



# **Wordsworth Primary School and Nursery**

Teaching and Learning Guidance

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## 1. Vision

At Wordsworth Primary School and Nursery, we are committed to providing high-quality teaching and learning that ensures all pupils achieve their full potential. Our approach is underpinned by the evidence-informed strategies outlined in *WalkThrus* by Tom Sherrington, ensuring that our pedagogy is effective, consistent, inclusive and engaging. These strategies are based on Rosenshein's Principles of Instruction.

This guidance provides a framework for effective teaching and learning across the school, ensuring that staff use research-based methods to maximise pupil engagement, progress, and long-term learning, meaning all our children know more and remember more.

## 2. Aims and Principles

Our approach to teaching and learning is guided by the following principles:

1. **High Expectations for All** – Every pupil is expected to make good progress, with inclusive teaching designed to stretch and challenge all learners.
2. **Consistency Across the School** – A shared approach to lesson design, delivery, and behaviour management ensures a positive and predictable learning environment. Where possible, timetables are aligned to give structure and routine to the school day.
3. **Evidence-Informed Practices** – All agreed teaching strategies are based on research and best practice.
4. **Cognitive Science Principles** – Teaching supports memory retention through retrieval practice, scaffolding, and structured repetition.
5. **Adaptive Teaching** – Teachers assess understanding and adapt instruction to meet the needs of all pupils, including those with SEND, EPP and EAL.

## 3. Behaviour Curriculum

### Methods of Teaching Behaviour: A School-Wide Approach

To ensure consistency and effectiveness, our behaviour curriculum is implemented through a school-wide Teaching approach. This includes:

- **Daily retrieval practice:** Teachers will start every day with a reminder of the school rules, conduct expectations in class and around the school and what this will look like if everyone is successful. Adults and children will set class targets to discuss daily.
- **Explicit Instruction:** Teachers provide explicit instruction on the expected behaviours and skills, integrating them into daily lessons and activities. Children will be explicitly taught regulation techniques every morning.
- **Establishing Culture:** High behavioural expectations are set from day one, with clear explanations of what good learning behaviours look like through positive noticing and are regularly revisited through the school year
- **Positive Behaviour Support:** We employ a positive reinforcement system to acknowledge and celebrate pupils who exhibit desired behaviours.
- **Modelling and Role-Modelling:** Staff members model appropriate behaviours, serving as role models for pupils to emulate.
- **Parent and Community Engagement:** We engage parents and the community in reinforcing the same behaviour expectations at home and within the broader community.

Some pupils may require a bespoke behaviour curriculum, in these instances, we may use a Behaviour for Learning Skill Card Programme, awareness package, zones of regulation intervention or intensive support in a reduced environment which will be personalised to the behaviour needs of the pupils. The school will co-produce the curriculum of skills alongside the pupil and the parent and keep them regularly informed of the progress the pupil is making, whilst accessing the programme.

## Assemblies

Regular assemblies and PSHE lessons play a significant role in our behaviour curriculum. These are used to:

- Celebrate successes
- Communicate expectations regularly
- Reinforce Values
- Promote Reflection
- Encourage pupil voice and reflection

Assemblies can also be used to address specific behaviours that crop up across a year group or phase. By integrating these elements into our behaviour curriculum, we aim to foster a school community where positive behaviours are not only taught but also celebrated and ingrained into the everyday lives of our pupils.

## Teaching Emotional Regulation

- **Zones of Regulation**

We use the Zones of Regulation in all classrooms and learning spaces, to help children learn to recognise and name their emotional state, and to learn the ways that they can



most effectively regulate when feeling fizzy, agitated or sad. Zones of Regulation is a concept developed by a licensed occupational therapist that helps children gain self regulation skills. They encourage children to think and talk about how they are feeling, and to recognise when their feelings lie in different zones, as well as to learn how to use strategies to return them to a calm state of mind.

