



Teaching and Learning Policy

Adopted by the Governing Body of Woodlands Academy on 14 July 2015

Signed by:

Chair of Governing Body

Date:

Committee with oversight for this policy –	Head Teacher
Policy / Document due for review	July 2016

Philosophy

Any attempt to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

At Woodlands Academy we believe that learning should be a rewarding and enjoyable experience for all. We seek to establish our school as an excellent centre of learning for both pupils and staff; where we can all learn new and exciting things in an atmosphere of trust and care; where self-esteem, self-confidence, self-respect and positive relationships are fostered.

We firmly believe in the concept of lifelong learning and that we share the responsibility for nurturing all our children's spiritual, moral, academic, social and physical development as well as their mental well-being, enabling them in the future to make informed decisions in their lives and become responsible citizens of the future.

At Woodlands Academy we provide a rich and varied learning environment using stimulating and creative teaching strategies which take account of different learning styles, challenging and encouraging all our children to reach their true potential and become motivated and independent learners.

Aims and Objectives

- To enable children to become confident, resourceful, motivated, enquiring and independent learners for life, in order for them to become valued members of society.
- To develop knowledge and understanding of their own faith journey and an understanding and tolerance of other faiths and cultures.
- To establish an ethos of excellence and enjoyment by fostering challenge, confidence, and self-esteem in all children and staff.
- To develop a mutually dependent and interactive partnership for learning, based on trust and understanding between children, parents, governors and staff, in order to raise academic standards and promote the well-being of learners.
- To provide access for all pupils to a broad and balanced curriculum.
- To deliver the national curriculum

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
- We are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

The Role of the Teacher

Personal skills and professional values related to Teaching Standards

Learning is effective when teachers:

- Build good relationships with the children: valuing, encouraging and challenging them to do their best, whilst being fair and firm.
- Are positive, enthusiastic, confident, inspirational and calm, showing empathy and humour. Take responsibility for the influential role they play in children's lives.
- Are mindful of being role models to the children in and out of the school environment.
- Actively contribute to and share responsibility for the corporate life of the school.
- Are well prepared, adaptable, willing to embrace new ideas and open-minded to change.
- Take account of equal opportunities.
- Build effective relationships with other professionals (including outside agencies and visiting specialists), parents and Governors.

Knowledge and Understanding

Learning is effective when teachers:

- Have a good knowledge and understanding of the requirements of the Early Years Foundation Stage, National Curriculum and the Primary Revised Frameworks as appropriate.
- Have good subject knowledge with focused learning objectives that facilitate progression
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- Have an understanding of how children learn, including different learning styles, abilities and preferences by providing differentiated activities to meet these needs.
- As subject leaders, employ whole school agreed policies/systems to enable them to have an over-view of the strengths and weaknesses within their subject, and an appropriate plan of action to raise standards.

Teaching Strategies

Learning is effective when teachers:

- Focus beyond **what** children learn to **how** they will learn and how the teacher needs to intervene in the process.
- Structure lessons well – have focused learning objectives that are written in a language that children understand, include meaningful tasks and have a plenary that allows time to reflect and review on what has been learned.
- Demonstrate a wide range of teaching strategies to accelerate learning. Use visual, auditory and kinaesthetic teaching styles to ensure that all children are reached in a way that suits their particular learning style.

- Communicate in an articulate way using a variety of effective questioning to ascertain understanding and challenge learning.
- Encourage a variety of learning techniques and talk to children about how they learn and respond positively to their efforts.
- Mark children's work regularly and in accordance to the school's marking policy, indicating what children need to do next in order to raise their own attainment.
- Make the most of opportunities to learn together, reflecting on their own experiences and sharing good practice with colleagues especially those who are new to the profession.

Try new ways of working, embrace new ideas and take pedagogical risks

See Appendix A-Hathaway's Agreed Criteria – 'What makes a good lesson?'

