



WIMBLEDON PARK PRIMARY SCHOOL

TEACHING AND LEARNING FRAMEWORK

(updated Nov 2025)

At Wimbledon Park Primary School, we are not trying to invent innovative or better teaching approaches, but we are simply focusing on understanding existing approaches which have been shown through evidence-based research to be highly effective. We ensure we implement these evidence-based approaches well and in a very consistent way across the school.

References to 'teachers' includes all adults working in a teaching role, whether a qualified teacher or not (i.e. includes teaching and learning support assistants).

We have created this teaching and learning framework defining 10 core principles that underpin effective teaching and learning at our school:

- 1. High quality and positive relationships and emotional wellbeing are integral to a successful classroom**
- 2. We manage the learning environment to focus attention and minimise distraction**
- 3. We develop pupils' meta-cognition of their learning**
- 4. We activate pupils to be learning partners for each other**
- 5. We sequence learning carefully from pupils' prior knowledge to ensure new learning makes sense and can be remembered**
- 6. We explain and model new learning precisely in small steps**
- 7. Questioning and timely feedback ensure that all pupils grasp new learning**
- 8. We structure and guide pupil practice to elaborate, refine and stabilise learning in long term memory**
- 9. We develop language vocabulary and literacy across the curriculum**
- 10. Our learning results in high quality outcomes**

It must be remembered that there is no short-cut to deep and lasting learning – pupils and teachers will always need to invest a substantial amount of time, energy, attention to detail, tenacity and sheer effort into learning – we are simply trying to make this as structured and focused as possible.

1. High quality and positive relationships and emotional wellbeing are integral to a successful classroom

Summary Outline	● This covers both adult/pupil, pupil/pupil and adult/adult relationships ● Building empathetic relationships happens when pupils believe that their feelings are recognised and validated ● Pupils emotional health, self-esteem and confidence need to be high, and they need to feel safe/secure as a pre-requisite for productive learning ● Components of emotional health are self-esteem, self-control, feelings of well-being and the capacity to cope with everyday stresses ● Pupils need to feel that it is safe to take risks ● The capability to co-regulate and then self-regulate emotions underpins pupils' ability to learn, success in school and future lives ● Pupils learn well in an environment in which staff: praise and reward based on merit; are genuinely interested in them and take time to get to know them; and are warm and friendly [behaviour policy] ● A culture of mutual trust and respect supports effective relationships ● Children and young people who have experienced early life trauma can be particularly vulnerable in school ● Teachers are key role models who influence the attitudes, values and behaviours of their pupils ● Teachers having high expectations affects pupil outcomes, setting goals that challenge and stretch pupils is essential ● Teachers influence pupils' resilience and beliefs about their ability to succeed by ensuring all pupils experience meaningful success ● The majority of adult mental health problems have started in childhood ● Staff wellbeing has a direct impact on teaching and learning
Our Practice	● We model the good relationships we expect of the children: enthusiasm and enjoyment must start with the teacher ● We take care with all new joiners (whether nursery/reception, or other new joiners) to ensure they are settled and happy (taster visits, staggered starts, name pegs, seating position, induction, buddy system) ● We provide additional support for children that are new to English and bespoke a program dependent on their needs ● Personal, social and emotional aspects of learning are the priority focus of our Early Years Foundation Stage ● We create a positive climate in every classroom – through kindness and warmth, building trusting relationships with children, by getting to know children individually, by frequent praise and positive attention and by having appropriate and equitable reward systems (using Class Dojo) ● We model and explicitly teach, and encourage/reward, children to be courteous, kind, tolerant, respectful, polite and considerate ● We use an emotion coaching approach to support children to recognise, feel validated in and respond appropriately to big emotions ● We use 'zones of regulation' alongside emotion coaching to support children to co and self-regulate their feelings, energy and sensory needs ● We look out for small ways for children to feel known and valued, for example through greetings (by name) and goodbyes, getting to know their friendship groups and what their hobbies/out of school interests are ● We teach children knowledge about their own health and wellbeing through the PSHE, PE and science curriculum

- We use intentional and consistent language that promote self-belief, challenge and aspiration
- We ensure staff wellbeing is a priority consideration in decision-making

