



Teaching & Learning Policy  
September 2016

**Aims:**

At Woodnook School we undertake to:

Raise levels of attainment for all pupils, enabling them to achieve their personal best.

Develop confident, disciplined and enquiring learners, able to make informed choices.

Foster a love of learning.

Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.

Facilitate considerate and positive relationships between all members of the school community.

Ensure equal opportunities in relation to gender, race, class, special needs and belief.

Value and respect all cultures.

Provide a safe and happy work place.

Promote a thoughtful attitude towards the immediate and wider environment.

**Ethos:**

The philosophy and ethos of the school must underpin the aims of the teaching and learning policy. Teachers should provide a broad and balanced curriculum, that will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff should contribute to the development of this ethos by:

- Providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, that should be underpinned by the school's behaviour policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to National Curriculum 2014 and Early Years Foundation Stage.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Managing support staff and other adults effectively.

## **Equal Opportunities:**

In accordance with the school's Equal Opportunities Policy (see school policies folder), all children at Woodnook School must be given full access to the National Curriculum. Staff should endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

## **Curriculum Planning:**

The curriculum should be delivered as topic work throughout the term, or as individual blocks of study. Work should be planned using the agreed planning sheets. Teachers should follow the creative curriculum jigsaws to ensure that programmes of study are effectively covered.

School follows the National Curriculum 2014, the Early Years Foundation Stage framework, the Lancashire P.E. Curriculum and the Lancashire Agreed Syllabus for R.E. The curriculum is based upon the Lancashire suggested units of work for Years 1 to 6. Teachers should adapt the units to meet the needs and interests of the children. Explicit cross curricular links should be made to allow overlearning and provide opportunities to develop and apply skills. Teachers should complete plans weekly using the Woodnook agreed format. These plans should be readily available at all times.

We are committed to raising standards of Basic Skills at Woodnook School. By Basic Skills, we mean the ability to read, write, speak, use mathematical and computer skills competently so that our children are able to transfer successfully to Secondary school and continue to progress and become effective members of society.

Teachers should encourage pupils to work within given time scales, and should facilitate the effective use of time by:

- Providing appropriate resources
- Planning extension activities that can be carried out by individuals or groups of pupils.
- Maintaining pace through mini-plenaries/ pit stops/ time warnings/ explicit expectations.

## **Differentiation:**

Teachers should differentiate the curriculum by:

- Task
- Outcome
- Teacher/adult support

Differentiated tasks should be detailed in weekly planning. Outcomes linked to the learning objectives should be specified for all differentiated teaching. Reference should be made in weekly plans to Individual Education Plans.

## **Policy to practice:**

### **Key Learning Processes:**

- Talking
- Listening
- Reading
- Writing and Recording
- Thinking (including Problem Solving, Reasoning and Exploring)

### **Talking:**

Oracy precedes, accompanies and supports the curriculum and should be an integral part of each pupils learning experiences/opportunities.

All pupils should have opportunities to talk (in both English and Mother Tongue) in pairs, small groups and whole class situations. Teachers should not do all the talking and children should be encouraged to talk in meaningful, clear and grammatical sentences.

Talk can take the form of:

- Recalling - what do we already know? What have we learnt?
- Discussing - what happens if? What do you think of? How would you do?
- Presenting - findings or information orally to the class.
- Evaluating - was this successful or not? What were the advantages/disadvantages?

**N.B. Talk can be a finished product as well as a process of learning. A talk, presentation or recorded discussion can demonstrate what a pupil knows and can do as effectively as a piece of written work.**

### **Listening:**

In listening information is processed by the conscious brain and is remembered; when we simply hear, information is discarded if not seen as relevant. We need pupils to listen actively but must remember that only 34% of all people have an auditory learning preference. We must therefore ensure that we develop strategies that retain and develop the attention of those pupils whose preference may be visual or kinaesthetic. Some strategies that can be used to keep children on task and promote good listening skills are as follows:

- Don't require pupils to listen actively for too long (usual recommendation is chronological age plus 1 minute).
- Use props, voice changes, music, role play, personal stories, questioning.
- Don't always have children sitting on the carpet/at desks - build in opportunities for pupil's to explore other areas of the classroom/school building eg: library.

- Pose a question at the beginning of the lesson and tell children that they must listen for clues within the introduction/plenary in order to find the answer.
- Provide opportunities for children to demonstrate that they have listened eg: opportunities to provide details of the ideas of others/ explain task instructions.

### Reading:

Children should be provided with a solid grounding in phonic knowledge.

Opportunities for reading should be provided across the curriculum in a variety of situations.

Do not, particularly at Key Stage 2, allow weak readers to avoid reading situations. They must be encouraged and supported by the use of differentiated resources, individual/ group support, ICT activities etc.

Most of our Key Stage 2 pupils are able to cope with reading at a 'decoding level' and can interpret text at a literal level. **All pupils need, however to be able to learn from what they read.** We therefore must teach children how to interpret text and extract meaning beyond the literal.