Planning, assessing, recording and monitoring

Learning is effective when teachers:

- Follow the agreed planning systems in school.
- Use assessment for learning techniques on a daily basis to ensure that children have acquired the necessary learning in order to proceed. Evaluate lessons and annotate short term planning to identify modifications to the learning and teaching process.
- Have high expectations of children's work in both content and presentation.
- Take account of children's special educational needs.
- Differentiate the learning to match the needs of all groups of learners. (See Appendix B- How do you differentiate?)
- Formally and informally assess children's work on a regular basis and keep effective records in line with our Assessment policy and cycle of self-evaluation & monitoring timetable.
- Are receptive to the monitoring that takes place by the HT, SLT and subject leaders on a regular basis. Issues raised will be dealt with individually and collectively during a staff meeting

Monitoring and evaluation

Staff development needs will be identified in line with this policy. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation
- sampling pupil's work
- sharing pupil's work throughout school and discussing quality
- internal moderation of pupils' work
- discussion with pupils

Attainment and Progress

- If relationships and teaching and learning within an exciting and well planned curriculum are good, then we would expect all children's progress to normally be at least good.
- Pupils' attainment and progress will be measured at key points throughout the year, as well as at key times during a child's progress through the school.
- As a result of this assessment and tracking process we would expect that all children make good progress in order to meet their individual potential
- Children are keen to achieve their next step in their learning
- Children are aware of how they are achieving and how they can improve or develop
- Good attainment and progress is rewarded and celebrated
- Regular reporting to parents of attainment and next steps
- Parents to be involved in their child's learning
- Targeted children with strategies in place to support them.
- Intervention programmes being used swiftly and effectively.

Creating a learning environment

Learning is effective when teachers:

- Create an environment which is rich and stimulating, well-resourced well organised and tidy, where children are encouraged to have respect for and take pride in their school.
- Create a positive atmosphere where children are encouraged to try their best and are praised for their efforts.
- Facilitate creative, personalised learning experiences.
- Develop an ethos of high expectation of good manners and positive behaviour, where no-one is intimidated and no-one is humiliated.
- Promote a listening culture within the class.
- Maintain interesting Literacy, Numeracy & Successful Learners' working wall displays that are interactive, and highlight targets (including behaviour targets) and accelerate learning.
- Change displays regularly, to reflect, celebrate, value and support children's learning (Subject word banks, interactive, 3D, sensory)
- Group children in a variety of ways – individually, small groups, whole class, by ability and mixed ability groups as appropriate.
- Deploy teaching assistants and other adult helpers as effectively as possible, sharing with them the learning objectives of the lesson and your expectations.
- Provide a secure environment making sure all tasks and activities are safe by completing relevant risk assessments where appropriate.

The Role of the Head teacher

The head teacher will:

- Provide purposeful training for staff including the sharing of good practice to raise standards
- Ensure that the quality of learning and teaching is good through lesson observation and staff discussion
- Stay informed and abreast of new initiatives
- Be up-to-date with changes to the National Curriculum and statutory testing arrangements
- Assess, analyse and evaluate appropriate data to inform the next stages of strategic planning
- Communicate effectively with fellow colleagues, pupils, parents, and governors
- Develop good relationships with relevant professional agencies/organisations
- Allocate appropriate resources effectively and efficiently
- Represent the school to outside agencies in a professional, positive and informed way.

The Role of the Senior Leadership & Management Team

The SLT will consider the extent to which:

- The teaching in all key stages and subjects promotes pupils' learning and progress across the curriculum
- Teachers have consistently high expectations of pupils
- Teachers improve the quality by checking pupils' understanding in lessons, and making appropriate interventions
- Reading, writing, communication and mathematics are well taught
- Teachers and other adults create a positive climate for learning in which pupils are interested and engaged

The Role of the Governors

Pupils learn best when Governors:

- Communicate regularly and effectively with the Head teacher and Senior Leadership team
- Support the work of the teaching and support staff.
- Attend Governing Body meetings and regular sub-committee meetings to be informed of everything that is happening in school.
- Play an active part in the leadership process of the school and the improvement of the School Development Plan
- Allocate resources through the school budget to support learning and teaching.

