

# **Woodthorpe J.I. School**

## **Teaching and Learning Policy**

### **Aim**

Our aim is that every lesson taught at Woodthorpe School will be either good or better. The following will be included in lessons:

### **Progress and Challenge**

- Challenging concepts are taught well.
- Children have the opportunity to respond to their learning.
- Children challenge their own thinking and build on previous knowledge.
- Children know and can explain the Learning Objective and Success Criteria.
- All ability ranges make good progress including Gifted and Talented, Pupil Premium, SEN, EAL and middle achievers
- Work is well matched to the individual/group ability and starting points reflect this.
- Extension activities allow extra progress to be achieved.
- Pupil's previous understanding is challenged and misconceptions identified and strategies are used to address these.
- All children are fully engaged and enthused.

### **Teaching**

- Enthusiastic and confident delivery.
- Teacher is knowledgeable, engaging and precise.
- Clear objectives reinforced throughout the lesson.
- Thorough understanding and knowledge of the curriculum.
- High expectations (appropriately pitched and differentiated).
- Range of learning style used.
- Range of questioning (open, closed, higher order).
- Achievable targets.
- Clear evidence of Assessment for Learning and self or peer assessment.
- Lesson well planned and prepared.
- Talk partners used well.
- Classroom environment is stimulating and ensures independent learning.

### **Equality and diversity**

- Teaching methods and styles take account of the diversity of pupils needs.
- Teaching methods will encourage positive attitudes to diversity.
- Teachers model this in their behaviours and interaction with staff and pupils.
- All pupils are aware of high expectations. We will avoid stereotypical assumptions about pupil attitudes and aptitudes.
- We will use a range of intercultural resources to stimulate learning and promote high standards.

### **Curriculum Entitlement**

#### **AIMS**

- To develop an inclusive curriculum.
- To provide a learning environment that helps children develop a positive attitude and enquiring minds.

- To provide a stimulating broad and balanced curriculum which gives quality of experience, depth of learning, relevance of task and challenging learning opportunities whilst stretching the individual to maximum potential.
- To use the curriculum effectively to develop every child.
- Ensure that children develop their skills in order that they can investigate by research, evaluate their own work and increase their understanding.
- Encourage a love of books and reading, to read fluently and accurately with understanding and feeling.
- Help children listen attentively and to communicate fluently in speech and writing for a variety of purposes and occasions.
- Develop, in children, the necessary mathematical skills: sound understanding of the concepts of number work; shape space and measures; data handling; problem solving and the ability to apply these skills in a variety of situations.
- Promote Music and the Arts and provide a platform on which the children can perform at a variety of levels.
- Themed cross curricular weeks, e.g. Arts Week, in a rolling four year programme. An Anti-bullying/Health/E.safety themed week is held every autumn term.
- Provide a vision of the world around us, past and present, through Geography and History.
- Investigate Science through experimental work, learning to be methodical and able to interpret results and draw conclusions.
- Develop confidence in the use of ICT and computing and be able to select the most appropriate form to present their work and enhance their learning.
- Give children a spiritual awareness of the world in which they live introducing the beliefs and lifestyles of other faiths.
- Develop physical fitness, skills and team work in all children enabling them to achieve excellence in their chosen sport or dance.
- Enrich our curriculum with educational visits, visitors, community links and partnerships with other schools.
- Promote enjoyment and achievement in all aspects of school life.
- Develop understanding of how to lead a healthy lifestyle and make choices to do so.
- Help children to understand safety issues and know the best actions to keep themselves safe.
- Develop the children's understanding of economic well being and how this will affect their future lives.
- Develop children's ability to make a positive contribution to society.

#### **TO IMPLEMENT OUR AIMS WE WILL:**

- Teach to carefully structured plans which ensure continuous, progressive learning
- Use a range of teaching styles, (to support visual, auditory and kinaesthetic learning styles) which best assist our children in their acquisition of knowledge, concepts, skills and attitudes
- Match learning activities to children's abilities
- Teach clear Learning Objectives and communicate Success Criteria to the children.
- Pursue both high and realistic targets and expectations
- Use cross curricular opportunities
- Systematically assess children's learning and use this to inform planning and teaching
- Encourage parents in their role as co-educators by informing them, sharing with them and involving them in their child's education
- Establish links with the local community including feeder and receiver schools

#### **Assessment for Learning**

The following actions are taken to enhance motivation for learning:

- Discuss with pupils the purpose of their learning and provide feedback to help the learning process (clear Learning Objective);
- Help children to understand the criteria by which their learning is assessed (Success Criteria);
- Encourage children to judge their own work by what they have learned and by the progress they have made;
- Help children understand their targets in terms of what they are learning and provide feedback in relation to these targets;
- Give feedback to enable children to know the next steps and how to succeed in achieving them;
- Encourage children to value effort and a wide range of attainments;
- Encourage collaboration among pupils and a positive view of each others' attainments.

