



# Teaching and Learning Policy

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<b>Person(s) Responsible</b>	<b>Deputy Headteacher</b>

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## 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*.

### 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 to:

- enable children to become confident, resourceful, enquiring and independent learners
- enable children to build on prior learning and make new connections whilst applying learnt skills across all subject areas
- ensure that children have opportunities to *demonstrate* and *consolidate* their learning outcomes
- 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
- ensure that all children are 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
- enable children to understand the importance of their community and feel valued as part of it

## **2. Equal Opportunities**

We believe it is the right of all children to have access to quality learning experiences across all areas of the curriculum in a safe, secure and supportive environment that promotes high levels of achievement and personal well-being.

## **3. Effective Learning**

We recognise the importance for children to develop strategies that allow them all to learn in ways that best suit.

We offer opportunities for children to learn in many different ways. These include:

- investigation, reasoning and problem solving
- independent research and application of knowledge
- flexible groupings including 'K' groups
- peer work
- independent work
- whole-class work
- asking and answering high-level open questions
- use of computers, iPads and other technology
- fieldwork, visits to places of educational interest, local area visits
- text-led creative activities, designing and making things
- debates, role-plays and oral presentations

- participation in athletic or physical activity
- outdoor learning and opportunities for Forest School experiences

We encourage children to:

- feel empowered and take responsibility and ownership for their learning and to be involved as far as possible in reviewing the way they learn and to reflect on how they learn
- approach their learning both actively and collaboratively
- have access to learning which is differentiated / scaffolded
- focus on achieving their full potential in an environment based on mutual respect
- build their skills through a progressive sequence / steps of learning and then apply the skills learnt across all areas of the curriculum
- use a variety of learning styles
- take pride in their work which is evident in all books
- have opportunities for real life learning
- have opportunities for self and peer assessment
- learn in an organised and safe learning environment where they are actively encouraged to interact and take risks
- deepen their thinking as a result of higher order questioning and through the implementation of other strategies eg. DR ICE

#### **4. Effective Teaching**

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.

Through our teaching we:

- provide pitch and challenge for all children enabling them to make progress from the start of a lesson
- have a secure subject knowledge and always challenge misconceptions
- provide engaging 'hooks' linked to children's interests
- provide opportunities for child-led plenaries and child-initiated WAGOLLs to both consolidate and further their learning
- ask and answer high-level open questions using Blooms Taxonomy to promote challenge and deepen thinking
- 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
- link targets to previous Key Stage attainment. 'O-Track' is used to regularly review the progress of each child and to identify priorities and set new curriculum targets. Target booklets are used for age appropriate challenge linked to the National Curriculum statutory end of Key Stage requirements
- ensure all children have a clear understanding of the purpose of the learning which is communicated through clear learning objectives (WALT – we are learning to)
- provide purposeful feedback which informs next steps and areas for development
- demonstrate an awareness of the recommended 80 / 20 'talk to writing' ratio
- ensure the skilful deployment of teaching assistants and other adult volunteers to secure maximum impact on the children's learning. TA's 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 motivates high-quality work by the children
- make adjustments due to AFL so as to ensure further learning and ongoing assessments of learning
- model and expect all children to speak in full sentences

## **5. The Role of the Governors**

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

- 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
- monitor teaching strategies in the light of health and safety regulations
- 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
- 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

- regular subject leader meetings to monitor teaching, learning, progress and attainment

## **6. The Role of the Parents**

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

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 (target 96.5%)
- ensure that their child is equipped for school with the correct uniform and PE kit
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that could affect a child's performance or behaviour
- attend curriculum meetings and termly report evenings
- attend achievement and year group assemblies and performances
- provide feedback on homework and reports
- promote a positive attitude towards school and learning in general

## **7. 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.

Other Relevant Policies:

1. All subject specific policies
2. The Curriculum Policy
3. Equal Opportunities Policy
4. SEND and Inclusion Policy
5. Online Safety Policy
6. PSHE and Protective Behaviours Policy
7. RSE Policy
8. The EYFS Policy
9. The Behaviour Policy