It is crucial that children see the explicit link between reading and writing.

Children should be taught that it is good practice to 'steal' vocabulary and structure/ organisation to enhance their own writing.

### Writing and Recording:

Whatever kind of writing is required teachers need to:

- Model/teach/scaffold and revise the required form before assigning the task.
- Teach, display and refer to the vocabulary required to complete the task.
- Have dictionaries /thesaurus' etc readily available and encourage children to use them.
- Ensure that writing / mark making equipment is always available.
- Have good models of various types of writing prominently displayed and refer to them appropriately as and when required.
- Ensure that pupils writing/ recording is displayed to highlight the expected/ required quality of presentation.
- Ensure that there is a good mix of writing displayed within the classroom both handwritten and computer generated.
- Model through marking and teaching quality cursive writing which adheres to the agreed 'Woodhook style'.

### Thinking (including Problem Solving, Reasoning and Exploring)

- Teachers should ask open ended questions and expect children to explain their answers clearly.
- Adequate time should be provided for the children to process their thought before being expected to supply an answer.
- A variety of opportunities should be provided for children to share and explain their thoughts and opinions.
- Provision should be made to allow children to question one another and explore their ideas in a concrete and abstract way.

(See Appendix 1)

### **Strategies to support children's learning:**

- At the beginning of every lesson give the overview, display the teaching and learning objective, refer to it and agree the success criteria to support expectation and independence. During and at the end of the lesson children are verbally expected to self-assess against the agreed criteria. . N.B. remember many of our children need to 'over-learn' tables, phonics, spellings, number bonds etc through activities such as daily number fun and letters and sounds in order to achieve success.
- Have high expectations of pupils. (Consider the more able pupils first to ensure appropriate challenge). Your expectations will shape children's performance therefore you must ensure that lessons will be challenging but that you are confident that the objectives are achievable.
- Ensure that lessons are high challenge but low stress. Classrooms need to be safe havens for learning where pupils are free from the threat of intimidation or being 'put down'. ( Appropriate consideration must be given to teaching groups and class arrangement to maximise achievement).
- Create opportunities for all pupils to experience success and reinforce that success through positive immediate feedback. Catch them being good, catch them being successful and let them know it.
- Reinforce the information that you provide visually, auditory and kinaesthetically so that all pupils are able to access it using their preferred learning style.
- Encourage prompt and regular developmental feedback. Check for understanding regularly. Encourage pupils to discuss their work with each other. Make tasks relevant and appropriate.
- During every lesson ensure that time is given to recapping and talking about 'what we have learned today'. Make quite sure that the children are aware of what they have achieved/understood during the lesson.

- Marking should be used as a tool for further development. Comments made should be used to highlight achievement and the next steps required. Children must be provided with the opportunity to respond to marking comments and teachers must refer back to and acknowledge comments that have been followed up and challenge pupils who have failed to take action.
- (see Marking Policy 2016)
- Children in EYFS must have free flowing access to Continuous Provision both inside and outside. Continuous provision should be wide and varied and enhanced on a weekly basis based on the needs of children. Learning environments both indoors and outdoors must be safe and organised. Surfaces at child level height should be free from adult resources, clean and free from clutter. Independence and ownership should be developed through the use of appropriate visual cues eg; icons/ photographs. All children must have access to quiet learning zones.

### **Behaviour for Learning**

Teachers should make explicit reference to behaviour for learning. They should ensure that the children understand the 4R's at an age appropriate level and are able to identify when they or their peers are using them appropriately.

### **Groupwork:**

Groupwork makes a significant contribution to children's learning in that it encourages collaboration and sharing of ideas and information it involves children in the learning process of discussion, thinking, talking and listening. Oracy precedes, accompanies and supports learning. All children need to talk about their learning in order to encourage reflective thinking and co-operation.

Teachers must determine how pupils are grouped and for what purpose. Group work is definitely not pupils sitting together and undertaking individual activities. Group work is designed to promote oracy and collaborative learning and therefore it needs:

- Ground rules and practise
- Careful attention to classroom layout and resources
- Deliberate and changing construction of the groups (which is regularly monitored by the class teacher/ curriculum co-ordinator/ SMT)
- Rewards for the process and product of group work
- Assessment and feedback to pupils and opportunities for them to evaluate the process

### **Classroom Management and Organisation:**

#### **Management:**

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, gender, interest etc)
- One to one teaching
- Conferencing
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment should be planned for, including large resources for instance the pod, role play screens in addition to designated rooms (ICT suite etc) and the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Learning support assistants, learning support teachers and external agencies will be employed to support children with specific needs and Special Educational Needs, as outlined on their Individual Education Plans.

### **Behaviour Management:**

A class charter should be agreed at the start of each academic year based loosely upon the Woodnook agreed rules.

(See school Behaviour Policy).