- **Calm corners**

Children are supported to regulate their emotions within the classroom environment using resources in the calm corner. Children are encouraged to independently access this to support their own regulation but may be directed an adult to utilise this as part of the stepped approach. Some pupil's provision may be more bespoke and include the use of an agreed safe space or calming strategy outside the classroom.

- **Worry Jar & ask it basket**

Some children will need additional support, and there are specific adults who are emotionally available for this. If children are feeling anxious about something out of their control, either in school or at home, they can write their worry or question down and put it in the class Worry jar/ask it basket. The teacher will check these regularly.

- **Outdoor play and Learning (OPAL)**

Providing children with more opportunities for high quality, unstructured play which can help reduce behavioural issues and conflict that need intervention during unstructured play. Engaging in these types of play help to address boredom, frustration and other negative behaviours that can arise when play is limited.

- **Regulation Bench**

Regulation benches are used outside to allow children to have a space to regulate their emotions, these utilised in the same way as a calm corner in the classroom.

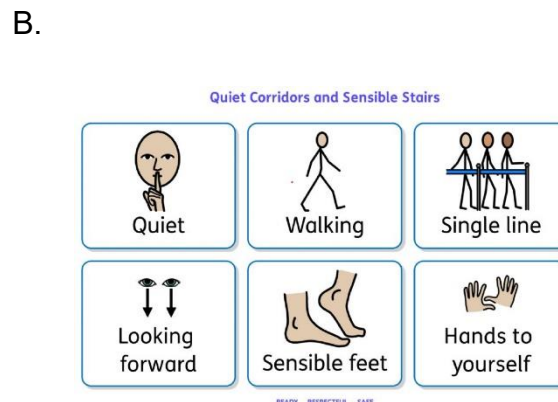
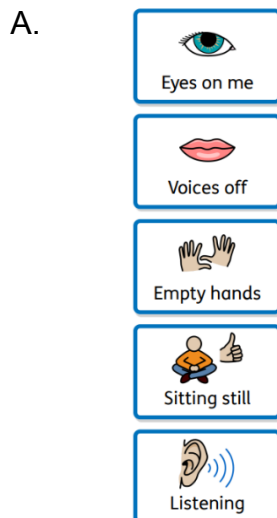
## 4. Core Teaching Strategies (WalkThrus)

The following *WalkThrus* strategies form the foundation of our teaching and learning approach.

### A. Behaviour & Relationships

A positive and structured classroom environment is essential for effective learning. We know that having a unified approach will create predictability for the pupils and reduce cognitive load. Staff will use:

- **Meet & Greet (TAAES)** – Teachers welcome pupils at the door with a warm greeting, reinforcing routines and setting a positive tone for learning. Every class will start their day with a low stakes do now activity, a discussion about what their day will look like, a reflection of where the class are on their roadmap and a mindfulness activity.
- **School Agreed Routines & Expectations** – Aligned routines create a calm and orderly learning environment. There are clear instructions used across the school e.g. to gain the pupils' attention (A) and there is an agreed way all stakeholders move around the school (B). In KS1 the children will use 'Hands on top, that means stop' and then (A) is introduced to the children. This begins **30:04:25s** with numbers, 5, *Eyes on me*, 4, *Voices off*, 3, *Empty Hands*, 2, *Sitting Still*, 1, *Listening* and progresses to 5, 4, 3, 2, 1 as it is embedded into practice.



- **Establishing Culture** – High behavioural expectations are set from day one, with clear explanations of what good learning behaviours look like through positive noticing and are regularly revisited through the school year



## B. Instructional Techniques

Teaching is explicit, structured, and scaffolded to ensure all pupils grasp new learning effectively, while building on their prior knowledge. Key techniques include:

- **Checking for Understanding** – Teachers use questioning techniques (*e.g., Cold Calling, Show-me Boards, and Think, Pair, Share*) to gauge pupil understanding before progressing.
- **Worked Examples & Modelling** – Complex tasks are broken down into clear, step-by-step examples to guide learning using Live Modelling (A) and I do, we do, you do (B). Symbols are used to label each part of the modelled handover process (C).

