Woodley Church of England (Controlled) Primary School

Teaching and Learning Policy

Responsibility of:	Teaching and Learning Committee
Date of Policy:	September 2017
Date of Review:	September 2019

Chair of Governors:

Head Teacher:

Rationale

At Woodley C of E School we believe in the concept of lifelong learning, and in 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; in short, it should be fun. Through our teaching in a caring Christian environment we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences within a broad and balanced curriculum help children to lead happy and rewarding lives.

Aims

We believe that people learn best in different ways. In our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- develop a Christian attitude with an appreciation of the different cultures
- inspire awe and wonder of God's world.
- enable children to understand their community, and help them feel a valued part of it;
- help children grow into reliable, independent and positive citizens.
- encourage by expectation, the highest standard of work from each child.

Effective learning

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe, feel they belong and where they enjoy being challenged.

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

- investigation and problem-solving;
- research and discovery;
- group work; pair work; independent work; whole-class work;
- asking and answering questions;
- use of computers and other technology;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching visual content and responding to musical or recorded material;
- debates, role-play and oral presentations;
- designing and making things;
- participation in a variety of physical activities.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, reflecting on how they learn - what helps them learn and what hinders their learning.

Effective teaching

When we are teaching we focus on motivating all the children, building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

Teachers make on-going assessments of each child's progress using this information when planning their lessons. We set academic targets for the children in each year, giving due regard to information and targets contained in the children's Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs).We share these targets with children and their parents. We review the progress of each child periodically and set revised targets.

We plan our lessons with clear learning objectives which are taken from the New National Curriculum and devise success criteria to aid the children in their learning. We evaluate all lessons, so that we can modify and improve our future teaching.

Each of our teachers seeks to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our policy on behaviour.

When planning activities, we pay due regard to the safety procedures and requirements as outlined in our Health & Safety Policy.

We deploy teaching assistants and other adult helpers as effectively as possible.

We aim to provide a stimulating environment which sets the climate for learning, promoting independent use of resources.

All our teachers reflect on their strengths and weaknesses, and contribute to planning their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

The role of governors

Our governors support, monitor and review the school's approach to teaching and learning.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn and value the school/parent partnership as exemplified in the Home / School Agreement

The Classroom

The classroom should promote effective learning. We expect that all children will experience consistently high quality learning environments. We expect that every aspect of the classroom should promote learning. Consequently, we do not expect to see anything in classroom that is not related to the children's learning experience. (See Appendix A for checklist)

In our school we expect that every classroom should have:

- The School mission statement displayed.
- The School's core values displayed.
- The School's BRIGHT learning poster displayed
- The 6 Bs (Brave etc) are displayed
- Information for pupils on the style of handwriting/letter formation used.
- A visual timetable in use
- Reading/Book Area
- Literacy and Maths Resource Areas – (Clearly labelled drawers which are easy to access during a lesson.)
- The Lord's Prayer
- Prayers for Grace/ End of day/Special occasions

Also there should be the following:

- Quality displays celebrating the children's work and interactive displays that relate to current learning,
- All classrooms will be clean, tidy and uncluttered. Everything in the room will promote learning, so we do not expect to see graffiti/stickers on trays or anywhere else in the classroom,
- Everything should be stored in the correct storage units, no carrier bags of resources, e.g. under teachers' desks.

The Reading /Book corner should;

- Promote calmness
- Be inviting
- Have somewhere to sit
- Have quality storage
- Have books in good repair
- Have an extensive range of books – fiction, non-fiction, picture books, encyclopaedias, comics, magazines, newspapers
- Have a variety of different books at different levels
- It should be clean and well kept
- Have a range of dictionaries and thesauruses
- Have a range of comics, newspapers and magazines
- Books written by the class and individual children

The Literacy resources for children should include:

- Range of papers, folders, diaries, "left overs" from the school office or scrap paper
- Post its
- Whiteboards (clean) and Dry-wipe pens.
- Access to coloured pens/pencils/handwriting pens.
- Paper clips and other office stationery
- Rulers
- Dictionaries

The Maths resources should include:

- Age and ability appropriate resources
- Well labelled resources
- Age and ability appropriate number lines and number squares
- Multiplication squares
- Calculators
- Protractors (KS2)
- Maths targets for pupils to access

Other classroom resources should include:

- Flipchart/static whiteboard for teacher use.
- Interactive Whiteboard for teacher use

Display

In the classroom there will be:-

- Celebration of children's best work:

  This will include captions identifying the learning process and where the work originated from. Captions will be written in "role model" handwriting" (following school policy or typed also in accordance with policy.)

