

TEACHING AND LEARNING

William Hulme's Grammar School (Primary Phase)



William Hulme's Grammar School
The best in everyone™
Part of United Learning

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

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

Our **Learning Powers** are embedded in our school to develop metacognition and form part of daily life

Learners will be allowed opportunities to **have choice** in their learning.

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.

Effective Learning

Learners are entitled to **concise quality feedback** which improves learning and isn't burdensome to anyone involved.

Learners have a voice and '**Talk Partners (whisper partners)**' are changed weekly.

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

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

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.

**Outcome:
Autonomous
Learners**

TEACHING AND LEARNING in EYFS

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(Primary Phase)



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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**.

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.

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

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

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



Levelled, continuous provision in the Early Years offers the opportunity for children to **have choice** in their learning.

Children in the Early Years receive instant, verbal feedback about their achievements with suggestions of how to move their learning forward.

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

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

Some Kagan strategies are introduced in the Early Years such as talk partners and stand up, hand up, pair up in order to prepare them for their transition into KS1.

Outcome:
Autonomous Learners