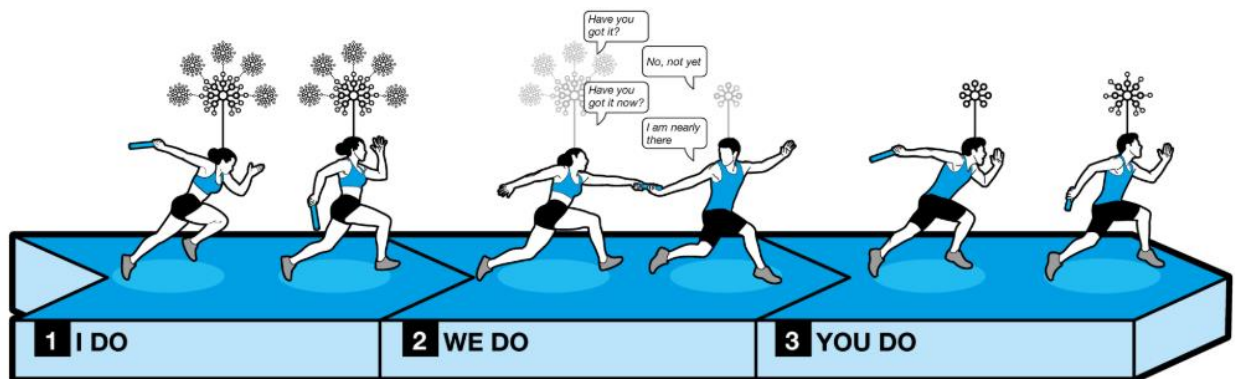
A.



B.

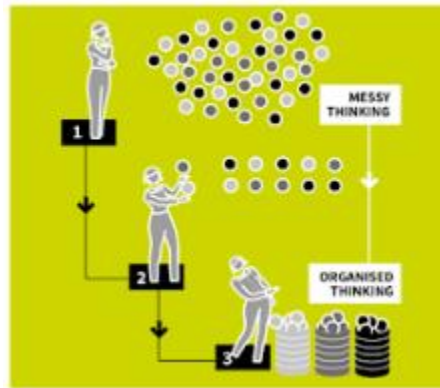


C.



Created by David Goodwin of [organiseideas.com](http://organiseideas.com) | [@olivercaviglioli](https://twitter.com/olivercaviglioli) | [@ollicav](https://twitter.com/ollicav) | [David Goodwin](https://twitter.com/DavidGoodwin) | [@MrGoodwin23](https://twitter.com/MrGoodwin23)

- **Guided & Independent Practice** – Pupils initially practice with teacher support, during the we do, before moving to independent tasks, ensuring confidence and competence.
- **Think Aloud** – Teachers use metacognitive talk to model organising their messy thinking when solving problems to model effective strategies.



### C. Explanation and Questioning

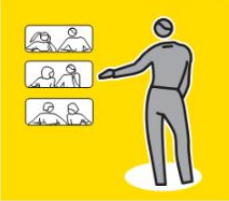




Effective explanations and questioning strategies ensure engagement and deep understanding:

- **Dual Coding** – Visuals (diagrams, images, symbols) are combined with verbal explanations to enhance understanding and retention. These are used through the I do, we do, and you do process. Widgeit is used as a tool for consistency across the school.
- **Cold Calling** – Teachers select targeted pupils to answer questions rather than relying on hands-up responses, ensuring that everyone is actively thinking during each stage of the lesson. Pupils are encouraged to explain their thinking and justify their answers to deepen understanding. Answers can be built upon by peers.





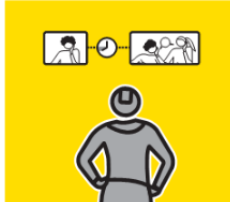


- **Think-Pair-Share** – Pupils have time to think about a response to a question, discuss their ideas with a partner before sharing with the class to promote active engagement and deeper thinking. The feedback is facilitated by the class teacher.

