

Wyborne Teaching and Learning Toolkit



Assessment

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Teaching
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Awe and
Wonder

Inclusion, Culture and Diversity

Theme 1 – Assessment



WYBORNE
PRIMARY SCHOOL

At Wyborne, Our approach to assessment is characterised by purposefulness, positivity and meaningfulness. We employ both summative and formative assessment methods to ensure that every child progresses, regardless of their starting point, and that their individual needs are met through the curriculum.

Our assessment practices are designed to be challenging and effective, empowering children to showcase their knowledge and understanding. We use feedback and marking to move the learning on and adapt our approach to this across the school, depending on the age group and needs of individual learners.

Assessment outcomes inform our planning, enabling us to continue to enhance teaching and learning and build on prior knowledge.

Theme 2 – Behaviour



WYBORNE
PRIMARY SCHOOL

At Wyborne, we set high expectations for behaviour, fostering an environment that encourages engagement, resilience and intrinsic motivation. We lead by example, modelling positive behaviour and conduct, and cultivating an atmosphere of mutual respect amongst ourselves and the children.

Teaching and learning is inclusive and challenging, ensuring that every child feels valued and motivated to participate. Children demonstrate excellent behaviour for learning through their engagement and enthusiasm throughout lessons.

We maintain consistent approaches to support behaviour management for most children, recognising the need to adapt our approaches for individual needs.

We recognise the significance of providing effective pastoral care to all.

Theme 3 – Learning Environment



WYBORNE
PRIMARY SCHOOL

At Wyborne, we prioritise creating learning environments where children feel secure and calm. Teachers ensure routines are safe and predictable by explicitly sharing and following them throughout the school day.

Our classrooms are clutter free and organised, featuring working walls that serve as valuable tools to support learning.

We maintain high quality displays, both in our classrooms and around the school, to celebrate children's learning and achievements.

Learning resources are clearly labelled and easily accessible to all.

Theme 4 – Support Staff



WYBORNE
PRIMARY SCHOOL

At Wyborne, we believe that all adults play a teaching role. Our support staff actively engage in the learning process and foster the educational progress for our children.

Support staff are effectively deployed to ensure that they are meeting the needs of individual learners across the school, through both in class support and out of class interventions.

We highly value the continuous professional development of our support staff, recognising the positive impact it has on the quality of education and support they provide.

The relationships between our staff and children are built on a foundation of positivity and professionalism, modelled through the relationship with teachers and support staff. This creates a supportive and caring environment for all.

Theme 5 – Subject Knowledge



WYBORNE
PRIMARY SCHOOL

At Wyborne, our staff possess a strong command of subject knowledge across our curriculum. They confidently teach their respective subjects, supported by the expertise of their peers and colleagues both within our school and through partnership with the wider community.

Staff have a secure understanding of where the children have come from and where they are going to in their subject specific learning journey.

To further enhance subject knowledge, we provide valuable resources such as knowledge organisers, intent documents and implementation folders. These tools are designed to support teachers in deepening their understanding and effectively delivering subject content. Teachers regularly refer to these documents and use them to plan units of work.

Theme 6 – Well-being



WYBORNE
PRIMARY SCHOOL

At Wyborne, we cultivate a positive and respectful culture that places a strong emphasis on physical and mental well-being for all.

Our teachers regularly liaise with our committed pastoral team to ensure the children at Wyborne feel safe and happy.

We actively encourage children to nurture their independence and resilience, fostering their personal growth.

Every member of our community feels supported and valued, with all voices being heard and respected. Our pupil governors play an active role in decision making in the school and represent the diversity within our school community.

Our school community prides itself on its kindness and inclusivity. As a result, our pupils leave Wyborne as empowered, culturally competent and active citizens, ready to make a positive contribution to society.

Theme 7 – Adaptive teaching



WYBORNE
PRIMARY SCHOOL

At Wyborne, we embrace adaptive teaching practices that prioritise the unique educational and emotional needs of every learner.

Through a holistic approach, we leverage our understanding of each child to create tailored learning experiences. Our teaching involves skillful questioning, modelling and scaffolding, employing diverse teaching approaches and utilising a wide range of resources.

We seek guidance from experts and outside agencies to ensure we provide the best support possible for all pupils.

Our staff share a comprehensive understanding of the curriculum and collaborate to adapt it effectively to meet the needs of all children.

Theme 8 – Teaching Input



WYBORNE
PRIMARY SCHOOL

At Wyborne, teaching and learning is characterised by an atmosphere of enjoyment and active engagement. We recognise the importance of assessing pupils' prior knowledge to gauge their understanding and build upon it effectively.

All adults play a significant role in the learning process. We possess a secure understanding of cognitive overload and strive to deliver teaching that is clear, concise and easily comprehensible for all pupils.

Assessment for learning is regularly used throughout teaching input and misconceptions are anticipated and effectively addressed as they arise.

Teachers use modelling in every lesson and scaffolding as appropriate, as supportive building blocks for the children's learning. Consideration is given as to how the teaching input meets the needs of all learners in a class.

Theme 9 – Sequencing



WYBORNE
PRIMARY SCHOOL

At Wyborne, we place great importance on the thoughtful sequencing and planning of our curriculum. We take into consideration pupils' prior learning, ensuring they have secure foundation knowledge before moving onto more complex content.

Teachers make explicit links, both within the subject and across the curriculum, in order to support our children to achieve the desired expectations and outcomes.

Practice and retrieval are purposefully planned into lesson sequences.

Our staff possess a clear understanding of the end points they aim to achieve within each lesson and each unit, using the school's intent documents.

To promote effective learning progression, we ensure that lessons are thoughtfully sequenced into smaller, manageable steps that ultimately lead to the attainment of a bigger desired outcome.

Theme 10 – Awe and Wonder



WYBORNE
PRIMARY SCHOOL

At Wyborne, our teaching and learning approach sparks awe and wonder in our children. We strive to create an environment where amazement and excitement are inherent to the educational experience.

Learning is not confined to the classroom; it extends beyond and we embrace opportunities for experiential and outdoor learning, including the use of our Museum, forest school and science garden.

Engaging topics capture the imagination and curiosity of our children, providing them with immersive experiences that leave a lasting impact. Through these endeavors, we foster a deep love of learning and a sense of wonder in every child.