- [Appropriately challenge linked to teaching, learning and data](#)
- To appropriately work with the head teacher supporting through policy making in raising standards, whilst setting challenging targets by means of Performance Management and appraisal.
- Ensure school buildings and premises are best used to support successful learning and teaching, keeping abreast of Health and Safety regulations.

The Role of the Pupil

Pupils learn best when they:

- Feel respected and valued.
- Feel the environment is non-threatening but challenging.
- Are encouraged to take an active part in lessons.
- Are prepared to listen to others.
- Understand clear learning objectives for the lesson and success criteria.
- Are encouraged to reflect on prior learning.
- Are given differentiated tasks appropriate to their ability and learning styles.
- Are clear about the task and are supported when problems are encountered.
- Are equipped with the correct apparatus for the task.
- Develop independent learning strategies and are encouraged to take risks.
- Are given opportunities to demonstrate their understanding.
- Are encouraged to work at a pace to meet the challenges set.
- Feel their efforts are rewarded appropriately.
- Receive evaluative comments on their marked work indicating how to improve or what the next steps are in their learning.
- Are given homework to reinforce learning.

The Role of Parent

Pupils learn best when parents:

- Offer support with homework (reading, spellings, tables, topic work)
- Attend parent consultations.
- Promote a positive attitude to school and learning in general.
- Inform school if there are any matters outside school that are likely to affect a child's performance or behaviour.
- Uphold the Home School Agreement.
- Encourage good attendance.
- Provide the correct uniform.
- Support the school in its Positive Behaviour Policy and Bullying Policy.
- Support the school through voluntary support in the classroom, on trips and assisting in sporting events.

Communication with parents

Learning is effective when teachers:

- Communicate regularly with parents through meetings, reading records, letters and newsletters.
- Share concerns with parents if their child appears to be experiencing academic, behavioural, emotional or social difficulties.
- Meet with parents bi-annually in the Autumn Term and their child's progress in the Spring Term.
- Write an annual report (Summer Term) commenting on progress made throughout the year and specific targets they will need to address to accelerate their child's learning in the next term.
- Inform parents what their child is working on within the term and about aspects of the curriculum to be studied so they can support their children's learning e.g. Termly Curriculum Letters

We are aware of the need to review this 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. We will review this policy annually.

**Written and amended by Hathaway Teaching staff
May 2015**

Appendix A What makes a good lesson?

- Be ready in the classroom before the children arrive or the lesson begins. This sets the tone and your expectations with regards to behaviour during the lesson.
- Lesson planned using the agreed format e.g. how TAs are supporting the learning, assessment opportunities and ideally how the learning links to ECM outcomes?
- Set appropriately differentiated tasks
- Make teaching and learning exciting and stimulating.
- Assessment for Learning strategies used during the lesson e.g. response partners, no hands zone, effective questioning using open, closed questioning techniques, focusing on individual targets where appropriate, using whiteboards. Use the successful learner board as a dialogue for positive attitudes towards learning.
- Have good subject knowledge of curriculum area being taught.
- Teaching assistants are directed well and reinforce and support the learning.
- Follow the agreed behaviour management policies
- Wherever possible to use ICT and understand VAK.(visual, kinaesthetic and auditory learning styles)
- Ensure that all lessons are well-paced and structured.
- In the EYFS to ensure a balance of child initiated (continuous provision) and teacher initiated activities.

Appendix B How do we differentiate?

- By task indicated in planning
- Amount of support provided, also indicated in planning
- Selecting appropriate resources, indicated in planning which will usually include resources e.g TA support or ICT
- Identifying pupils learning style and developing this in the lesson
- By outcome e.g amount or type e.g pictorial, writing frame
- Questioning techniques, ideally indicated in planning
- Tasks linked to pupil progress group targets or individual targets
- Grouping in the lesson
- Differentiated marking ladders or toolkits