



Teaching and Learning Policy

Agreed by the Governing Body	Date: September 2023
Review Date	Date: March 2024
Review Schedule	Biennial
Person(s) Responsible	Laura Morris

Contents

		Page
1.	Introduction	3
	• Introduction	3
	• Statement of Intent	3
	• Our School Vision	3
	• Aims and Objectives	4
3.	Effective Learning	5
4.	Effective Teaching	5
5.	The Role of the Governors	9
6.	The Role of Parents	9
7.	Monitoring, Evaluation and Review	10

1. Introduction

This policy details how Woodloes Primary School delivers high quality learning outcomes that reflect the context of the school, its community and the values of the Community Academies Trust (CAT). We are committed to achieving the highest possible outcomes for its pupils.

We believe in lifelong learning and the idea that both adults and children experience a variety of concepts every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun and linked with the curriculum and real-life experiences. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important aspects of their lives and identify links to real life situations.

Statement of Intent

Woodloes Primary School has continued to refine its pedagogical approach to teaching and learning. The school has built upon a thematic *learning* model to create a bespoke and personalised approach which we firmly believe creates the best conditions for our learners to thrive, achieve and become independent learners. Our interactive approach to teaching and learning and our curriculum design, are embedded throughout all aspects of school to ensure that all learners fulfil their potential. The school believes that children should be given responsibility for their own learning, aiming to create independent, resilient and self-motivated pupils who are well equipped with the skills to meet the challenges of an ever-changing society. Our policy also reflects the CAT's vision for *Ensuring Excellence*.

Our School Vision

At Woodloes, we strive for everyone to be the best version of themselves. We foster a growth mindset with resilience, perseverance and a sense of responsibility. We believe in a commitment to learning and personal development, and seek to inspire a sense of curiosity about the world around us. Our community embodies kindness, integrity and appreciation; and our children enjoy their learning empowered to be successful in a safe, happy and inclusive environment.

At Woodloes we believe that learning should be a life-long process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to autonomous learners who reach their potential. We believe that appropriate and timely learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens. Our mantra for teaching and learning is '*I do, We do, You do*'; giving children the confidence to be independent after learning through modelling and guided practice.

Aims and Objectives

Children learn most effectively in different ways. At our school we provide a rich, varied and interactive learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim for children to:

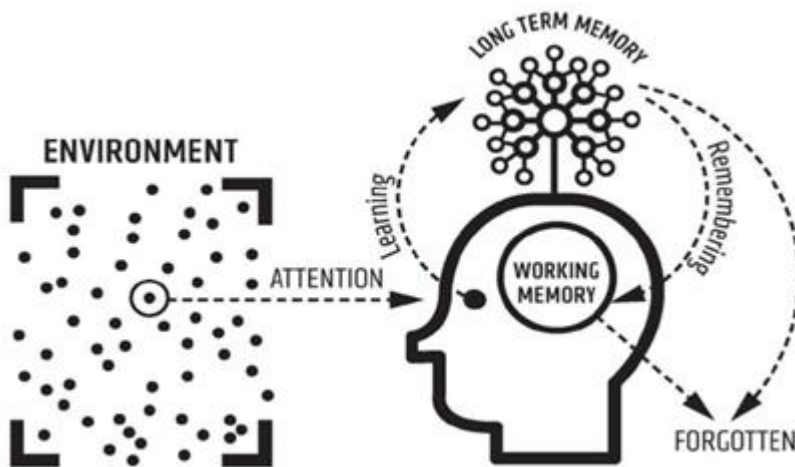
- become confident, resourceful, enquiring and independent learners
- build on prior learning and make new connections whilst applying learnt skills across all subject areas
- have opportunities to *demonstrate* and *consolidate* their learning outcomes
- build positive relationships with other people
- develop self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- be engaged, challenge themselves and demonstrate perseverance
- enable children to learn within a 'safe environment' where it is okay to make mistakes and learn from these
- show respect for all cultures, promote British Values and understand the importance of demonstrating positive attitudes towards other people
- understand the importance of their community and feel valued as part of it

