

# **Mulberry Wood Wharf Primary**

## **Teaching and Learning Policy**

**Approval Body: Stepney Green Science and Computing college an Mulberry Wood Wharf Primary**

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**Policy Version: 3**

## **What is the purpose of our policy?**

The purpose of our policy is to ensure pupils' learning is developed continuously and progressively to a high standard. Within this policy we intend to set the context for all other curriculum policies and in doing so provide a clear statement of the practice which will help us achieve our whole school aims. It will also enable teachers to reflect on their work in an informed way and it is an essential tool for informing trustees and parents about the ethos of the teaching and learning at Mulberry Wood Wharf Primary.

## **Implementing Rosenshine's Principles of Instruction**

At Mulberry Wood Wharf Primary, our approach to teaching and learning is underpinned by Rosenshine's Principles of Instruction. These research-informed strategies support effective teaching across all phases and subjects by promoting clarity, memory retention, and mastery.

We implement Rosenshine's principles in the following ways:

1. **Daily Review**  
Teachers begin lessons with short review activities to consolidate prior knowledge and strengthen retrieval. This might include 'Do Now' tasks, quick quizzes, or class discussions.
2. **Presenting New Material in Small Steps**  
New learning is introduced in manageable chunks with clear explanations and modelling. Teachers avoid cognitive overload by pacing lessons carefully and checking for understanding throughout.
3. **Asking Questions**  
Questioning is central to classroom practice. Teachers use a range of questioning strategies to check understanding, promote thinking, and involve all pupils, including cold calling and no-opt-out approaches.
4. **Providing Models**  
Teachers use worked examples, live modelling, and scaffolded support to demonstrate quality outcomes and processes, gradually reducing support as pupils gain confidence.
5. **Guided Practice**  
Pupils practise new learning with close guidance and feedback from adults, ensuring they develop accuracy and fluency before working independently.
6. **Checking for Understanding**  
Teachers use formative assessment techniques, such as mini whiteboards, hinge questions, and peer discussion, to identify and address misconceptions in real time.
7. **Obtaining High Success Rate**  
Lessons are designed to ensure that all pupils can experience success. Teachers carefully pitch tasks and provide appropriate support and challenge to enable all learners to progress.
8. **Scaffolding for Difficult Tasks**  
Scaffolds such as sentence stems, word banks, structured templates, and guided group work are used to support pupils until they are ready to work independently.

**9. Independent Practice**

Once secure, pupils apply their learning independently. This phase is monitored closely to ensure that pupils maintain accuracy and depth of understanding.

**10. Weekly and Monthly Review**

Teachers plan for ongoing review of key knowledge and skills through low-stakes quizzes, spaced retrieval, and cumulative assessments to ensure long-term retention.

**At Mulberry Wood Wharf Primary we believe children learn best when:**

- When there is a positive atmosphere throughout the school
- When they are happy and secure
- When they feel valued
- When they are motivated and stimulated
- Through practical, first hand experiences
- Through an investigative approach
- Through creative and imaginative expression
- When they make full use of their environment
- When given opportunities for independent learning
- When given opportunities to work collaboratively
- When there are clear, achievable goals
- When given opportunities to practise and reinforce previously learned skills in appropriate situations
- When all children have equal opportunities
- When there is consistency in the teaching
- When teachers have high expectations
- When parents are actively engaged in the learning

*... then this will reflect in the children's progress from their starting points.*

**At Mulberry Wood Wharf Primary we believe teachers teach best:**

- When work is thoroughly planned to meet the needs of the children and provides for the full ability range of the class, group and individual
- When children have opportunities for first-hand experiences and are encouraged to use their local environment
- When there is a stimulating, positive, happy atmosphere within the classroom
- When the classroom is well managed and organised
- When children and staff are given time to think and learn deeply
- When there is good communication and teamwork among all teaching and support staff
- When children and staff feel supported
- When there are regular opportunities for CPD
- When staff are encouraged in their endeavours and have a positive attitude towards their own work
- When children are given a broad and balanced range of activities to ensure a curriculum relevant to their needs
- When the chosen themes for cross-curricular learning are interesting and challenging
- When there is a good supply of high quality, readily available resources

- When regular assessments (observations and records) are made to inform class teaching and future planning
- When parents are actively involved in children's education
- When staff are trusted by parents and governors

*These beliefs are reflected in the vision and values of our school...*

### **What are we doing at Mulberry Wood Wharf Primary to promote excellent teaching and learning?**

At Mulberry Wood Wharf Primary School, we believe that teaching and learning is a strength of the school.

### **The Learning Environment**

Together we work to create and maintain a stimulating, organised and supportive learning environment. We believe that this impacts upon the quality of teaching and learning that takes place.

