



LEOMINSTER PRIMARY SCHOOL

Learn. Progress. Succeed

Teaching and Learning 2026

LEARN	PROGRESS	SUCCEED
The 'Five-a-day' principle: High quality teaching benefits pupils with SEND  Engaging and Purposeful Learning Environments. Working Walls are used for modelling English, Maths, Science, Spelling and Phonics "Five a Day" Approach is used. Widgit is used for visuals. Scaffold up and differentiate down. Key adults are deployed effectively and briefed prior to every lesson. They are enabled to support both learning and behaviour. Learning for SEND children is individualised using appropriate tools and strategies. Modelling WAGOLL/WABOLL Mini plenary/timely intervention as a result of formative assessment.	Learning Objective is clear, shared and obvious and referred to throughout lesson. Instructions are clear. Children know what to do if they are finished. Do not give instructions until every child is active listening. Making links to prior learning. Leading by further inquiry. Effective modelling of expectations: calculation, handwriting and use of vocabulary. All children have a whiteboard or rough book in their desk to practise/show me. Teaching input is well-paced to support the needs of all learners. Independent/Supported time for ALL learners. ALL learners make progress. Live marking gives time for supportive learning conversations with modelling and correction time to recognise misconceptions and improve through metacognitive questions. Opportunity for discussion: talk partners, 'show me', reference to steps to success.	Learners are Challenged! Opportunities for self-regulation and whole class mindfulness to prepare for engaged learning. Following School Marking and Feedback Policy Peer and Self-assessment Active Listening. All lesson leaders must use of a chime to gain full attention. Learners are not spoken to until ALL are Active Listening. Lessons are memorable experiences where children gain new knowledge and remember it. Take risks! If something doesn't work, adapt it to suit the needs of your class. High Expectations of presentation through modelling.