### **Organisation:**

Each classroom should be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

### **Record-keeping and assessment:**

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy.

### **Screening:**

- PIVATs to be used as appropriate in consultation with the SENCO.
- Foundation profile assessments ongoing throughout the year.
- Year Two pupils will be screened for Mathematics and English using the Key Stage 1 Statutory Assessment Tests.
- Year Three, Four and Five children will be take the testbase papers in English and Maths during the summer term.

- Year Six children will be screened for Mathematics and English using the Key Stage 2 Statutory Assessment Tests.
- Half termly teacher assessments
- Half termly pupil progress meetings
- Phonic trackers
- Lancashire Tracker

All results from these assessments will be analysed and used to inform future planning and monitor children's progress.

**N.B. See assessment policy for further details.**

### **Monitoring and evaluation:**

Pupils work will be monitored and moderated regularly in each of the core curriculum areas by the Curriculum Co-ordinator, Assistant Headteacher, Deputy Headteacher or Head Teacher. A termly review of this monitoring will be held and individual targets in maths and English agreed with the teacher.

Curriculum Co-ordinators will regularly monitor children's books.

The Head Teacher, Deputy Headteacher, Assistant Headteacher, or Curriculum Co-ordinators will observe each class teacher in a specified curriculum area at least once per term. SMT/ Co-ordinators will facilitate discussions with pupils in order to monitor learning and engagement.

### **Teaching Strategies:**

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Home visits will be arranged, if needed to develop relationships between parent, child and staff.
- Provision of an integrated curriculum using both inside and outside facilities.
- The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression between Foundation, Key Stage 1 and Key Stage 2.
- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Conferencing
- Listening
- Brainstorming
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement

- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Providing all children with opportunities for success

Teachers should use a range of strategies in any one session.

### **Resources:**

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the appropriate Curriculum Co-ordinator.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Safeguarding and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

### **Learning Processes:**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At Woodnook School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

### **Learning Styles:**

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning

### **Role of the Head Teacher and Governing Body**

Senior leaders and governors are responsible for school effectiveness and efficiency.

They should:

- drive improvements to teaching and learning;
- monitor the effectiveness of teaching and learning strategies in raising pupil attainment;
- ensure that staff development and appraisal policies promote good quality teaching;
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations.

### **Role of Parents/Guardians**

We believe that parents have a fundamental role to play in helping children to learn.

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending Parent's Evenings and other meetings/assemblies.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school appropriately dressed and brings P.E. kit as required.
- Agreeing to the Home/School contract concerning their child's behaviour.
- Agreeing to, and supporting, the child with any homework.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.
- Ensuring that they provide a positive role model particularly whilst on school premises.

### **Community Role:**

The community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events, specialist outings, and clubs.
- Presenting themselves as positive role models to be emulated.
- Supporting school events
- Voluntarily helping in the classroom.

### **The School's Role:**

In relation to each of the above areas the school will reciprocate by:

- Providing regular updates through termly newsletters and information regarding their child's targets.
- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Setting up curriculum meetings.
- Giving parents/carers reasonable/appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

### **Review**

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Reviewed: September 2016

## Appendix 1

### Useful Prompts and questions

#### Knowledge

What happened after...?; How many...?; Who was it that...? Can you name the...?; Describe what happened at...?; Who spoke to...? Can you tell why...?; Find the meaning of...?; What is...?; Which is true or false...?

#### Comprehension

Can you write in your own words...?; Can you write a brief outline...? What do you think could have happened next...?; Who do you think...? What was the main idea...?; Who was the key character...? Can you distinguish between...?; What differences exist between...? Can you provide an example of what you mean...?; Can you provide a definition for...?

#### Application

Do you know another instance where...?; Could this have happened in...? Can you group by characteristics such as...?; What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...?; From the information given, can you develop a set of instructions about...?; Would this information be useful if you had a ...?

#### Analysis

Which events could have happened...?; If ... happened, what might the ending have been? How was this similar to...?; What was the underlying theme of...? What do you see as other possible outcomes?; Why did ... changes occur? Can you compare you're ... with that presented in...? Can you explain what must have happened when...? How is ... similar to...?; What are some of the problems of...? Can you distinguish between...?; What were some of the motives behind...? What was the turning point in the game?; What was the problem with...?

#### Synthesis

Can you design a ... to...?; Why not compose a song about...? Can you see a possible solution to...?; If you had access to all resources how would you deal with...?; Why don't you devise your own way to deal with...? What would happen if...?; How many ways can you...? Can you create new and unusual uses for...? Can you develop a proposal which would..

Can you write a new recipe for a tasty dish?

#### Evaluation

Is there a better solution to...?; Judge the value of...; Can you defend your position about...? Do you think ... is a good or a bad thing?; How would you have handled...? What changes to ... would you recommend?; Do you believe?; Are you a ... person? How would you feel if...?; How effective are...?; What do you think about