**THINK, PAIR, SHARE** ① ② ③ ④ ⑤

				
<b>ESTABLISH TALK PARTNERS FOR EVERY STUDENT</b>	<b>SET THE QUESTION WITH A GOAL AND A TIMEFRAME</b>	<b>BUILD IN THINKING TIME</b>	<b>CIRCULATE TO LISTEN AS PAIRS ARE TALKING</b>	<b>USE COLD CALL TO SAMPLE PAIRS' RESPONSES</b>

- **Show me Boards** – Pupils write or draw responses to questions, which teachers can then assess in real time to gauge understanding and address misconceptions, adapting their teaching to meet the needs of the pupils.

**SHOW-ME BOARDS** ① ② ③ ④ ⑤

				
<b>ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND</b>	<b>SET THE QUESTION WITH A GOAL AND A TIMEFRAME</b>	<b>BUILD IN THINKING TIME</b>	<b>SIGNAL: 3-2-1 AND SHOW ME</b>	<b>SAMPLE STUDENT RESPONSES AND FOLLOW UP</b>

## D. Curriculum Planning & Retrieval

Learning is sequenced to build sticky knowledge and understanding. Key approaches include:

- **Retrieval Practice** – Regular low-stakes quizzes and quick-fire recall activities reinforce prior learning.
- **Interleaving** – Learning is revisited in spaced intervals rather than in a linear sequence, strengthening connections and retention.

- **Scaffolding** – Teachers provide structured support, reducing it over time as pupils develop independence.



- **Knowledge Organisers** – Pupils use knowledge organisers as reference tools to reinforce TWALS, key concepts and vocabulary. See below for an example.

Geography Year 1 Term Spring 2


Prior Learning: **My local area – What is Shirley like?** Children created their own map and described the features of Shirley Key vocab: Map and key

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**Theme: My local city:** What is Southampton like?


**Concept:** Place and Settlement & Climate and Environment

*We are learning about our local city: Southampton. We will explore aerial views and maps using keys to discover the key features of the city. We will use photos and weather forecasts to find out about Southampton's weather.*




**Words we will know!**

**city**



A city is a large place where many people live together. Cities have many buildings, including houses, shops, and schools.

**weather forecast**



A weather forecast tells us about the future weather. It tells us about the type of weather, temperature and wind.

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**1. What do we know about Southampton?**

TWAL: To locate Shirley and Southampton on a map.

We will talk about what we know about Southampton and share our experiences of what we have seen in Southampton. We will go onto the roof terrace to locate Southampton. Then we will find Southampton on a map and how close it is.

Southampton is the nearest city to Shirley.

**4. What is the weather like in Southampton?**

TWAL: To identify daily weather patterns.

We will talk about what we know about weather; things we have seen and words we know. We will talk about why it is important to know about the weather. We will watch a weather forecast for Southampton and look at weather maps to find out what they tell us.

A weather forecast tells us about the weather in the future. It tells us about the type of weather, temperature and wind.

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**2. What does Southampton look like?**

TWAL: To talk about feature of Southampton using an aerial view.

We will explore an aerial view of Southampton, name and describe the features we can see, like: dock, harbour, building, roads, park, stadium, car parks, river etc.

A city is a large place where many people live together. Cities have many buildings, including houses, shops, and schools.

**5. How does the weather change Southampton?**

TWAL: To talk about seasonal weather patterns in Southampton.

We will look at some photos and images of Southampton during different seasons. We will talk about the changes in weather and match the photos to the correct season. Then we will match some weather forecasts to each season, looking at temperature and weather type.

The temperature in Southampton is coldest in Winter (January) and warmest in Summer (July). The wettest month in Southampton is December.

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**3. What are the key features of Southampton?**

TWAL: To use a simple map key to find key features of Southampton.

We look at a map of Southampton city centre, talk about the colours and symbols on the map and what we think they mean. We will use a key to find some key features of Southampton on the map including roads, buildings, places of worship and mud.