2. We manage the learning environment to focus attention and minimise distraction

Summary Outline

- Working memory and the brain's executive functions are finite and limited resources and we adapt classrooms and teaching practice to maximise attention focused towards the intended learning, for example by reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content)
- Excellent learning behaviour (and high expectations) minimises distractions, focuses attention on learning and eliminates wasted time
- Establishing and positively reinforcing routines can help create an effective learning environment
- Routines are sequences of actions which are triggered by a prompt or cue
- When routines are established in a classroom, it allows students to devote less attention to the process of learning which means that they can devote more attention to the content of learning
- Routines encourage positive behaviour but also create a predictable and secure environment which benefits all pupils, but is particularly valuable for more vulnerable pupil groups (e.g. disadvantaged, SEND, new to English, social worker involvement)

Our Practice

- With a particular focus in September every year (but reinforced throughout the year), we train children to have excellent behaviour for learning (making sure that these are embedded) – attention, respect, good learning habits, being ready to learn
- We have a particular focus on effective and quick transitions and routines to ensure efficiency and low cognitive load
- Routines are explained, modelled, practised and maintained to continually reinforce expectations
- Children line up in register order for transitions (some adjustments may be needed for inclusion purposes)
- We give manageable, specific and sequential instructions
- We explicitly model how a task is to be completed efficiently
- We use consistent language and non-verbal signals for common classroom directions
- We use the acronym 'SHELL' to signal to children to move into a ready to learn position: sit up, hands free, eyes on speaker, listen, learn.
- Our classes make effective use of learning walls to reinforce current learning
- The front of classrooms are focused on learning and the back on decorative displays (celebration of success/work)
- We organise classrooms to support learning and ensure resource accessibility/availability for children
- We minimise irrelevant distractions e.g. lessons are not disturbed by visitors or errands wherever possible
- We minimise adult narration when children are focused on independent learning tasks or partner work
- We design student tasks so that the activity does not detract from the key learning (e.g. children will complete retrieval questions which are always in the same format so their working memory can focus on retrieving the information)

	● Table layout is considered for maximum attention and learning. All children face forward to ensure attention is directed to teaching and learning
--	---

3. We develop pupils' meta-cognition of their learning	
Summary Outline	● Meta-cognition (sometimes known as 'learning to learn') aims to help learners think about their own learning more explicitly by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development ● Learning is difficult, and a key determinant of successful learning is how children respond and behave when they are challenged by learning or get stuck ● Achievement is more likely to increase when pupils have a developed understanding of how they learn e.g. the importance of practising key skills, accepting constructive feedback, assessing their own progress rather than comparing themselves to other pupils and showing resilience rather than giving up when facing new challenges
Our Practice	● We have a 'You Can Do It' behaviour reward system in Nursery and Reception which focuses on rewarding key attitudes and behaviours that form the fundamentals for future learning (Thinking, Kindness, Persistence and Confidence) ● Classroom language focuses on learning (not work), e.g. home learning ● We have a classroom culture focused on learning and effort – "I haven't got it yet!" ● We praise the processes required for success, and celebrate our school value 'We Evolve' e.g. praising the pupil's effort and strategy ("you really tried hard", "that was a good way to do it") and praise task achievement ("all the labels are correct", "I can see you have spelt this word correctly today") ● We avoid giving 'person-orientated praise' ("I'm proud of you"; "you're good at this") ● We stress that intelligence and ability are not fixed but can grow, thinking effort is required for learning which makes connections in your brain helping understanding ● We convey to pupils that their struggles/challenges are not due to lack of ability but that performance can be improved with added effort or different strategies ● We create a positive learning environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine ● In our teaching language/approach, we interweave narration of meta-cognition alongside our explicit subject teaching ● Time for the children to evaluate, review and respond is built into the learning process

4. We activate pupils to be learning partners for each other	
Summary Outline	● Discussion and learning from others have a powerful effect on achievement ● It improves/increases participation and engagement in lessons (e.g. prevents students from passivity) ● Reinforces purposeful learning culture, and pupils' meta-cognition of learning ● Paired activities can increase pupils' success, e.g. it gives children an opportunity to rehearse and refine a response