- Work that is mounted to a high quality that shows the work to its highest level

  Where appropriate, children are encouraged to mount their own work, having been taught this essential skill.

Outside the classroom

We expect...

Corridor

- All surfaces are clean and uncluttered.
- There is no litter.
- Displays change every half term. (See Appendix C)
- They reflect and celebrate learning that has taken place in the classroom.
- "One off "displays e.g. "Sports day" should only be up for no more than a term.

Hall

- Should always be left ready for the next teacher. We expect clear surfaces, no food left overs, PE equipment stored correctly and generally no clutter so that all children can use the hall in a clean and safe environment.
- Displays in the hall should celebrate the work of the school.

Playground

- Should always be clean and tidy and safe for use.
- Equipment should be out ready for children to use and tidied away after each break.

Children's Work

Children's Books/Folders

- All teachers will be expected to use the agreed books/folders as laid down by the Leadership Team annually.
- Books and folders are labelled using white stickers with first and last name, class and subject, written legibly and spelt correctly
- Children will not embellish their books at all.

Inside Books/Folders
Every piece of work will have:

- Date (long for literacy, short/numerical for maths)
- Learning intention/objective written by the child or typed and stuck in the book for younger and less able writers.
- Pencil for all maths work.
- Pen (not biro) to be used for writing when children have appropriate handwriting skill.
- All maths calculations/ working out should be in the books.

Assessment/feedback
All work to be marked in accordance to the Marking policy:

- Pink pen / highlighter – to give positive feedback on a piece of work
- Green pen – to give children their targets and next steps to work on
- Comment relating to LO/success criteria/targets
- Age-appropriate feedback
- Clear demonstration of children 'reflecting' and responding on prior learning & comments – e.g. opportunities evident to develop skills further, time given to revisit if found task difficult.
- Clear adult handwriting following school's handwriting policy/scheme.
- There should be evidence of self-/peer-assessment.
- There should be evidence of observation by adults.

Planning: All planning should always be based on prior learning

- Links to class provision map & class profile of need.
- Planning meets all learners' needs
- Variety of learning styles planned for.

- Where appropriate there should be clear differentiation – at ***least*** 3 ways.
- Clear links to prior learning/tracking/AfL.
- Clear signs of peer support & peer assessment
- Progression in learning evident throughout week
- It should be obvious that that the plenary is used as part of the assessment process
- There should be clear written signs of communication between the teacher and other adults working in the classroom.

Monitoring and review

This policy will be reviewed every two years or earlier if necessary.

Appendix A – Checklist - The Learning Environment

The Learning Environment:	**1 - True**	**2 - Somewhat**	**3 – Needs Improvement**
Is organised and tidy			
Is clearly labelled as appropriate			
Has an attractive book corner			
Bright, eye catching displays			
Storage well organised so that children can access required learning materials.			
Clutter free, tidy children's and teachers' desks/ work areas			
Routines/pupil monitors displayed			
Access to ICT equipment			
Space made for packed lunch boxes			
Cloakrooms kept tidy by the children			
Groupings displayed			
Quality resources			
Table resources for each group organised so that they are tidy and accessible			
A visual timetable in use			
Named classroom doors			
Safe access/movement around the room			
The School mission statement displayed.			
The Schools core values are displayed.			
Information for pupils on the style of handwriting/letter formation used.			
Brave Learning 6 B's are displayed			

Appendix B – Checklist - Displays

Displays:	**1 - True**	**2 – Somewhat**	**3 – Needs improvement**
Celebrate success and achievement across the ability range and across different child groupings			
Reflect learning			
Have a mixture of handwritten and typed text			
Are changed frequently (in accordance to display rota.) (See Appendix C)			
Display key vocabulary			
Are interactive where possible			
Show a balance between children's work and information			
Include mind maps, number squares, working walls			
Reflect work across the curriculum			
Promote how to learn effectively			
Reflect expectations regarding class rules, rewards , sanctions			
Contain mounted, named work – double mounting is not required			
Have attractive borders.			
Are in good order			
Are still relevant to the current learning/season/topic.			