

WOODLEIGH FEDERATION: POLICY DOCUMENT

POLICY NAME: Teaching, Learning and Curriculum	ADOPTED AT CURRICULUM: 21 June 2017
COMMITTEE: Curriculum	REVIEW DATE: June 2021

Purpose

There are three main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations and procedures for teachers
- To ensure continuity, coherence and quality across the school

Introduction

The Woodleigh Federation staff are committed to raising standards and providing the best education for the pupils in the school. They will do this based on clear evidence of effective practice as identified in our monitoring and evaluation cycle particularly pupil attainment and progress data. Within the Woodleigh Federation there is:

- effective planning based on assessment for learning that takes account of the learning needs of all pupils;
- effective teaching that motivates and inspires all pupils to achieve their best work;
- relevant opportunities for pupils to engage in a wide range of challenging learning experiences;
- appropriate continuity and progression in the learning of all pupils from reception to Year 6;
- a combination of the best features of educational practice whilst implementing the new National Curriculum

Entitlement and curriculum provision

In our schools teaching and learning ensure that all pupils:

- are interested and motivated in their work;
- achieve success and make progress in their learning;
- are aware of and are able to discuss their own learning, knowing what they need to improve in order to work and their learning;
- derive satisfaction from their achievements;
- have confidence in their ability to work at an appropriate level;
- experience an appropriately broad and balanced curriculum;
- have equality of access to learning and subjects of the curriculum;
- experience a range of teaching methods;
- are involved in integrated and subject-specific activities;
- work individually and as a member of a group;
- have their progress in the key skills of learning monitored and recorded;
- work with a number of adults;
- learn in a purposeful atmosphere where there is respect between adults and pupils.

The learning environment

Learning environments:

- enable pupils to develop their ideas through independent enquiry;
- enable pupils to take appropriate responsibility for the organisation and care of learning resources;
- enable pupils to make the best use of space and learning resources;
- are organised so that pupils have suitable access to learning resources of good quality (see "minimum requirements" annex);
- reflect the current areas of study of the National Curriculum, including literacy and numeracy;
- contain high quality, stimulating and interactive visual aids which celebrate pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves;
- engage and encourage pupils' learning by promoting a sense of pride in their own achievements and the achievements of others;
- enable pupils to use ICT to enhance their learning across all areas of the curriculum.

Teaching

Teaching:

- **promotes effective and positive interaction between teachers and pupils;**

Relationships are positive and motivate all pupils. As a result, pupils receive positive and constructive feedback which helps them know what to do next and how to improve further. Feedback is informative and encouraging, uses praise and gives approval. Teachers are sensitive to the needs of all pupils.

- **promotes high expectations;**

Teaching promotes high expectations for all pupils and sets high but attainable challenges. Teachers have a secure subject knowledge, provide clear explanations and use skilful questioning to help pupils who have difficulties and to challenge those pupils who succeed more easily.

- **uses a range of teaching styles;**

Teaching styles match learning objectives. The range used ensures that pupils apply themselves purposefully and confidently. An appropriate balance of approaches, relevant to the activities, is used, for example: direct teaching (class, groups and individual pupils); discussion and debate; question and answer; individual and group investigations; role play and drama; story telling; fieldwork.

There is a balanced use of explanation, demonstration, discussion, practice, investigation and problem solving.

There is a balanced use of learning resources, including artefacts, books, diagrams, film, illustrations, ICT, music, pictures, people.

- **uses well-timed interventions to help the pupils make good progress;**

Teaching includes skilled questioning where the questions are clear and understood by pupils. Responses are positive and encourage pupils in their learning. In addition, teaching provides opportunities for pupils to formulate their own questions.

- **is planned to enable pupils to learn the skills, knowledge, concepts and attitudes appropriate to the areas of learning for pupils under five, the National Curriculum, religious education and pupils' personal and social education;**

Effective planning, assessment and recording ensure that teaching meets the needs of all pupils. Planning is informed by an assessment of pupils' achievements. It is linked clearly to the requirements of the Early Learning Goals, the National Curriculum, the locally Agreed Syllabus for religious education and expectations for the personal development of pupils.

Tasks are appropriately challenging and activities are matched to the age and stage of development of pupils.

Planning identifies, at appropriate levels of detail, learning outcomes, key skills teaching activities, assessment opportunities, learning styles and learning resources

Lessons have clear objectives which are communicated effectively to pupils. Pupils acquire knowledge, skills and understanding progressively and at an appropriate pace.

Teaching provides feedback to pupils about their progress. It encourages, extends and challenges pupils appropriately and will be in a variety of ways - written or verbal

Pupils are encouraged to assess their own performance and identify the improvements they could make in their work for themselves..

Assessment strategies are implemented and records relating to agreed criteria and agreed areas of learning are kept.

- **provides opportunities for pupils to work individually, collaboratively and as a class;**

Teachers employ a range of organisational strategies. For example:

- *the use of the whole class, group and individual work*
- *collaborative group work;*

There are opportunities for pupils to make decisions; pupils are encouraged to organise their own time.

Lessons provide sufficient opportunities for pupils to work without interruption for sustained periods that are appropriate to their age and stage of development.

- **acknowledges and makes the best use of the contribution of parents, the community and work carried out at home;**

Teaching values and promotes partnership between home and school, acknowledging the school's policy for homework and the home-school agreement.

- **recognises and manages effectively the support of other adults in the classroom.**

The role and contribution of other adults in the classroom is planned clearly. Adults are valued for the contribution they make to pupils' learning by being suitably informed, involved in planning, evaluation and assessment as appropriate.