2. Effective Learning

The Underlying Model

At Woodloes we recognise the importance of learning from contemporary cognitive Science and as a staff we understand that children learn best when learning is embedded within the long-term memory. At Woodloes, staff understand that working memory is finite so children can only absorb a limited amount of information at once. We aim for children to be able to retrieve information from their long term memory confidently and fluently. In the following section 'Effective Teaching', the principles that our teaching is based upon allow children to do just that.

This simple model shows how our memory works:



3. Effective Teaching

Our Collective Pedagogical Approach

At Woodloes, we make sound pedagogical choices during the planning and delivery of lessons based on Rosenshine's Principles of Instruction. These principles are based on evidence from cognitive science and research into the classroom practices of 'master teachers'. We consider these principles to be fundamental to ensure effective teaching and learning. The ten key principles and a summary of their importance are listed below:

1. **Present new material using small steps:** We break down the curriculum in small steps, related to the level of pupils' prior knowledge. We build confidence, step by step.
2. **Provide models:** There are many examples of how models are used in the classroom to give pupils the cognitive support they need, for example the

teacher thinking aloud, live modelling of a task or providing a step by step demonstration of a task.

3. **Provide scaffolds for difficult tasks:** Rosenshine suggests effective teachers engage pupils in a 'cognitive apprenticeship', supporting them to reach ambitious goals using scaffolding processes that guide them on their way. When ready, the supports are withdrawn as it is a temporary process and are not relied upon in the long run.
4. **Ask questions:** Rosenshine highlights the dual purpose of questions:
 - a) To provide opportunities for student practice
 - b) To allow a teacher to determine how well material has been learned, informing their decision to move on or to provide additional instruction.
5. **Check for pupil understanding:** There is a significant emphasis on the importance of this process in Rosenshine's writing. 'What have you understood' versus 'Have you understood?' promotes deeper and more accurate outcomes. Teachers at Woodloes use a variety of Assessment for Learning strategies to check for understanding throughout the lesson.
6. **Guide pupil practice:** Rosenshine suggests that teachers who spend more time in guided practice will secure higher success rates for pupils. This can be in the form of elaborating material in small steps, teacher asking questions checking for understanding or misconceptions.
7. **Obtain a high success rate:** Research indicates that the optimal success rate for pupil achievement is around 80%. If the success is too high, the work might be too easy and if lower than 80%, the pupils are at risk of consolidating misconceptions. Teachers at Woodloes use a variety of Assessment for Learning strategies to ensure the success rate is high before moving on, adapting their teaching as required.
8. **Independent practice:** This builds on guided practice and fluency is an important element in learning as it frees up working memory.
9. **Daily review:** It is widely understood that it is good practice to have a review of prior learning before building on it with new related material. All lessons begin with a prior learning activity where pupils can demonstrate the accuracy of their prior knowledge.
10. **Weekly and monthly review:** Rosenshine emphasises the need for pupils to be involved in extensive practice to develop well-connected and automatic knowledge: 'the more one rehearses and reviews information, the stronger the interconnections between the materials become'.

Mastery

The 2014 National Curriculum is ambitious and has been designed to raise standards, with the aim that the large majority of pupils will achieve mastery of each subject. The mastery pedagogy works on the principle that all learners, with effort, will meet expectations and that with great teaching based on formative assessment and particularly great questioning, children will succeed. In essence, mastery is about obtaining greater levels of understanding and being able to apply learning to different contexts.

Differentiation occurs in the support and intervention provided to pupils, rather than in the topics taught, especially in the younger age groups. There is no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems which deepen their knowledge of the same content.

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of our diverse curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. For more information, please see our Curriculum Policy.