Our Practice	● Getting on and respecting each other is a priority focus in the early years (e.g. sharing, turn taking, listening) ● Regularly changing learning partners is established from early on but age appropriate – Reception might be half termly, year 1 every three weeks, fortnightly in years 2-6 ● We explicitly teach, model and practise effective learning partner routines (e.g. face each other, eye contact, listening, taking turns to speak, smile and encourage, helping when stuck, peer feedback, new to English children in threes) ● Other effective partner approaches include joint task planning, peer tutoring support, peer evaluation and jointly improving each other's learning ● Teachers plan with learning partner work in mind - key thinking/discussion questions, developing partner blue/green roles (peer review, teacher/learner) ● Teachers allow thinking time when a question is posed. This allows children to consider their own response before discussing or collaborating with a partner. ● Teachers will then consider the most appropriate way for children to respond ('cold call', choral response, targeted questioning), and probe other partners to build on, elaborate and deepen responses ● We develop a supportive environment/culture where children question and challenge each other positively and aren't afraid to make mistakes
---------------------	--

5. We sequence learning carefully from pupils' prior knowledge to ensure new learning makes sense and can be remembered

Summary Outline	● A coherent curriculum is one where learning experiences, knowledge and skills are sequenced and woven together such that students form a deep understanding both within and between the various subjects or knowledge domains. ● Vertical and horizontal curriculum planning are needed so that new knowledge builds on secure foundations at every point as students move through the curriculum and links can be made between different curriculum areas ● Knowledge is 'sticky' and generative: new learning links to prior learning in increasingly complex schema so the more we know, the more connections we can make ● Every lesson needs clarity and precision so that the key learning is clear and necessary links to prior learning are made ● 'Thinking' in working memory is the activity required to assimilate new learning into existing knowledge and understanding in long term memory ● Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly
Our Practice	● Lessons are planned sequentially so that learning is built on and links are made: we sequence learning so that pupils secure key knowledge before encountering more complex content ● Every lesson within the journey has a precise learning objective ● We use starter activities and retrieval questions at the start of each lesson to activate prior knowledge in long-term memory and help children to make links in their learning ● We use 'my turn, our turn' your turn' to rehearse new learning (my turn = teacher explanation; our turn = partially completed examples/stem sentences/key vocabulary provided; your turn = independent/partner rehearsal)

	● We anticipate likely misconceptions so that these are addressed and not committed to long-term memory. We use non-examples as discussion points to highlight these misconceptions ● We explicitly teach key topic specific vocabulary to support children's understanding of new learning. We rehearse new vocabulary through 'my turn, your turn' to ensure correct pronunciation. ● We plan opportunities to assess student's prior knowledge and adapt teaching accordingly
--	--

6. We explain and model new learning precisely in small steps	
Summary Outline	● Intrinsic working memory limitations require learning to be broken down into manageable steps to avoid cognitive overload ● Effective teaching introduces new material in small steps, explicitly linking new ideas to what has previously been studied and learned ● Accurate and precise teacher explanations to introduce new learning is efficient and results in fewer misconceptions ● Live modelling that highlights key procedures and the thinking that underpins them is effective in helping pupils understand new procedures and ideas ● Good live modelling anticipates misconceptions, makes abstract ideas concrete and guides children through the learning process ● Worked examples that take pupils through each step of a new process supports them to replicate that process themselves ● Scaffolds can help pupils apply new ideas, but should be gradually removed as pupil expertise increases
Our Practice	● Each lesson generally consists of a recap, my turn, our turn, your turn element: a review of its link to prior learning, teacher explanation, guided pupil practice (through partially completed examples/stem sentences/key vocabulary etc) to independent application and final review ● The learning is broken down into microscopic steps, with practice after each step ● Teaching is focused and in short bursts, with modelling and practice of key ideas and learning ● We combine a verbal explanation with relevant graphical representation of the same concept or process, where appropriate to support children's understanding ● We consider how learning is delivered, encouraging the use of diagrams and explanations instead of using text and speech together ● Teachers give clear and precise explanations (re-explaining in different ways to secure understanding if necessary) with examples and non-examples being key to explanations ● Teachers narrate their thought processes when modelling to make explicit how 'experts' think ● We use modelling and partially completed examples to focus pupils on the specific steps and scaffold understanding ● Comparing examples of work allows the concept of expected quality to be understood by the children and the criteria that differentiate successful outcomes ● We use concrete representations to support children's understanding of abstract ideas (e.g. cubes, Dienes, bar models, Numicon, bead strings etc)