Accurate assessment of a child's progress in a lesson informs planning of the next lesson. Teachers should record children who haven't achieved the Learning Objective; children who have done better than expected and the actions they are going to take to address this.

The following forms of assessment are used as appropriate so the teacher is well informed about a child's understanding and progress:

- 'Closing the gap questions' – to let the children think of the next step themselves.
- Open ended questions – gauging children's opinions and knowledge and which develop listening skills.
- Observations and outcomes of problem solving investigations.
- Discussion about work and targets.
- Peer assessment
- Self assessment
- IEP – self assessments

Our marking system highlights how well a child has done, what a child has done well and suggests what to do to improve – see Marking Policy  
Children are given time to read their comments and discuss when appropriate.

Summative assessment – See Assessment Policy and Timetable. ICT is used to track pupil's progress and present records of their achievement.

## **Effective Teaching and Learning**

Teaching methods need to ensure children are working with pace and are challenged and stimulated. A variety of teaching methods to support different learning styles are necessary to achieve this.

### **Learning Styles**

Visual e.g. pictures, diagrams etc

Kinaesthetic e.g. hands on

Aural e.g. Listening

Throughout a year the curriculum should be planned to include learning accessing eight types of intelligence:

Linguistic; Mathematical and Logical; Visual and Spatial; Musical; Interpersonal; Intrapersonal; Kinaesthetic and Environmental.

### **Learning Approaches**

Enquiry: questioning skills; research skills; application of skills; planning; drafting; organising and improving

#### Active Learning

Investigating; talking together to solve a problem; demonstration; pupil/teacher interaction; paired learning; group learning; independent learning; explanation; prediction; hypothesis; brain gym; Wake Up/ Shake Up

#### Practical and Constructive

Experiments; games; art; technology; practical maths; drama; music.

### **Teaching Skills**

Assessing, Diagnosing, Instructing, Observing, Questioning, Explaining, listening, Facilitating. Speaking and listening is high priority. We incorporate speaking and listening activities in all subjects, referring where necessary to technical and specific subject related language.

### **Learning Environment**

We provide a safe positive Learning Environment

### **Promoting positive classroom ethos**

We have a system of clear rules, rewards and sanctions which includes a structure to deal with different levels of behaviour (see Behaviour/Anti-bullying policy).

Lessons are stimulating and address different learning styles.

Staff and pupils are used as role models. Pupils are chosen as monitors, class prefects, mediators, school council representatives, and given responsibility.

The teacher and pupil relationships are such that all children are treated as individuals and teachers know the needs of all children. Children are encouraged to learn from each other and examples of good work are shared.

Classrooms are organised to promote learning including seating, flexible groupings and using a variety of resources including ICT based resources.

Working Walls containing learning posters and learning displays assist children to learn and remember. Displays celebrate children's work.

Children's good work and behaviour is rewarded in our Celebration assemblies and parents are informed of their children's success in the weekly newsletter.

School Council are active in feeding back children's views. We regularly ask children for their views on teaching and learning, playtimes, health and safety issues and diversity in the community.

### **Learning Objectives**

Every lesson will have a clear Learning Objective which is explained to the children at the beginning of the lesson and then shared again at intervals through the lesson.

Children will be told the Success Criteria (i.e. what they need to achieve the Learning Objective and how they will know if they have done a good job). Success Criteria will be differentiated where appropriate to suit the needs of children of differing abilities.

## **Areas of Learning**

### **Creative**

Art and Design; Design and Technology; PE; Computing; Writing; Music  
Ballet; Plays; Productions; author visits; educational visits; dance club; choir; brass, Arts week

### **Aesthetic**

Displays; classroom/personal organisation; clear rules; presentation of work; uniform;  
reputation outside school; assemblies

### **Environmental**

Science; Geography; PSHE  
Gardening; surveys within grounds; aerial plans in Geography; residential and day educational visits; pond dipping; weather; tree studies; shelters; river studies; school council

### **Cultural**

RE; PSHE; History; Literacy; Music; Dance; Foreign Languages  
Links with St.Bedes, Friends of Cemetery: displays; role models; lunch time- special meals;  
French café at Open Evening, Black History Month, LGBT History Month.

