

We welcome children of all faiths, backgrounds and beliefs into our inclusive community. We seek inspiration from the life and teaching of Jesus Christ to help our children achieve their full potential. We uphold the distinctive Christian ethos and values of the Heartwood academy when making all decisions and implementing policy and practice. We aim to provide a caring and stimulating environment which promotes a love of learning whilst seeking to inspire every pupil to become a well-motivated, independent and resourceful learner.

Heartwood Church of England Academy Trust

Hear⁺wood
Church of England Academy Trust



Teaching and Learning Policy

Policy Owner: Headteachers

Version no: 5

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Sign off signatory: Chair of LGC

WOODSIDE CHURCH OF ENGLAND PRIMARY SCHOOL

Teaching and Learning Policy January 2019

Core Principals

What has been learned is more important than what has been taught. How we learn and approach learning can affect our progress; we focus on a Growth mind-set by championing resourceful, resilience and perseverance.

At Woodside C of E Primary School we value all teaching and learning experiences which contribute to the development of the whole child. We strive to raise levels of attainment for all pupils enabling them to achieve their potential and to become confident and enquiring life-long learners.

The purposes of this policy are to:

- promote a shared understanding of what makes for effective teaching and learning;
- encourage children to take ownership of their learning using growth mind-set principles;
- ensure the progress of all children;
- provide an agreed basis on which to evaluate effectiveness in teaching and learning;
- identify opportunities for continuous professional development to enhance teaching and learning;
- create opportunities to share good practice.

Equal opportunities

In accordance with the school's Equal Opportunities Policy all children are given full access to the curriculum. Staff help all children to reach their full potential irrespective of race, gender, age or ability.

Good learning happens when teachers:

- promote a growth mind-set
- have good subject knowledge and understanding of subjects to be taught
- maintain good personal relationships with pupils - individuals need to feel valued to learn effectively
- plan effectively, with clear learning objectives and appropriate activities
- share models of good work and use these to generate success criteria

- use a range of question types
- plan a broad and balanced curriculum
- assess children's work to ensure progress and inform future teaching
- set challenging but realistic targets and give children opportunities to improve their work in lessons
- create success criteria to use during lessons
- use self or peer assessment
- use a variety of teaching styles
- embed ICT skills in all curricular subjects in addition to teaching it in 'isolation'
- differentiate the curriculum where appropriate
- utilise support staff and helpers effectively
- use a range of interactive strategies
- create a secure and stimulating learning environment incorporating the use of working walls where appropriate

Teachers are supported by:

- having a clear understanding of their role
- colleagues, mentors, line managers and the School Leadership Team
- evaluation and feedback on their teaching and children's work
- appropriate training and CPD Opportunities.

Children's Learning

Children enter school at different stages of development; they learn in different ways and make different rates of progress.

Learning is most effective when children:

- are motivated to work to the best of their abilities using the growth mind-set model
- understand what they are doing, know how well they have done and what they need to do to improve
- acquire new knowledge and skills through a practical 'hands on' approach rather than purely through didactic teaching approaches
- are given time and opportunities to develop ideas and increase their understanding by explaining and mastering topics
- work in a secure environment supported by Positive Behaviour Management

What has been learned is more important than what has been taught

Learning opportunities provided should include:

- investigation
- experimentation
- listening, talking, discussion
- observing
- asking questions
- role play
- use of imagination
- repetition and consolidation
- problem solving and reasoning
- promoting independent choice
- use of ICT

Learning styles should include:

- individual learning
- collaborative learning in pairs and groups
- one to one learning with an adult or peer
- opportunities for learning in different ways to meet the needs of pupils

Home-School Links

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sending information to parents at the start of each term in which we outline the themes or topics to be undertaken during that term as well as how parents can support learning at home.
- sending regular reports to parents in which we share the progress made by their child and indicate how he/she can improve further (Parents receive feedback during Parent's evenings, termly reports, the end of year, annual report and in line with our open-door policy, meetings with staff at the request of a parent or member of staff)

Parents also share responsibility for learning by:

- signing the home-school agreement
- ensuring their child has the best attendance possible
- equip their child for school with correct uniform and PE kit

- help their child to be healthy and fit to attend school
- promote a positive attitude to school and learning in general
- supporting children to complete homework and hand it in on time
- informing school if there are matters outside of school that are likely to affect a child's performance or behaviour at school

Resources

High quality resources are essential to assist children in their learning. Each classroom is equipped with a basic set of resources appropriate to the age range of the children ensuring equality of access. Each class teacher has access to a laptop for planning, preparation and assessment. Specialist resources are stored in central or curriculum area stores.

Evaluating effectiveness

Teaching and learning is monitored and evaluated through:

- planning
- assessment
- records and reports
- classroom observation
- children's work
- talking and listening to children
- formal and informal staff discussion (including pupil progress meetings)
- parent consultation
- data analysis
- performance management

This policy is to be read in conjunction with the following policies.

Special Educational Needs

Assessment and Marking

Equal Opportunities

Health and Safety

Behaviour and Discipline