Non-Negotiables

As a school we believe that consistency is key for children to make the best progress possible. Whether this be consistency of how a scheme is being delivered, consistency of pedagogical approaches or of our consistent delivery of the planned curriculum. At Woodloes, non-negotiable guidelines have been developed for teachers to ensure that certain aspects of our teaching are in line with one another. Certainly, there are opportunities for teachers to inject their own personality and unique qualities into their lessons, however for the children to benefit from a consistent pedagogical approach, non-negotiable lists have been developed.

Some (but not all) examples of these are:

- Agreed classroom displays with the marking key, Maths and English subject boards and other agreed display board which enable children to refer to prior knowledge and develop their learning
- The way Maths manipulatives should be positioned so that children can access them during lessons
- Agreed timings and timetabling and consistent approach to how Phonics Bug is delivered through main class teaching and intervention

Adaptive Teaching

Adaptive teaching at Woodloes ensures that every child can be successful. Teachers at Woodloes understand that this means '*adapting planning prior to the lesson and adjusting practice during the lesson*' (EEF 2021). It is reactive and responsive to individual children's need at any point in time. Along with following Rosenshine's Principles of Instruction to guide children who require additional support, teaching staff also:

- have a secure subject knowledge and always challenge misconceptions
- provide engaging 'hooks' linked to children's interests
- use our knowledge of the children's attainment level to further develop the knowledge and skills of the children. We strive to ensure that all learning is appropriate to each child's level of ability. We co-construct a set of success criteria to ensure that pitch and challenge is at the correct level without a 'glass ceiling'
- have high expectations of all children ensuring that their work is always of the highest possible standard
- plan work for children with special educational needs giving due regard to information and targets contained in the children's IEPs or EHCPs
- ensure all children have a clear understanding of the purpose of the learning which is communicated through clear learning objectives (LO: Learning Objective)
- provide purposeful feedback which informs next steps and areas for development
- ensure the skilful deployment of teaching assistants and other adult volunteers to secure maximum impact on the children's learning. TAs are always clear of their role in the learning
- provide a stimulating, engaging environment and climate for learning. Displays consistently model, support and celebrate learning. We believe that an engaging classroom promotes independent use of resources and encourages high-quality work by the children
- make adjustments due to AFL so as to ensure further learning and ongoing assessments of learning

For more information about how we support children with Special Educational Needs or Disability, please see our SEND policy.

4. The Role of the Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Headteacher's school report to governors as well as a review of the in-service training sessions attended by our staff
- communicate with subject leaders in their link governor role to monitor teaching, learning, progress and attainment.

5. The Role of Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We employ a range of strategies to communicate with parents about their children's learning by:

- holding yearly curriculum evenings to explain our school strategies for teaching and learning within each year group
- sending information to parents at the start of each term/half term in which we outline the topics that the children will be studying during that term
- sending termly interim reports to parents in which we explain the progress made by each child and next steps for areas of development
- explaining to parents how they can support their children with homework through curriculum meetings, parents' meetings and regular home-learning letters
- talking with parents at termly report evenings and lesson drop-ins and sharing the children's work during these sessions

6. Monitoring, Evaluation and Review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. Subject leaders are allocated regular release time to monitor their subject area through conducting book scutinies, lesson observations and speaking to pupils about their learning. They evaluate and review continuously and develop a termly action plan to reflect the current priorities.

Other Relevant Policies:

1. All subject specific policies – more detail around each subject’s intent, implementation and impact
2. The Curriculum Policy – information around the organisation of the curriculum and how we monitor and evaluate
3. Equal Opportunities Policy – how we ensure that every child is able to access our curriculum
4. SEND and Inclusion Policy – details how children with SEND are supported to access the curriculum
5. Online Safety Policy – explains both how we teach about safety online and how we use the internet safely in other curriculum areas
6. The EYFS Policy – how the curriculum is implemented in EYFS
7. Home School Agreement – includes how we expect Parents and Carers to support their child