



# TEACHING AND LEARNING POLICY

## **Mission Statement**

Through a passion for learning rooted in mutual respect and warm, honest relationships our school community provides a platform for success for all.

Woodlands Park Primary School reviewed this policy: January 2023

This policy will be formally reviewed every 2 years

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## Rationale

*'At the heart of effective learning, there is the impassioned teacher with an expectation of excellence, with the ability to set the pace for pupils and with the knowledge of that magic moment of intervention, which moves youngsters from the unknown to the knowing'.* **National Primary Centre.**

At the heart of Woodlands Park Primary School is a whole school commitment to the continued development and improvement of teaching and learning. All teaching staff are committed to raising standards and providing the best education for all pupils regardless of their starting points. This policy seeks to identify the features of effective teaching, which translate the aims of the school and the curriculum into relevant and challenging learning experiences for all pupils.

## Our Vision For Our Learning Community

Together we all discover, learn, grow and succeed.

## Our Values

Teaching and learning is underpinned by our six values:

<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>
Well-Being	Aspire and Achieve	Relationships	Motivation	Trust	Holistic

**Well-being:** Everyone needs to feel safe and cared for if they are to learn and succeed. We create a warm, safe and nurturing environment that meets and matches the needs of everyone in our school community. We understand that people encounter many ups and downs within their lives and at times may need more support than others; this includes supporting our children, parents and teachers during times of transition. We teach our children empathy and understanding, and adults model this at all times.

**Aspire & Achieve:** We ensure all our children become confident, independent learners with an enthusiasm for acquiring knowledge. Challenge is at the heart of successful learning and everyone aspires to 'achieve or be more'. Children are taught to understand how they learn and the skills they need to work through and conquer each new challenge. They are taught the process of learning and understand that making mistakes are part of this process and are to be seen as positives. We continue to ensure that strong leadership is embedded at all levels and provide a challenging and motivating environment for staff so that they are supported to be the best they can be. Teachers actively seek out and participate in developing collaborative networks that have the capacity to sustain continuous improvement.

**Relationships:** We support our children to develop and maintain positive relationships and have respect and value both themselves and others. Teachers model this in their relationships with the children in our care, with each other and with parents who we see as valued partners. Opportunities are provided for children to build relationships within our community that encourage our children to be proactive in their responsibilities towards the local community and the wider world. As a community we celebrate diversity, ensure equal opportunities are created and given to all and welcome everyone regardless of their background, race, culture or religion.

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**Motivated:** Teachers are passionate about teaching and learning and the subjects they teach. They are relentless in finding ways that engage, enthuse and inspire the learners in their care. Children are encouraged to be curious and have a 'thirst' for knowledge. They know what their next steps are and want to achieve.

**Trust:** Teaching and learning is a three way process. Teachers trust that children will be ready to learn and actively engage in every learning opportunity. Children trust that their teachers will be well prepared and able to meet their individual needs with understanding whether these be educational or emotional. Parents trust teaching staff to be honest in regards of their child's needs and know that these needs will be met. As a school we trust parents to actively participate in their child's education, supporting their child to succeed and achieve.

**Holistic:** We deliver an exciting and innovative curriculum for everyone that engages and develops the whole person. We ensure that the curriculum and resources are flexible, adaptable and relevant for the needs of all learners in an evolving world and encourage individuals' interests and aptitudes to flourish.

### Our Curriculum

Learning is at the heart of all we do at Woodlands Park Primary School. Our teaching staff have the highest expectations of what each individual child can achieve and the progress they can make. The National Curriculum guides **what** it is we teach, while up to date research, including action research and an excellent understanding of how children learn, guides **how** we teach.

We have drawn upon this knowledge and understanding to produce a challenging and rigorous curriculum that:

- Ensures every child has access to a rich, broad and balanced range of learning opportunities.
- Promotes British Values and Citizenship; spiritual, moral, social and cultural experiences are woven throughout the curriculum to broaden the experiences of our children and support them in understanding their place in our global community.
- Values each child as individuals and supports them in their understanding of positive relationships and knowledge of self through embedding the school's values and the teaching of PSHE (Personal, Social and Health Education).
- Challenges all learners, supporting them to reach their learning goals and make excellent progress.
- Engages children through building on their interests, ignites their curiosity and allows them to think creatively.
- Provides opportunities for all children to develop skills and allows them time to deepen their knowledge and understanding so promoting mastery.
- Supports children to make links between different curriculum areas through a 'themed' approach.
- Offers our children first-hand experiences to reinforce their learning and to underpin their growing knowledge, skills and understanding. These experiences may take the form of school visits, visiting groups, outdoor learning opportunities, phase group residential or through the use of 'immersion' projects.

We strive to instil a passion for lifelong learning in the children we teach and our teaching staff model this by constantly taking steps to further develop and improve their practise. Teachers have an excellent knowledge of what each child can do and what their next steps are. Learning

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is personalised, with pupils being aware of their own targets and specific needs being identified and addressed through targeted intervention and support.

### Developing Learning Behaviours

At Woodlands Park Primary School we know that anyone can be a good learner. A good learner is someone who understands that learning is a never ending process that includes, building on prior knowledge, struggle, making mistakes, practise, asking questions and facing and overcoming challenges. They understand the emotional process that goes hand in hand with learning and are able to acknowledge and articulate these feelings appropriately. A good learner is resilient, actively seeks success, while understanding that they may fail initially and knows when and how to ask for help. They are able to work alone and also as part of a group knowing how supportive this can be and valuing others roles within the group.

