

Policy for Teaching and Learning

Hear⁺wood
Church of England Academy Trust



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Sign off signatory:

Policy for Teaching and Learning

This policy has been written after consultation with the teaching team and the children of Woodside C of E Primary School. We asked what they thought teaching and learning should 'look like' in our school, what was special about our school and the way the curriculum was delivered, and how we could make sure that every learner fulfilled their potential and was given their entitlement to a broad and balanced curriculum that meets their needs. At Woodside Primary School we believe that children should be encouraged to love their learning, and become lifelong learners. We also share the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be both exciting and stimulating. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Our mission statement is:-

We aim to provide a school which fosters confident, highly motivated and happy children which ensures that each child has the opportunities to fulfil their all-round potential.

We seek to inspire every pupil to become a well-motivated and independent learner, who actively participates in a broad and balanced curriculum which engenders equal opportunities for all.

Purpose

This policy for Teaching and Learning is the core policy of our school and is at the heart of all we are doing at Woodside Primary School. It sets out clear expectations and informs the best classroom practice.

It will:-

- Enable children to make progress in lessons which will ultimately raise standards

- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enable the teaching team to identify best practice and continually strive for improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Ensure equal opportunities for all our pupils

Through our teaching we aim to:-

- Meet the needs of all learning styles
- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self-esteem and help them build positive relationships with other people
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and, in doing so, promote positive attitudes towards other people
- Enable children to understand their community and help them feel valued as part of this community
- Help children grow into reliable, independent and positive citizens of the future

Our children believe they learn best when the teaching is:-

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| ☺ Focussed | ☺ Exciting | ☺ Understandable |
| ☺ Interesting | ☺ Clear | ☺ Fair |
| ☺ Practical | ☺ Special | |
| ☺ Inspirational | ☺ Challenging | |

Our children believe the best teachers are:-

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| ☺ Caring | ☺ Sympathetic | ☺ Entertaining |
| ☺ Fair | ☺ Polite | ☺ Inspiring |
| ☺ Up for a challenge | ☺ Calm | ☺ Happy |
| ☺ Humorous | ☺ Fun | ☺ Patient |
| ☺ Hard-working | ☺ Well prepared | ☺ Organised |
| ☺ Kind | ☺ Able to explain | ☺ Interested |
| ☺ Willing to give their time for us | ☺ Willing to collaborate | ☺ Empathetic |

Our children believe they enjoy their lessons best when:-

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| ☺ They can work in small groups | ☺ They have good relationships with other people |
| ☺ The atmosphere is calm so they can concentrate | ☺ They understand the teacher |
| ☺ They can complete project work | ☺ They know what they are supposed to do |
| ☺ They are fun and challenging | ☺ Subjects are linked together |
| ☺ They can use ICT | ☺ They can access the outdoor environment |
| ☺ Everyone is taking part | ☺ There are trips and visits (including residential) |
| ☺ There are special events like maths and science days | |

Our approach to effective teaching and learning responds to our children's learning needs and desires and our school vision and aims are at the heart of all our teaching and learning activities:-

- Our inclusive provision and environment is really appropriate for our children and their experiences. We have excellent relationships with children and this is reflected in our ethos; we encourage children to make an emotional connection with their learning
- We work hard as a community to develop the whole child through relationships with and between teachers, parents and children.
- We share the learning with parents whenever we can through newsletters, the school website, special assemblies and 'praise texts'.
- Our curriculum is exciting, inspiring, and motivational. The learning is challenging and is relevant to the children in the Baddesley/Grendon area. We aim for our lessons to be creative, imaginative and stimulating, with a clear purpose
- We strive to offer excellent provision in and out of school hours
- Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all children. We take into account ability and any additional educational needs

- We enable children to work in a range of groupings, from individual work to small groups and where appropriate, as a whole class
- Children all have individual targets for writing and numeracy which form part of their learning 'passports' so that children know what they need to do to improve
- Lessons are planned with clear learning objectives and success criteria which we share with the children. Lessons are evaluated so we can constantly look for opportunities to improve our teaching
- All our staff follow the school policy with regards to behaviour and classroom management. The children are taught the school code of conduct and we praise children for their efforts and help to build positive attitudes towards school and learning in general
- We ensure that all tasks and activities the children do are safe and risk assessed
- We deploy Teaching Assistants and other adult helpers as effectively as possible to support pupil progress
- Children sometimes work in small intervention groups outside the classroom with an adult to 'boost' their learning