	● Morning meetings between year group teachers are used to explain and model the teaching to each other before teaching those lessons to the children
--	---

7. Questioning and timely feedback ensure that all pupils grasp new learning

Summary Outline	● Questioning and feedback play a central role in securing pupil's learning, supporting them to know how to deepen their knowledge and understanding or improve their performance ● Questioning is used to check for understanding, to help children practise applying new information, to connect new material to prior learning and to ensure everyone is thinking ● Feedback can be either directed at the whole class or individuals. ● For feedback to be effective it needs to be understood, accepted and actionable. To help learners move forward, it is helpful to frame feedback as an instruction. ● Learning success can be increased when pupils receive regular, specific, explanatory, and timely feedback ● High-quality feedback can be written or verbal; it needs to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. Feedback should not be general e.g. 'good work' or 'well done'. ● Over time, feedback should support pupils to monitor and regulate their own learning and performance at a later date. ● Feedback is not beneficial if there is not sufficient time given to explain it or respond to it ● Clear learning objectives help to increase the effectiveness of feedback because the comments can be directly linked to these ● Most effective feedback happens with children throughout a lesson ● Feeding back needs to be as close to the point of learning as possible and frequent so children don't store partial information or a misconception in long term memory
Our Practice	● Learning objectives are always shared with pupils ● Teachers ask questions to find out what the children have understood and adapt lessons accordingly ● Questions are used to probe children's schema and to support making links with prior information ● Questioning is not evident in lessons at the explanation stage of the learning to avoid misconceptions. At this stage of learning, choral response should be used to cement key terminology and key pieces of learning ● Choral response, cold calling, a no-opt out culture, partner talk and mini whiteboards are used so that the teacher can receive feedback from <u>all children</u> ● Feedback received via questioning, quizzing, retrieval practice, marking and assessments informs next steps ● Daily year group discussions allow for flexibility of planning to match the sequence of learning to the children's pace of understanding ● Rapid interventions and conferencing are used over excessive marking in books to support children in the process ● Teachers decide on the most effective and efficient way to provide children with feedback i.e. whole class verbal feedback where a number of children require the same support or specific, targeted verbal feedback where this is required for an individual pupil ● Teachers give feedback on their own live modelling/worked examples to show how to respond appropriately ● We teach and model to children how to review and edit their own work prior to a teacher giving written feedback ● Our marking colours are 'green for great' and 'pink for think'

	● Children in Year 1-6 respond to marking using a blue pen ● Sufficient time for children to respond to feedback is built into the learning process (e.g. early work, time in lessons)
--	---

8. We structure and guide pupil practice to elaborate, refine and stabilise learning in long term memory

Summary Outline	● If we learn something new, but then make no attempt to relearn that information, we remember less and less of it as the hours, days and weeks go by (Ebbinghaus's Forgetting Curve) ● To be retained more permanently, information must be transferred from short-term to long-term memory, and practice is key to this transfer: memory is the residue of thought ● New learning is made permanent by actively reinforcing and broadening connections/links between neurons through repetition and practice: "practice makes permanent" ● Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success ● Regular, spaced and short burst practice is needed throughout primary years to secure basic skills in reading, writing and maths to automaticity ● Once automaticity is achieved and learning has been secured in the long-term memory, the working memory is freed up and able to be used for more complex tasks. ● Regular, spaced practice of what has previously been taught helps consolidate and strengthen recall and helps pupils remember what they have learned. ● Knowledge organisers provide students with accessible guidance that they can study on their own in order to build a secure schema with strong recall of the knowledge elements
Our Practice	● Daily recaps are embedded into the learning culture in all subject areas ● Our early maths and phonic programmes are designed to secure basic skills of reading, writing and maths through repetition and spacing practice ● In the wider curriculum, we use retrieval practice quizzes each lesson and end of unit assessments to reinforce learning (not simply assess) ● We design carefully selected multiple choice questions to encourage children to think deeply about their learning ● We interleave practice to reinforce prior learning and combat the forgetting curve ● As students' knowledge becomes more secure as a result of practice and retrieval, we set tasks with a greater level of challenge (e.g. by reducing guidance, removing scaffolding, lengthening spacing or introducing interacting elements) ● We set home learning quizzes and tasks to deepen knowledge and improve fluency and confidence of material taught at school ● We make learning memorable to ensure pupils can recall them (e.g. naming them using technical terms, developing mnemonics, using rhyme and song or linking to memorable stories) ● We provide children with a knowledge organiser for each topic (in Geography, History, Art, DT and Computing) for them to refer to in order to retrieve key information

