

Woodfield Community Primary School – Teaching and Learning Policy

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Contents Teaching and Learning Policy

Introduction

Woodfield Primary School is a school that centres around children; what they need, how they learn and how they develop as citizens. Our children are happy and secure at school and the ethos of putting children first is reflected in every aspect of our day to day practice.

Through our teaching, we equip children with the necessary skills and values to make them lifelong learners, and to be valued members of the communities in which they live. We acknowledge and celebrate the fact that each of our children is different, and that they all learn in different ways.

We believe that children have a RIGHT to receive outstanding teaching, to enable them to access outstanding learning. As a result, the body of this policy is based around the headings taken from Ofsted's criteria for outstanding lessons. At our school, we provide a rich learning environment and varied curriculum, and strive to offer the very best educational start for every child.

Part 1 – Teaching and Learning Policy

(i) *“Learners thrive as a result of teaching”*

High quality teaching and learning is characterised by

- Highly focused lesson design with sharp, focussed objectives
- High expectations of pupil involvement and engagement with their learning
- High levels of interaction for all pupils; staff to pupils, pupils to pupils.
- Teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently

- Encouragement that aims to motivate pupils further but does not offer false praise (Growth Mindset approach)

Early Years Foundation Stage

The Foundation Stage is a distinct phase in education, which begins when children enter Nursery and continues until the end of the Reception year. The Early Years Foundation Stage curriculum underpins all future learning by supporting and fostering children's personal, social and emotional well-being as well as establishing positive attitudes towards learning.

We aim to provide a broad and balanced curriculum for every child to develop secure foundations for future learning to be built upon.

Our Early Years unit aims to provide a stimulating and exciting learning environment, both indoors and outdoors, through self-initiated and adult-directed activity. The variety of learning opportunities encourages children to develop and strive to reach their maximum potential. Each child is seen as an individual, individual learning styles are taken into account and learning is tailored to individual needs and interests. The learning environment is planned and organised to encourage children to be independent, imaginative, self-motivated and in control of their own learning. We encourage children to be inspired by their own ideas and ideas of their peers, to be confident, to explore, to create and to never give up.

All practitioners in Foundation Stage take on the roles of teacher, facilitator and assessor, they engage with children in their play and move their learning on. It is the responsibility of each adult ensure children's success by:

- Planning a curriculum that is relevant, fun and based on real experience.
- Providing first hand experiences to put their learning into context.
- Providing a safe and secure learning environment.
- Developing confidence, independence and self-esteem.
- Encouraging and motivating children to become independent learners.
- Supporting children on the first steps of their learning journey.
- Developing social skills and relationships.
- Reflecting on the diversity of social and cultural backgrounds in the class.
- Providing a free flow curriculum where learning happens inside and outside.
- Listening to children and taking their interests to plan learning opportunities.
- Providing children with a secure grounding in preparation for year 1 and ensuring they have a smooth transition.

Teaching is always tailored to the interests of children. Children also get the opportunity to run their own project where they work as a team, to plan, develop and reflect on their own ideas. Children learn early reading and writing through a daily phonics session which builds on prior learning. All children have access to the same sound, differentiation is seen at the level at which they apply it. This is reflected and supported or challenged with activities or children's play within the provision.

Children's early number, calculation and measuring skills are developed through a daily focussed mathematics session, and with provision that reflects the children's current learning needs. All children have access to the same objective, differentiation is seen at the level at which they apply it. This is reflected during activities or children's play within the provision, where they are supported or challenged appropriately. This approach allows children to develop mastery skills.

Intervention is tailored to support and challenge individuals and groups. We aim to provide a range of academic and pastoral interventions to develop well-rounded individuals. These include Ginger Bear, Funky Fingers, Nurture group and Narrative therapy.

KS1 and KS2

All children follow the National Curriculum in Key Stages 1 and 2.

All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- The teaching will build on previous learning;
- It will give pupils the “big picture” of the lesson and ensure they understand why the lesson is important;
- The teacher will share the learning objectives and children should help determine success criteria for the lesson;
- Lessons will be presented in a range of styles (see next paragraph)
- Lessons will allow opportunities for the pupils to build up their understanding through various activities and opportunities to talk about their learning with their peers;
- Teaching will afford children opportunities to review what has been learned.
- Teaching will indicate what the next steps in learning will be.

(ii) “Pupils make exceptionally good progress”

Thorough planning which is tailored to need enables all pupils to make progress in every session. We follow a mastery approach to learning whereby teachers plan to age related expectations for the majority of pupils. Differentiation is evident in every session mainly through the personalised resources that children need to achieve the age related goal.