**6. What is Southampton like?**

TWAL: To share what we have found out about Southampton.

We will talk about what we have learnt about Southampton, its key features and the weather in Southampton throughout the year. We will create a ????? about Southampton.

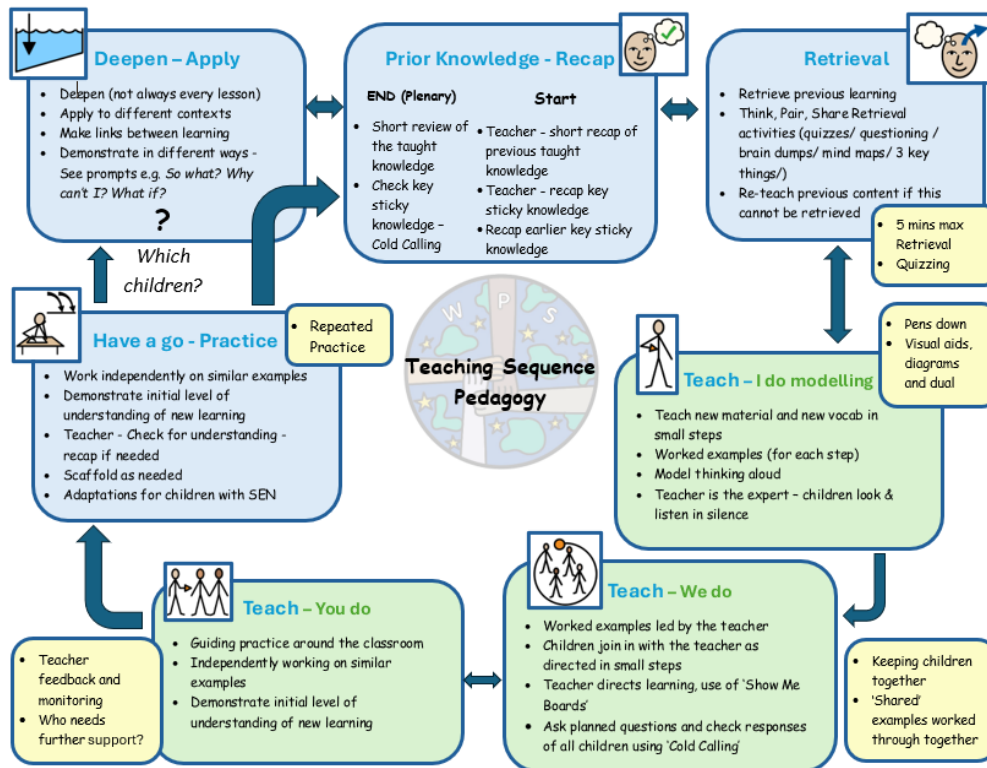
## E. Feedback and Assessment

Assessment is embedded within teaching to ensure pupils receive timely support and feedback:

- **Live Feedback** – Immediate, targeted feedback is given during lessons to address misconceptions and guide improvement. This can be verbal or written in green pen on the pupil's work.
- **Whole-Class Feedback** – Teachers provide general feedback on common errors and misconceptions rather than marking every individual piece of work.
- **Self & Peer Assessment** – Pupils are taught how to review their own and others' work constructively.
- **Summative Assessments** – Summative assessments are used to measure long-term retention and inform planning. These assessments are conducted during Autumn 2, Spring 2 and Summer 2 and recorded on Bromcom. Teachers receive regular training on the implementation and marking of these to ensure unified approach across the school.