9. We develop language vocabulary and literacy across the curriculum

Summary Outline

- To access the curriculum, early literacy provides fundamental knowledge
- There is a strong link between educational underperformance and poor early literacy skills (associated often with disadvantaged backgrounds)
- Reading comprises of two elements: word reading and language comprehension
- Systematic synthetic phonics is the most effective approach for teaching pupils to decode
- Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills across the curriculum
- The importance of spoken language and verbal interaction (oracy) is emphasised in the classroom
- Comprehension and reading skills benefit from explicit teaching and discussion
- High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary

Our Practice

- We see a sound understanding of phonics and daily reading as the most important activities in primary school
- We place an important focus on language and communication prime area of learning as well as specific areas of reading and writing in early years (and for new joiners learning English as an additional language)
- We model speaking in full sentences and standard English
- We correct (model) non-standard English speech errors and always encourage oral responses in full sentences.
- We provide frequent opportunities for all pupils to speak for different purposes and audiences (e.g. show and tell, debate, drama, leadership teams, presentations, recitals)
- Our classrooms are rich with discussion, drama, debate
- Learning partners talk to each other in a range of roles and activities
- EAL learners work in learning partner groupings of three (to ensure they have clear models of speech)
- Whole class reading happens in every class Y1-6 daily, alongside periods of quiet reading for pleasure
- We actively develop a strong culture of reading for pleasure through Spark Book Award, book discussions, class selected books to read for story time and World Book Day celebrations
- We select rich texts and high-quality literature foundations for our topic and English work (core texts)
- We read class novels/stories at the end of the day
- We explicitly teach new vocabulary linked to learning and highlight star words (KS1) and word of the day (KS2) which the children may not have come across before
- Oracy is used as a precursor for writing – talking, rehearsing and extending ideas before writing
- We have consistent expectations for the quality of written English work (and mark to the same expectations) across the curriculum
- We provide phonics, reading and writing workshops for parents in developing literacy skills (including expectations and strategies)

10. Our learning results in high quality outcomes

Summary Outline	● Teachers' expectations affect pupil outcomes strongly so setting goals that challenge and stretch pupils is essential ● High quality pupil outcomes evidence high teacher expectations as well as accurate learning ● Outcomes are not just written outcomes, but include: presentation, performance, song, art work, sculpture, artefact, map, debate, recital, dance, sports match, composition ● Expectations vary appropriately with age, with much of the learning in Early Years not resulting in end products (but more in mastery of skills) ● Children won't achieve their best outcome on the first attempt, so improving quality of outcomes requires precise feedback from teachers, practice, revision, redrafting, persistence and resilience ● The editing/revising/finishing/reflecting stage is seen as an integral part of the learning journey
Our Practice	● Outcomes from a unit of work are planned at the outset ● Pupil books show care and pride in their work (including care in level of quality, quantity and completion of work) ● Teachers model how work is to be presented explicitly to ensure that children understand expectations ● Pupil books also reflect the level of teacher's expectations and the learning systems that the teacher enforces – e.g. excellent presentation, titles and underlining, dated work, margins, corrections made, sheets neatly stuck in, reviewing and redrafting evident ● Presentation standards and expectations are consistent across curriculum areas and home learning ● We try to have real audience and purpose for pupil's work ● Achieving high quality outcomes requires sustained periods of whole class individual silent working ● Work completion and high standards of presentation are followed through by the teacher – e.g. requiring sub-standard work to be repeated or completed in break/lunchtimes ● Parents are invited to comment on their children's work at parent-teacher meetings where they can write comments on post-it notes to celebrate their child's learning ● Teachers select one or two children each week to receive a certificate for demonstrating one of the school values in their work or behaviour. Teachers provide reasons for the certificate to encourage other children to do the same.