Some children require extra support and this is given through intervention which supports and challenges. Intervention is designed and delivered as a short term process with measurable impact.

Intervention

Trained teaching assistants deliver focused interventions at Wave 2 and 3 to pupils on the SEN register. These are devised by the Inclusion Manager in discussion with class teachers, the Head teacher and teaching assistants. The pupils are assessed at the beginning of the intervention and at the end to ensure that the intervention is effective. All SEN pupils also receive interventions directed by the class teacher and delivered by the class TA.

All pupils have SMART (small measurable achievable realistic) targets for reading, writing and numeracy. These are reviewed each half term and displayed visually for the pupils in their Smart Sacks. A copy of these go home to parents.

The school accesses support from the following services

- School nurse
- Speech and Language therapy
- EMS for SpLD, Communication and Interaction
- EMS for BESD
- Family Support Worker
- Autism support worker
- Vision and Sensory, Physical and Medical
- Educational Psychologist

(iii) “Teachers have high level of expertise and interest in what they are teaching”

Teaching demands a wide range of skills. At Woodfield there is an expectation that the following strategies are implemented by teachers to enable all children to succeed.

Teachers and TAs (as appropriate) will:

- Ensure high quality teaching for all children, delivered by the class teacher (Wave 1 provision)
- Strive to ensure they have excellent subject knowledge and understanding;
- Be proactive at managing their own CPD to make sure they have an understanding of and interest in how children learn;
- Use questioning effectively to establish the level of understanding and extend it;
- Make links to previous lessons so that the past learning is extended and built upon;
- Plan differentiated tasks which challenge and support all children
- Ensure that all children have equal access to support and both independent and adult led learning opportunities throughout the week.

(iv) “Careful planning is based on thorough assessment”

Secure knowledge of each pupil’s current progress is a core element of teaching and learning at Woodfield School.

Lesson planning is based on prior learning and throughout the learning process, active, formative assessment is required from teachers, teaching assistants and children to ensure that the expected rate of progress is being made.

Summative assessment opportunities are used throughout the year (**see appendices - Assessment Calendar**) and at present staff should also use the HARTS assessment documents as part of their practice in English and Maths, to inform and moderate teacher assessment judgements. Tracking data is input onto The O Track system at the end of each term.

Formative assessment, a range of formal and informal assessment procedures should be employed by teachers during the learning process in order to modify teaching and move learning on.

Fundamental to our formative assessment procedures is Assessment for Learning (AfL). A range of AfL strategies are used in the classroom:-

- Learning objectives and individual or group targets are made explicit and shared with the pupils.
- Success criteria are agreed by the pupils and teacher in every session.
- Self and peer assessment is used against the success criteria.
- Pupils are engaged in their learning and receive immediate feedback on their progress.
- Feedback is detailed and target driven (**see appendices - Feedback**)

Pupil Grouping

All classes are mixed ability. Classes are organised as follows: Nursery and Reception, Year 1, Year 2, 2 x Years 3 and 4 classes and a Years 5 and 6 class. In order to meet the learning objectives and learning needs, and provide appropriate challenge and support for all pupils, teachers use a range of grouping options within their classes.

- ability groups across the class (phonics, numeracy and literacy) which change daily according to prior achievement
- skills based grouping (guided reading/writing);
- paired work (response partners) to facilitate discussion;
- individual work;
- whole class groups;

In EYFS, information regarding pupil progress is regularly added to O Track. Planning for provision and interventions emerges as a result of this tracking.

(v) Work is very well pitched and suitably challenging for every learner

Each learner at Woodfield has a right to

- Suitably differentiated tasks in every maths, literacy and theme lessons

- Daily access to a high quality basic skills maths session which encourages independent practise of basic skills with appropriate challenge.
- A daily application of maths skills time
- A phonics input for all children in Nursery to Year 2, and phonics intervention for older children as appropriate
- A daily guided reading session.
- Daily feedback time in Key stage 2
- Targeted support from a highly qualified staff member

We offer children in receipt of the Pupil premium the following promise

The Pupil Premium Promise - that all children who qualify for the Pupil Premium will have weekly access to one to one or small group intervention in an area of learning or pastoral support which will aim to accelerate their rate of progress no matter what their academic starting point.

The Curriculum

The Primary Framework and National Curriculum Programs of Study are used to guide our teaching. These set out the aims and objectives and detail what is to be taught in each year group, to ensure breadth and balance.