#### ***In the School environment, if resources are ...***

- Accessible to children and staff
- Appropriate and available
- The right quality for the task
- Sufficient in range to allow children to make appropriate choices
- Respected by children and staff
- Used correctly
- Easily organised and checked

***...then teaching for learning becomes more effective and enjoyable.***

#### ***In the School environment, if space is...***

- Used flexibly
- Used to facilitate group/individual/class arrangements
- Used to allow efficient movement/circulation
- Organised for effective use including within the classroom, in workspaces and on tabletops
- Monitored for effective use

***... then teaching for learning becomes more effective and enjoyable.***

#### ***In the School environment, if the organisation of pupils, staff and work is...***

- Purposeful
- Provides an atmosphere that is sensitive and welcoming
- Sets consistent expectations across the school
- Builds upon pupils' experience

***...then teaching for learning becomes more effective and enjoyable.***

#### ***In the School environment, if displays are used to...***

- Celebrate children's work
- Stimulate and motivate

- Model high expectations
- Show a range of abilities
- Scaffold learning
- Share responsibility for communal areas
- Make good use of all available space

***...then teaching for learning becomes more effective and enjoyable.***

## **2. Attitudes and behaviours at Mulberry Wood Wharf Primary**

We work hard to develop a positive and supportive learning culture. We believe that the attitudes and behaviour of both staff and children are an important part of whole school life. It is vital that we promote positive attitudes and behaviour and insist that we work together to make everybody feel valued and respected within the school.

### **Children's Attitudes**

***We believe that children learn most effectively when they are....***

- Invested in our school values
- Self-motivated
- Confident
- Secure – personally and socially
- Receptive
- Interested
- Socially responsible
- Focused
- Positive
- Respected
- Happy
- Willing

### **Children's Behaviour**

***We believe that children learn most effectively when they ...***

- Feel safe
- Achieve success
- Manage their own behaviour
- Reflect and evaluate
- Communicate
- Listen
- Observe carefully and accurately
- Collaborate
- Persevere and focus
- Investigate
- Problem solve
- Understand
- Experience choice (approaches, skills, resources)
- Organise
- Work independently
- Hypothesise
- Apply previous learning and experience to new situations
- Follow instructions
- Use a range of study skills

### **Teachers' Attitudes and Behaviours**

***In order to achieve the above, we believe that it is important that all staff exhibit the following qualities and are...***

- Smiley and encouraging
- Enthusiastic and interesting
- Interested
- Able to inspire confidence
- Keen to value contributions
- Positive
- Well planned and organised
- Good listeners
- Understanding
- Flexible and purposeful
- Excellent time managers
- Professional
- Knowledgeable
- Fair, consistent and honest

***This ensures that children learn effectively, and staff can teach and support effectively.***

### **3. The Curriculum at Mulberry Wood Wharf Primary**

We believe that the curriculum plays an important role in determining the teaching for learning that takes place within the school. We firmly believe that in order for effective teaching for learning to take place the curriculum needs to be...

- Meaningful
- Interesting and stimulating
- Child friendly but challenging
- Varied
- Developing intellectual, personal and social skills
- Flexible
- Inspiring

The curriculum is ambitious, broad and balanced, tailored to the needs of Mulberry Wood Wharf Primary's community. It is consistent with the fully inclusive, aspirational vision of the Mulberry Schools Trust and focused on outstanding achievement for all. Mulberry Wood Wharf Primary will be an educational environment in which all pupils will become accomplished and confident with the skills and aspirations to move to each phase of their education from early years to primary, on to secondary and into higher education, training or employment at age 19.

Our curriculum will follow the National Curriculum, with PSHCE (Personal, Social, Health and Citizenship Education) and the local agreed syllabus for RE (Religious Education). Spiritual, moral, social and cultural development will be infused throughout children's learning experience. Outdoor learning and physical education will also feature strongly within the daily life of the school, using to full advantage the leisure centre facilities available to the school as well as the local park close by.

The river Thames itself and the waterways within the Isle of Dogs will also provide a rich external environment for learning from which our curriculum will benefit.

#### **4. Planning and Assessment**

To ensure that effective teaching for learning is occurring, staff and children need to be aware of the 'whole picture'. It is important that teachers plan effectively and realistically to ensure that all children are given the opportunities to achieve all they are capable of.

At Mulberry Wood Wharf, we dedicate time and energy to ensure that our planning is thorough and differentiated enough to allow all children to be truly supported and stretched.

We believe that the most effective teaching for learning takes place when the planning identifies...

- Clear learning outcomes
- Strategies for learning designed to achieve the L.O
- Differentiation
- Tasks
- Grouping
- Resources required
- Use of teaching assistants and classroom helpers
- Assessment and evaluation opportunities

We strongly believe that, to meet the needs of our children, planning needs to be adaptive and flexible. We assess our children both formally and informally and this informs our teaching by feeding into the planning cycle. We value the planning and assessment cycle as we understand that it greatly supports effective teaching for learning.

#### **5. Teaching for different learning styles**

We understand that all children learn differently and as a result our teaching styles need to be varied in order that all children are given equal opportunity to access the curriculum (See SEND Policy).

We are skilled in our understanding of different learning styles and identifying specific needs. We believe that drama and role-play is important in stimulating and motivating children. Drama is often used to bring subjects alive and give children the opportunity to develop their knowledge and understanding through a creative and practical learning experience.

As a small team of professionals at Mulberry Wood Wharf Primary we work closely together to capitalise on our individual strengths to support the children effectively. It is important that we listen to our pupil voice, this is what our children think.