We want our children to be 'good learners' to enable them to embrace and cope with life's challenges. We want them to be 'good learners' to ensure they are able to be successful and make a positive contribution to the world in whatever they choose to do, achieving a sense of fulfilment along the way. We want them to have the skills needed to actively participate in our democratic society through making informed choices, having the courage to stand up for their own beliefs whilst being able to be empathetic and work successfully with others.

As teachers we support our children to be successful learners through:

- Talking about what makes a 'good learner' and giving examples of children showing these skills in our school.
- Supporting children to really understand the key aspects of what quantifies a 'good learner' eg unpicking what resilience is and through this giving the children the knowledge of HOW to be a 'good learner'.
- Having an excellent understanding of what needs to be in place to support ALL children succeed: W-A-R-M-T-H.
- Knowing and supporting ALL children achieve their next step through personalised provision.
- Working with parents as partners, keeping them informed throughout the year of their child's progress and how they can support their child develop educationally and emotionally.
- Modelling being a 'good learner' ourselves: we will constantly be learning and developing our craft.

### Developing Learning Behaviours Across The School

**In the Foundation Stage**, Characteristics of Effective Learning is the heart of the curriculum. The characteristics of effective learning can be summarised as being:

<b>Playing and exploring</b>	<b>Active learning</b>	<b>Creating and thinking critically</b>
Engagement	Motivation	Thinking
<ul style="list-style-type: none"><li>• Finding out and exploring.</li><li>• Playing with what they know.</li><li>• Being willing to 'have a go'.</li></ul>	<ul style="list-style-type: none"><li>• Being involved and concentrating.</li><li>• Keeping trying.</li><li>• Enjoying achieving what they set out to do.</li></ul>	<ul style="list-style-type: none"><li>• Having their own ideas.</li><li>• Making links.</li><li>• Choosing ways to do things.</li></ul>

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**In Key Stage 1**, the children's learning is supported by learning characters. These learning characters have been developed from Guy Claxton's Building Learning Power (BLP) principals and are used in lessons to promote learning behaviours by making them visible, accessible and achievable.



**In Key Stage 2**, the children continue to develop the learning behaviours associated with the KS1 learning characters. In addition, learning behaviours are developed through a range of learning metaphors such as:

The Learning Pit	Learning Zones
<p style="text-align: center;"><i>The Learning Pit</i></p> <p style="text-align: center;"><i>How do you feel when you're in the pit?</i></p>	<p style="text-align: center;"><i>Our Learning Zones</i></p> <p style="text-align: right;"><i>It's great to be out of our comfort zone.</i></p>
<p style="text-align: center;"><i>The Iceberg Illusion</i></p> <p style="text-align: center;"><b>SUCCESS</b></p> <p style="text-align: center;"><i>What is hidden below the surface?</i></p>	<p style="text-align: center;"><i>The Road to Success</i></p> <p style="text-align: right;"><i>Be prepared for the bumps in the road.</i></p>

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## Key Principles for Effective Teaching and Learning

The following principles are the cornerstones of all teaching and learning at Woodlands Park:

1. Teachers have high aspirations of every child.
2. Teachers prepare and teach lessons, sequences and topics that inspires and challenges every child through effective pitch and match.
3. All children make excellent progress both within a lesson and through a sequence of learning.
4. Teachers provide a learning environment and culture that supports the learning of all pupils; children are resourceful and independent.
5. Pupils are nurtured and supported enabling them to thrive through effective modelling, purposeful practise, flexible groupings and a balance of guidance and independence.
6. Children are self-motivated, collaborative, determined and resilient. They display and develop positive learning behaviours.
7. The learning environment fosters the development of positive relationship. This enables children to take risks in their learning.
8. Effective questioning and oral feedback develops high quality speaking and listening, improves engagement and increases assessment for learning opportunities.
9. Assessment for learning informs practice both within a lesson and between lessons. This is supported by effective marking, feedback and assessment in line with school policy.
10. Subject knowledge of teachers supports effective teaching; both in terms of subject specific knowledge and pedagogy.

## Leadership and Management

**Governing Body:** With effect from 1 January 2023, the Trust's Local Governing Bodies (LGBs) will be replaced by Hub Advisory Boards (HABs). From this date, all Trust and school documents, including policies, which refer to "Local Governing Bodies" or "LGBs" should be read as "Hub Advisory Boards" or "HABs"

**Senior Leadership Team:** Standards and progress are monitored by the leadership team. Team leaders report on teaching and learning from the key stage teams, identifying specific strengths and areas for development. The leadership team will ensure that all teachers improve through effective target setting and personalised professional development opportunities and have the opportunity to share strengths with colleagues across the school and our wider community.

**Subject Leaders:** The role of the subject leader is to monitor their subject (see assessment policy), analyse trends, ensure value for money and report to leadership team, head teacher and governing body. Responsibility of a subject leader also includes raising standards in their subject and managing implementation of new initiatives.

**Class Teachers:** Individual teachers have responsibility for the learning and teaching within their classroom. This includes the organisation of the learning environment, planning, assessment, marking, reporting, deployment of resources and support staff, target setting and ensuring at least good progress for all children.