- **recognises the importance of school self-evaluation processes;**

In order to develop an ethos of school improvement, teaching acknowledges and contributes to the school's approaches and procedures for school self-evaluation. The professional judgements and views of staff are valued.

Learning

Pupils should expect to experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills. They are expected to respect the environment in which they work. They are expected to contribute to the development of their environment appropriately, for example by taking responsibility for organising displays of their own work and the work of others. Pupils are expected to work collaboratively with other pupils and adults, know what they are doing, why they are doing it and know what they are going to learn next. This will be actively planned for, encouraged and taught by teachers. Pupils are expected to become critical and reflective learners so that they evaluate their own work and know how to improve.

Pupils:

- **have opportunities to demonstrate an understanding of what they have learned;**

Learning enables pupils to develop the essential skills of literacy, numeracy and information technology. Pupils have opportunities to practise and apply newly acquired skills and knowledge. They are encouraged to learn and use relevant technical vocabulary. They communicate their findings in a variety of appropriate ways and these become more sophisticated as they progress through the school. They improve their ability to concentrate, pose their own questions and solve problems.

- **demonstrate positive attitudes to learning;**

Pupils sometimes work individually and sometimes co-operatively as a member of a group. In both cases, pupils build on what they have learned before. Pupils are encouraged to work productively, meet the challenge set and collaborate with others on joint projects. Pupils are confident and willing to learn from their mistakes as well as their successes. Pupils work for sustained periods with a sense of commitment and enjoyment. Pupils are willing to persevere when answers are not readily available or if success is not immediate.

- **make decisions and choices;**

Pupils are expected to contribute to planning their work and organising how they learn. Expectations increase as pupils develop. They raise their own questions and put forward their own

ideas. They evaluate their own responses and suggest improvements to their work. They produce work for a variety of audiences.

- **are expected to select their own resources;**

Pupils use resources carefully, sensibly and economically. They select resources which are appropriate to the task in hand and return them when the task is complete. Pupils gather information from books, people, artefacts, ICT and fieldwork in order to undertake their own research and investigations.

Monitoring and Evaluation

This policy can be read in conjunction with Woodleigh Federation Assessment Policy. The attainment and progress of pupils and the effectiveness of approaches is monitored and evaluated in a transparent way. The purpose of this is to ensure all pupils fulfil their potential.

Appendix

Good questioning encourages pupils to think more deeply and to share their thoughts and ideas with others. Teaching ensures that pupils are given access to a range of questions.

Type of questions	Example
Open	<p>What do you think...? Why do you think...? How do you know...? Do you feel...? Find different ways of...? Can you try different ways of...?</p>
Closed	<p>What is...? What are...? When did...? How many...? Where is...? Where would you find...?</p>
Recalling facts	<p>Asks pupils to name an event, process or fact. Asks pupils to recall some information but not apply it.</p>
Observing	<p>Asks pupils to describe what they see, using appropriate vocabulary.</p>
Hypothesising, predicting or speculating	<p>Asks pupils to estimate, suggest why something happens and suggest what will happen as a result of doing something; to ponder, guess or draw an inference.</p>
Concluding	<p>Asks pupils to draw different threads together or follow a logical route to arrive at a solution.</p>
Personal responses	<p>Asks pupils to express personal feelings, thoughts and ideas.</p>
Discriminating	<p>Prompts pupils to consider advantages or disadvantages, to look at something from different points of view.</p>
Designing and comparing procedures	<p>Asks pupils to plan and prepare a process for tackling a problem. Asking pupils to analyse before or after an activity which process will be/was the most effective.</p>
Interpreting results	<p>Asks pupils to draw conclusions from data or information, particularly where they are expected to understand a trend, identify what might happen next.</p>
Applying reason or what they know	<p>Asks pupils to provide more than one solution to a problem. Asks pupils to apply one or more aspects of their learning in order to explain what has happened or might happen next.</p>

Minimum requirements in learning environments

Literacy

KS1

Wall displays should include; alphabet, THRASS phoneme chart, High Frequency words, key words (foundation, year 1&2)

Medium frequency words (year1/2). Writing targets, days of the week, months of the year.

Classroom Areas; writing area with large markers, wax crayons, pencils, coloured paper, small books (could be made from different coloured papers by TAs). Reading/ Book area, Tape/CD player for listening to stories. Lists of ideas for things to do in these areas. Role play area which extends writing across the curriculum.

Resources; desk size HFW and MFW and THRASS charts, letter/phoneme fans/ THRASS/ phoneme flashcards (see PIPs)

pots of sharpened pencils, whiteboards and pens. Age appropriate dictionaries.

Lower KS2

Age/ability appropriate items from above list, plus:

Wall displays, guided reading groups/Literacy groups, connective lists, parts of speech lists (nouns adjectives etc.) classroom prompts for writing e.g. checklist for writing quality, marking guidelines.

Dictionaries, Thesaurus. Children will benefit from having MFW/ HFW stuck into writing books for quick reference for independent writing.

Sharpened pencils, pens

Upper KS2

Age/ability appropriate items from above lists, plus:

Quality of writing checklist in own books, lists of specific connecting words and phrases eg causal, temporal etc.

Pens, pencils, rubbers etc. for those not able to supply own.

Maths

100 square on the wall.

100 square stuck into maths books or available on A4 laminates

Number lines 0 to 100

Number lines of different calibrations available

KS 2 - X table multiplication sheets

Learning Environments: general

- Children have access to appropriate and clearly labelled resources
- All work surfaces and floors should be free from clutter
- Pupils' books and work need to be stored effectively
- There should be a range of displays in each classroom
- Access to water should be managed sensibly
- Shared spaces should be tidy and support learning