

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

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

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

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

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.

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

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

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.

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

Effective Learning

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.

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

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

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

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**