the key step.

4.2 Hinge Questions & Cold Calling

- **Hinge Questions:** Pre-planned, multiple-choice or short diagnostic questions strategically placed in lessons to check whether pupils understand key foundational concepts before moving forward.
- **Cold Calling & "No Hands Up":** Utilize cold calling, lollipop sticks, and Think-Pair-Share to ensure equal participation and accountable engagement across all student demographics.

5. Oracy & Sentence Stems

Sentence stems bridge the gap between oral rehearsal and written expression, ensuring high academic standards and accessibility for all learners, particularly EAL and SEND pupils.

- **Mandatory Use:** Sentence stems must be explicitly planned and visible on display boards/working walls during lessons.
- **Re-teach & Discussion Prompts:** Standardized prompts (e.g., *"This looks right, but..."*, *"The mistake here is..."*, *"I agree because..."*) must be used across key stages to develop structured mathematical and analytical talk.

6. Monitoring and Professional Development

Implementation of this policy will be supported through targeted CPD sessions, peer coaching, and leadership drop-ins, ensuring every child receives consistently high-quality instruction every day.