

# Teaching and Learning (Primary Phase)



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

At WHGS Primary Phase, our philosophy for effective teaching and learning is grounded in research evidence and guided by the principles of formative assessment. Our curriculum is designed to nurture independent, self-motivated children who are excited and enthusiastic about learning. Throughout their time here, students will develop mastery of skills and gain deep knowledge across a broad range of subjects, ensuring continuous progression and depth as they advance through primary school and transition into secondary education. They will also cultivate self-awareness, tolerance, and respect, preparing them to contribute positively to our multicultural society.

Teachers **move strategically around the room** during all parts of the lesson, promoting and maintaining learner's progress and engagement.

Teachers use **co-operative learning structures** across the curriculum to ensure learners engage in classroom discussion and peer-assisted learning.

Learners are exposed to and analyse what '**Excellence**' looks like across the curriculum.

**Success Criteria** are co-constructed or provided in every lesson across the curriculum. When teachers name the steps, they are breaking down complex tasks into steps that form a path for pupil mastery.

Rather than setting lower expectations for pupils, teachers provide temporary **scaffolds** across the curriculum to assist learning. Scaffolds are carefully planned for and gradually removed.

Previously taught **skills** are revisited regularly and applied in various learning contexts. All lessons start with **review and retrieval** activities.



Teachers ensure new learning is built around a logical set of ideas or **small steps** that build upon each other or follow a sequence. This helps to ensure learners form secure schemas, connecting them to what they already know.


All teachers **check for understanding** throughout all lessons through a variety of techniques (show me, affirmative checking, hinge questions). These strategies equip teachers with the tools to help determine how much their pupils have learnt and gauge what adaptations are required to ensure a high success rate.

The explicit teaching of **oracy skills** are embedded across the curriculum. These are progressively mapped to build year on year. The use of effective '**talk partners**' will be seen in all lessons.

Regular **feedback** is given to learners about their performance relative to learning goals or outcomes (see the feedback policy for further detail).

Teachers pay meticulous attention to building the **high behavioural expectations**, step-by-step. Only once this is established, can **high academic behaviour occur**.

All teachers use the '**I Do We Do You Do**' model of teaching to support cognitive load.



**Outcome:  
Autonomous  
Learners**