TEACHING AND LEARNING William Hulme's Grammar School (Primary Phase)



Our philosophy for effective teaching and learning is firmly based on research evidence and is underpinned by the principles of formative assessment.

Our Learning Powers

are embedded in our school

A **Growth Mindset Culture** which welcomes **challenge** and celebrates effort when it has a positive impact.

to develop metacognition and form part of daily life

The learning is ambitious for all and follows the principles of a mastery approach.

Learners are entitled to

concise quality feedback

which improves learning and isn't burdensome to anyone

involved.

Learners are involved in generating **Success Criteria** to understand how to use this to support learning.

Learners are exposed to and analyse what 'Excellence' looks like across the curriculum. Teachers model what is expected from children.

Learners have a voice and 'Talk Partners' are changed weekly.

Previously taught skills are revisited regularly and applied in various learning contexts.

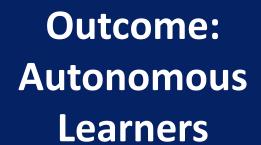


Learners will **not be labelled**and instead flourish in a
mixed ability culture of high

expectations.

Teachers use co-operative learning structures to ensure learners engage in classroom discussion and peer-assisted learning

Learners should welcome challenge and see learning from "marvellous mistakes" as part of the learning process.





TEACHING AND LEARNING in EYFS William Hulme's Grammar School (Primary Phase)



Our philosophy for effective teaching and learning is firmly based on research evidence and is underpinned by the principles of formative assessment.

Early Years promotes the
Characteristics of Learning
through the use of a Growth
Mindset Culture. Learners
should welcome
challenge and see learning
from "marvellous mistakes"
as part of the
learning process.

Adults model effective learning behaviours in order to promote independence and a love of learning.

Scaffolds are provided within the Continuous Provision to ensure that the learning taking place is ambitious for all..

Focussed sessions teach children skills which they learn to apply with increasing independence in the continuous provision.

Planned open ended resources in the Continuous provision in the Early Years offers the opportunity for children to learn



Rosenshine Principles, are adapted appropriate to embed the day to day learning in Early Years.

Children's ideas and opinions are valued and talk partners are introduced to promote speaking and listening skills.

Staff see children's independent play as a teaching moment where they can model, explain, scaffold and extend children's thinking to a deeper level.

Children are seen as unique individuals and some learning is facilitated through interventions, both 1:1 and small group.

When introducing a new area of learning, the children are included in the planning process. Children's interests are always valued and planning adapted accordingly.

Outcome: Independent Learners