Our Teaching Team believe that in order to facilitate effective teaching there needs to be:-

- Effective prior preparation resulting in a purposeful, well prepared lesson
- A clear learning intention shared with the children both visually and auditory
- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at appropriate times within the lesson
- Appropriate challenge for all children
- Teacher modelling through effective use of 'teacher talk' time
- Prepared and appropriate resources
- Good questioning
- Quality interaction between teacher and pupil and pupil and pupil
- Pace
- Enthusiasm
- Involvement of all the children
- Excellent behaviour management

- Opportunities for independent learning
- Follow up feedback through effective, interactive marking
- Opportunities for children to actively respond to feedback

The Learning Environment-

We believe that a stimulating learning environment sets the climate for learning, and an exciting, well organised classroom promotes independent use of resources and high-quality work by the children. Our classrooms are attractive learning environments. Each classroom has well-ordered clearly labelled resources. All classrooms have a range of books, both fiction and non-fiction and for older children, a range of reference books such as dictionaries and thesaurus. We change displays regularly to ensure the school reflects the topics being studied by the children. We aim for our classrooms to be welcoming, peaceful and calm, happy and supportive. Each classroom has an interactive whiteboard, and all classes have access to computers, cameras and a range of ICT equipment. The display in each classroom will include work which is developed over time, and features such as:-

- Key Success Criteria
- Models and images linked to an objective or target
- Illustrated key vocabulary
- Examples of successful children's work linked to an objective or target
- An opportunity for children to interact with the display e.g. through responding to a 'Problem of the week' by attaching sticky notes to the display, or contributing to the 'Magpie board', or 'Mind the Gap'.

Our classrooms are organised to ensure that children have the opportunity to learn in different ways. These include:-

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| ✓ Investigation and problem solving | ✓ Asking and answering questions |
| ✓ Research and finding out | ✓ Use of ICT |
| ✓ Role play | ✓ Fieldwork and educational visits |
| ✓ Play | ✓ Creative activities |
| ✓ Model making | ✓ Responding to music |
| ✓ Collaboration | ✓ Debates and oral presentations |
| ✓ Independent work | ✓ Designing and making things |
| ✓ Whole-class work | ✓ Participation in physical activity |
| ✓ Group work | |

The outside environment provides an excellent opportunity for learning outside the classroom. Children of all age ranges have the opportunity to appreciate and enjoy the school grounds and the local area - including the local woodland. We endeavour to nurture an understanding and respect for natural places. Our children experience the outdoor environment at first hand through a series of engaging and achievable tasks. The outdoor experience brings learning to life and improves an individual's ability to work co-operatively while offering the opportunity to take measured risks, make choices and initiate learning. Our Foundation Stage has a purpose built outdoor classroom where children are given the opportunity to learn and play outdoors every day. Foundation stage also participate in 'welly walks' every week.

Homework

The purpose of homework is twofold;

- to consolidate the learning which takes place in school
- to allow children the opportunity to broaden their learning through project work.

It is important that this is completed regularly and the school provides support for parents to enable them to help their children at home, thereby strengthening the home school partnership.

Our responsibilities

All our teachers reflect on their strengths and areas for development and plan their professional development needs accordingly. We have a supportive climate where teachers can observe one another and the senior leadership team observe lessons as part of the school's quality assurance process. We do all we can to support our teachers in developing their skills, so they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the Ofsted criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across our school. When evaluating teaching and learning in school, we have agreed to consider:-

- Classroom observation/environment
- Sampling pupils' work
- Interviewing pupils
- Learning walks
- Internal moderation of pupils' work
- Pupil progress meetings
- Scrutinising the tracking data

Role of the Headteacher and Governing Body:-

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Analyse and interpret data on pupil's attainment and progress against comparative national data; setting targets and implementing actions to maximise the achievement of individual pupils and vulnerable groups
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

Role of the Parents/Carers:-

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:-

- Holding parents' evenings to discuss children's progress.
- Sharing targets at parents evenings
- Using the Home-School diaries effectively.
- Sending an annual report and termly update to parents in which we explain the progress made by each child and indicate how the child can improve further.
- Send a 'mini' termly report to parents at the end of Autumn and Spring term to keep parents informed of their children's progress.
- Explaining to parents how they can support their children with homework.
- Holding workshops and meetings to explain relevant developments in their child's education.
- Celebrating success at a weekly assembly and through special class assemblies, through half-termly star pupil assemblies.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school and for taking part in all activities.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.
- Supporting reading and homework.

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.