## 5. Lesson Structure

While teachers have some flexibility in how they deliver lessons, an effective lesson typically follows this structure:



## 6. Adaptive Teaching & Inclusion

Teaching is tailored to meet the needs of all learners, ensuring:

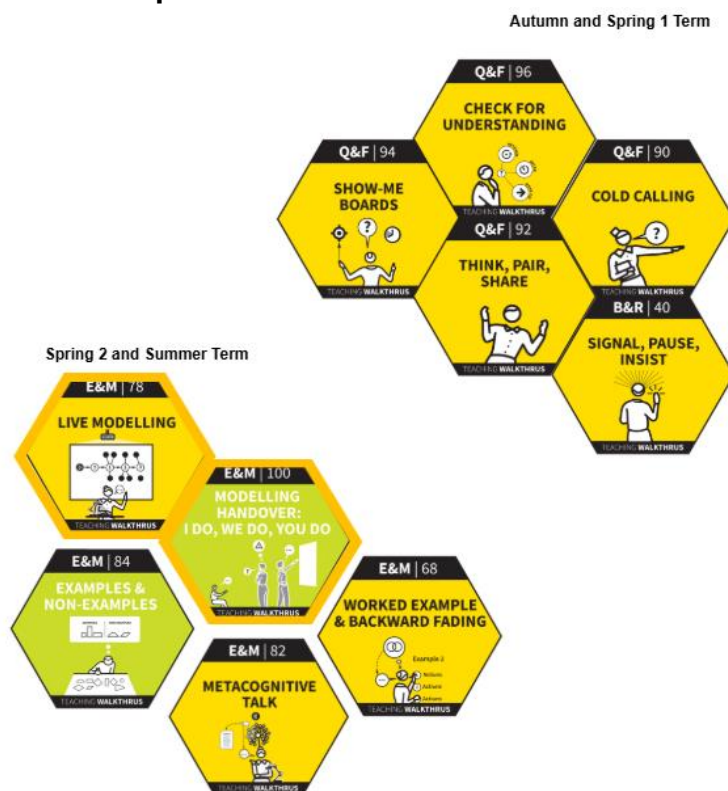
- **Scaffolding for SEND and EAL Pupils** – Visual supports, sentence starters, dual coding, colorful semantics and structured support are provided as needed.
- **Flexible Grouping** – Pupils work in different groupings depending on the task (ability-based, mixed-ability, or peer support).
- **Pre-Teaching and Overlearning** – Some pupils receive extra instruction before or after lessons to reinforce learning. They can be delivered by the class teacher, HLTA or TA.

## 7. Professional Development & CPD

High-quality teaching is sustained through ongoing professional learning:

- **Weekly CPD Sessions** – Staff training focuses on *WalkThrus* strategies, classroom techniques, and developing subject knowledge.
- **Instructional Coaching** – Teachers receive one-to-one coaching and feedback on their practice.
- **Peer Observations & Learning Walks** – Teachers observe and learn from colleagues to refine their practice.
- **Lesson Study & Collaborative Planning** – Staff work together to plan, trial, and refine strategies.

## WalkThrus CPD Cluster. Sept 2024 –



## 8. Monitoring & Evaluation

To ensure consistency and effectiveness, teaching and learning will be regularly monitored:

- **Lesson Observations** – Senior leaders, Phase Leaders and Subject Leaders conduct scheduled and drop-in observations to provide feedback.
- **Work Scrutiny** – Pupils' books are moderated to assess curriculum coverage, progress, and feedback quality.
- **Pupil Voice** – Pupils are regularly asked about their learning experiences.
- **Data Analysis** – Assessment data is reviewed to identify trends and areas for improvement.

Findings from monitoring activities are used to inform school improvement and professional development.

## 9. Roles & Responsibilities

- **Leadership Team** – Ensure high standards of teaching through training, support and monitoring.
- **Teachers** – Plan and deliver high-quality lessons, use *WalkThrus* strategies effectively, and engage in CPD.
- **Teaching Assistants** – Support pupils’ learning in line with teaching strategies and interventions, guided by the class teacher.
- **Pupils** – Take an active role in their learning, follow agreed whole school and class expectations, and actively engage in learning.
- **Parents & Carers** – Support their child’s learning by reinforcing school expectations and engaging with home learning activities.

## References

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## Appendices – Feedback Policy