Our weekly lesson plans (for maths, writing and phonics) contain detailed information about the teaching activities, skills to be taught and tasks to be set, the resources needed, and the expected learning outcomes. We aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed. **For exemplar plans, please see appendices - sample plan for teaching of writing, sample plan for phonics, and sample plan for Numeracy session**

We aim to cater for the needs and interests of a full range of learners including:

- the more able, gifted and talented
- learners with English as an additional language (EAL)
- girls and boys
- looked after children
- learners with social, emotional and behavioural difficulties.
- Children with special educational needs or disabilities (SEND)

(vi) Methods and use of resources, such as ICT and degree of independent learning, enthuse and extend learners, including those with additional learning needs

In FS, KS1 and KS2 teaching ensures that learning opportunities are made available to the children that take account of visual, auditory and kinaesthetic learning styles.

Such opportunities include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;

- visits to places of educational interest;
- visitors into our school
- creative activities;
- debates, role-plays and oral presentations;
- drama
- designing and making things;
- global work
- participation in athletic or physical activity
- outside classroom/environment
- Forest School (from April 2016)
- Work in the community
- Pupil voice groups

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. In so doing, we follow the north Yorkshire County Council guidance on Off-Site visits. Staff complete detailed risk assessments which are authorised by the Head teacher.

A consistent approach across each key stage enables children to feel settled and supports transition. In practice, this “looks like”

- The same planning formats from Y1 to Y6
- A similar timetable (except when provision for identified children requires this to change) across each class
- An expectation that each class completes certain lessons each day by following the same routine, for example:

In numeracy and literacy, every child from Year 2 to Year 6 can expect to have:

- Two “guided” writing and maths sessions per week; once in a group with a teacher, and once with a TA.
- One session to work in a group without adult leadership and two sessions where they work independently – both to promote independent learning.

We ensure a high quality learning environment by enabling children to access displays and other resources to support learning.

ICT and use of whiteboards should be used as appropriate to deliver of lessons which enable previous learning to be saved and referred back to as part of the AFL process.

Collective Worship

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils’ spiritual, moral, social and cultural development. All children enjoy collective worship daily. **See appendices – Collective worship**

Sex and Relationships Education

Woodfield School is a healthy school and as such has a commitment to Sex and Relationships education. Sex and relationship education is delivered through science, RE, PSHE and citizenship. Sex and relationship education is taught by classroom teachers and teaching assistants and follows the Yasmin and Tom programme. Parents are offered opportunity to come to school for curriculum events to see the content of this programme.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play. For further, statutory information please **see Appendices, SRE.**

(vii) Well directed TAs reinforce and strongly support learning

We deploy teaching assistants and volunteer workers as effectively as possible, to positively impact on outcomes for children, and value the work that they do.

Primarily, teaching assistants are deployed to support learning, under the guidance and direction of the class teacher. Teaching assistants at Woodfield:

- Guide individual pupils or groups in every session
- Work with a group in every session of literacy and numeracy
- Feedback on children's learning to class teachers
- In the case of HLTAs, teaching assistants plan, deliver and assess their own work.
- In the Early Years Foundation Stage teaching assistants take on the role of facilitator; planning and delivering learning opportunities and assessing children's learning.
- Team teach as part of their role.

(viii) Good arrangements support parents/carers in helping learners to succeed

The partnership between parents, carers and school is fundamental in helping children to learn. At Woodfield we do all we can to inform parents about what and how their children are learning.

The role of the school

We inform parents about what and how their children are learning by:

- holding curriculum evenings to explain our school strategies for teaching the National Curriculum;
- sending class newsletters to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- sending out regular whole school newsletters informing parents of important dates, activities, celebrating successes etc.
- giving detailed explanations to parents how they can support their children with learning.
- holding parents' evenings which provide an opportunity to discuss progress children are making
- having each member of teaching staff available on the playground after school
- inviting parents to our celebration assembly every Friday.
- Facilitate parents group meetings

The role of parents

We believe that parents, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:-

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- ensure that their child is supported with homework activities which consolidate learning (**see appendices – Home Learning**)
- inform us of their child's interests and capabilities
- 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 at school; promote a positive attitude towards school and learning in general;
- ensure that emergency contact details are up to date and accurate.
- provide support for the discipline within the school and for the teacher's role
- participate in discussions, with teachers concerning their child's progress and attainment.

The role of the child

We give all children the responsibility to:

- participate as fully as possible in the learning opportunities and help other children to do the same
- be organised bringing necessary kit, taking letters home promptly, returning reading books regularly
- work hard and try his/her best
- behave appropriately in school according to the school's behaviour code
- be polite and helpful to other pupils and adults in school
- come to school regularly and be on time
- talk at home about what he/she has learnt at school
- take good care of the school environment
- complete home learning regularly and bring it back to school
- wear the correct school uniform
- tell the teacher, TA or an adult at home if he/she finds the work difficult.