



Woodford Green
Primary School

Learning and
Teaching
Policy

Rationale:

Learning and Teaching is at the heart of what we do at Woodford Green Primary. All teachers and adults working with children seek to shape the most meaningful educational experience possible and display the highest standards and expectations of the pupils in their care, striving every day to help the children to raise their attainment and increase the progress they make in their learning.

At Woodford Green Primary, we recognise that children learn best when:

- They are encouraged to form positive relationships with their teachers, peers and other members of the school community
- They have clear direction and are praised for all the good things that they do
- They are actively involved in their learning at an appropriate level to match their learning needs
- They are encouraged to become increasingly autonomous learners
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging
- They are working in an environment which is safe, caring, supportive and stimulating
- Their learning is well structured and delivered
- Their learning is effectively differentiated
- Their learning encompasses the values of Woodford Green in aiding the development as future effective citizens
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development

At Woodford Green Primary, we recognise that the most effective teachers:

- Form positive relationships with the children in their class and other members of the school community
- Plan lessons effectively which take children's prior learning and current assessment into account and incorporates opportunities for co-operative learning
- Insist on high expectations of learning and social behaviours
- Ensure that effective direction and support is given in order that the children make good progress
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding
- Apply a range of teaching approaches which appropriately match the children's learning styles in order to sustain their concentration, motivation and application
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Demonstrate effective lesson organisation

- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time
- Use resources effectively, including other adults, to support children's learning
- Use technology effectively in order to support children's learning
- Develop the range of reading skills required to access all the curriculum effectively
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding
- Are reflective regarding their professional practice and the overall provision that Woodford Green offers.

At Woodford Green, teachers use the following teaching sequence:

- Teach, practise and apply
- Teaching is modelling – this is how teachers impart knowledge, build on prior learning, question children to challenge them and encourage them to think
- Practising is trying it out, children show what they can do, they prove that they have learnt something, teachers formatively assess to judge children's depth of understanding
- Applying is embedding – children confidently use their new knowledge independently and show what they can do – this needs clearly communicated steps so that children know what they need to do next
- 18/12 rule – classroom organisation – at the start of lessons a maximum of 18 children will be engaging in activities that consolidate previous learning and encourage them to apply skills and knowledge independently, whereas 12 children are supported by the teacher and/or resources that model new learning.
- Resourcing and modelling is key to lessons and teachers ensure that these are age appropriate and the right level of challenge for different groups of children.
- Teachers mark children's work during the lesson and provide verbal feedback to children to help them move on during the lesson.
- Teachers model high standards of presentation and encourage children to always produce their best handwriting

The Curriculum:

Early Years Foundation Stage:

For children aged 3 – 5, we follow the Statutory Framework for the Early Years Foundation Stage. Teachers in the Foundation Stage base their practice on the Developmental Journal and use the techniques and practices suggested to teach and assess children.

Arrangement of the EYFS Curriculum:

The three areas called the **prime areas** are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Alongside these are the **specific areas**:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

At WGPS we believe these areas are all important and depend on each other to support a rounded approach to child development, but understand that in order to progress to the specific areas the achievement of the prime areas is of great importance – the skill set for readiness for education. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Planning

Good planning is the key to making children’s learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work in reception at WGPS are involved in this process. There are three stages of planning the curriculum:

Long Term Planning

We use the Statutory Framework, which gives structure and coherence to the curriculum. Topics are planned for each of the six half terms and the early learning goals and educational programmes are distributed over the terms, to determine broad and balanced coverage. Some early learning goals provide a focus for certain terms, particularly those relating to Understanding of the World.

Learning through play

“Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.”

“Early Years Foundation Stage”, Department for Education, 2014

At WGPS we do not make a distinction between work and play. We support children’s learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children’s learning through play, by getting involved in the play themselves.

The Learning Environment

“A rich and varied environment supports children’s learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.”

“Early Years Foundation Stage”, Department for Education, 2014

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. The learning environment is divided into a variety of different areas: role play, book corner, writing area, maths area, creative/malleable, sand/water, outside, construction, small world and puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. The children undertake activities which revolve around choosing and which offer independence and flexibility.

The Primary Curriculum for Key Stages 1 and 2:

For children aged 5 – 11, we follow the National Curriculum (Curriculum 2014) programme of study for all maintained schools in England. This curriculum details expectations in key stages 1 & 2.

A complete copy of the Primary curriculum can be downloaded from:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

How we plan for the teaching of the curriculum at Woodford Green:

English:

English is taught across the school using a novel focus. Each class will use a minimum of 6 texts per year. The majority of books are recommended by the CLPE Power of Reading website and teachers can use the suggested/recommended teaching activities from the website to support their planning.

Sequence of teaching:

Monday – Comprehension activities

Tuesday – Grammar: these could be related to the writing task set for later in the week or be discrete, stand - alone lessons

Wednesday – Short writing task with a clear model; shared writing leading to independent longer task

Thursday – Long writing task which is largely independent

Friday – Comprehension activities including explicit teaching of comprehension skills

Phonics:

Phonics is planned using the Letters and Sounds programme. Reception teachers use the medium term outline to plan daily phonics lessons. In Year 1, the same programme is used to plan daily phonics lessons and where necessary, phonics is also taught in Year 2. Teachers in Key Stage 1 regularly assess the children's phonic knowledge (half termly).

Maths:

Class teachers use the school's medium term plans taken from the National Curriculum to plan their weekly and daily Maths lessons. They follow the school's curriculum map which sets out which strands and aspects are to be taught termly. Maths is taught 5 days a week for at least an hour, across the key stages. Teachers adhere to the school's calculation policy when planning to teach children the formal methods of calculation.

Science:

Class teachers use the school's medium term plans taken from the National Curriculum to plan their weekly Science lessons. Teachers follow the school's curriculum map which sets out the units of Science to be taught in each term. Science is taught for two hours every week across the key stages.

Computing:

Computing is taught across the school by class teachers and, at times, by the PPA teacher. Teachers use the school's medium term plans taken from the National Curriculum. They follow the curriculum map which sets out which units are to be taught in which term. Lessons are delivered in the IT suite. Computing is taught for one hour per week across the key stages.

PE:

Each class receives two PE lessons per week; including swimming in some year groups taught by the class teacher or PPA teacher. One of these is supported by the Sports Coach. The Sports Coach plans these lessons using the National Curriculum and sets out which strands are taught in which term.

Foundation Curriculum (History, Geography); including Art and DT:

Each class studies the Foundation Curriculum (set within the national curriculum) through their termly topic. This is arranged as a learning question which children explore through: lessons, art and design projects (incl. homework), educational visits, brought in professional visits and workshops. Where possible this is linked to their Power of Reading text so children have the opportunity to apply their knowledge and skills across the curriculum.