## **Organising the School**

### **Curriculum**

Each teacher ensures that the curriculum is differentiated to meet the needs of the individual whilst at the same time meeting National requirements. The Curriculum Map shows overall coverage and progression through subject areas.

The timetable is flexible within the constraints of availability of the hall, ICT suite and art room. Teachers also organise their class timetable to make the best use of booster teachers. Literacy and Numeracy are taught daily. Talk for Writing techniques are used to support the teaching of writing. Each Guided Reading group is taught at least once a week. Talk for Maths and teaching methods based on Singapore Maths are used. Curricular targets for Reading, Writing and Mathematics are taught weekly through the year. This may be as a discrete part of a lesson e.g. at the beginning or end of a lesson, as an integral part of a lesson or as a separate lesson.

History, Geography, Art and Design and Design and Technology are taught in accordance with our Connected Curriculum scheme. We have separate schemes of work for Computing, E.Safety, PE, Music, PSHE and French (for Juniors). Pupils have two hours curriculum time PE a week. All schemes of work are available on our school intranet.

Subjects are blocked if necessary e.g. Health week.

### **ICT**

ICT is a major resource used across the curriculum. Every class has access to the computer suite at least once a week and access to a class set of tablets. Each class has a projector linked to a computer and an interactive whiteboard for use in any lesson and by the children. Teachers use these to support visual learning and enhance children's motivation. Teachers use a wide range of internet resources to enrich the curriculum.

### **Classroom Support**

Support is available in the form of Teaching Assistants, students, parent helpers and volunteers. TAs provide individual, small group and whole class support for children with special needs.

Booster groups are used to support different children and these are taught by teachers or TAs. The location of these staff is reviewed termly following analysis of school data.

### **Effective Classroom Management**

Children will be trained in the following skills

- To think for themselves.
- To provide peer support.
- To be self motivated.
- Independently follow instructions.
- Approach activities with an enquiring mind.
- Develop personal responsibility and self discipline.
- Select and use resources.
- Work collaboratively.
- To make decisions.

Teachers will

- Teach a balance of lessons from high to low input.
- Identify learning outcome and expectations.
- Provide a tidy, well organised attractive learning environment.
- Ensure displays are informative, interactive and stimulate further learning.
- Provide a range of appropriate, accessible and labelled resources.
- Prepare and organise materials for lessons and homework.

### **Beyond the Classroom**

School grounds are used for sport and games to promote physical fitness and a good attitude to exercise. Swimming instruction takes the form of a 2 week block of afternoons for 2 classes each year.

Out of Hours Sports Clubs include football, basketball, cricket, dance, gymnastics, tennis, multi-sports and fencing.

School Grounds are being constantly developed so they can be used to explore the outdoor environment. The rear of the school is used weekly for Forest School.

Purpose and Value of Educational visits

- Raise achievement by boosting self-esteem and motivation.
- Develop key skills.
- Develop social education and citizenship.
- Promote education for sustainable development.
- Promote health and fitness.

The curriculum is enriched by the following:

Visits

Redridge Outdoor Study Centre residential  
Blackwell Court residential  
Black Country Museum  
Roald Dahl Museum  
Harry Potter Studios  
Umberslade (or other) Farm  
Think Tank  
Botanical Gardens  
Birmingham Nature Centre  
Blakesley Hall  
Birmingham Museum and Art Gallery  
Sarehole Mill  
Weston-Super-Mare  
Warwick Castle  
Kenilworth Castle  
Places of worship

Visitors

Sports Coaches  
West Midlands Police, Ambulance and Fire Brigade  
King Edward mentors  
Childline  
Speech and Language Therapists  
Life Caravan  
Stardome and other science visitors  
A Life (fitness, diet and lifestyle)  
Loudmouth Theatre  
Themed week visitors  
Local Minister

School Nurse  
Severn Trent Water (Eco team)  
Enabling Enterprises  
West Midlands Quaker Education project  
ThinkQ (thinking skills)  
Authors/ storytellers

Parents are effectively and proactively engaged with their child’s learning. Activities include: Parent’s Evenings; Open Evenings; IEP reviews; Workshops; Termly outline of work; newsletters; homework and reading; formal and informal meetings with teachers/ head teacher; new Reception parent’s meetings; parent volunteers; Woodthorpe friends; parent governors.

**The Rights of Every Child**

Woodthorpe JI School uses the U.N. Convention of the Rights of the Child to ensure that every policy supports the improvement of life chances for children.

Signed: .....

Dated: 10 November 2016

Review: November 2019