



Woodgate Primary School



Teaching and Learning Policy

Policy Reviewed by Mrs D Colley and Mr Bradley - March 2020
Policy due for review - March 2022.

Teaching and Learning Policy Statement.

Introduction

This policy document will provide a clear statement of the principles and practice of teaching and learning at Woodgate Primary School. The policy provides a framework that will enable all staff to be confident in developing their own practice and will ensure that we are consistent in our expectations of teaching and learning standards.

We aim for an agreed, consistent approach to an understanding of teaching and learning, but NOT a uniform one – we wish to value the strengths, talents and individualities of all staff that work with our pupils.

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum for all pupils
- To promote a wide range of enrichment experiences which enable children to make connections between different areas of learning
- To promote positive attitudes, a moral understanding, a tolerance and an appreciation of differences
- To promote good behaviour based around courtesy and respect for all
- To develop the learning powers of hard work and perseverance (Resilient Rhino), planning and checking (Thinking Turtle), curiosity and imagination (Curious Cat), and collaboration (Busy Bee).

Expectations

We expect all pupils to follow the 5 school rules at all times.

- Keep hands, feet and other objects to yourself
- Follow instructions straight away
- Walk sensibly and quietly around school
- Work and talk quietly without wasting time
- Call everyone by their own name

In teaching we expect:

- Staff to have high expectations of themselves and of their pupils
- Staff to teach a cursive handwriting style and introduce joins as soon as the pupil is able
- Staff to have a sound knowledge of phonics throughout the school and teach phonics to pupils until they have met the expected standard
- Pupils to make rapid and sustained progress in lessons
- Staff to systematically check understanding and intervene when needed

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- Teachers will have good subject knowledge and appropriate skills including the ability to impart knowledge clearly
- Staff to plan lessons based on prior learning and previous assessment groups
- Staff to provide timely marking and constructive feedback to pupils that assists in next steps
- Staff to plan appropriately for all groups of pupils
- Staff to provide appropriate resources/scaffolds to enable access to learning for all pupils and challenges the more able
- Staff to share a clear learning objective which is explained to the pupils
- Staff to have consistently high expectations about presentation, quantity and quality of pupil work and that under-performance is challenged
- Incorrect responses are challenged in a secure and supportive environment that encourages pupils to take risks
- Teaching Assistants to be fully involved and active in all aspects of lessons
- Staff to be valued and supported by senior leaders and subject leaders
- Inclusive teaching approaches so that all pupils have equal access to the curriculum and wider school activities

We aim for teaching to be of a high standard at all times and the school is committed to a continuing professional development programme that offers relevant quality training to all adults that work there. If training cannot be delivered internally then outside support is sought.

Staff at Woodgate work hard to foster positive working relationships with the pupils to ensure that they are working in an emotionally supportive environment. This includes the provision of the WRAP (Woodgate Recovery and Positivity) room where pupils with significant needs can go to repair and recover and be supported to return to learning as soon as possible.

In learning we expect:

- Pupils to be supported to feel safe, secure and valued in their learning environment
- Pupils to provide a high level of engagement, commitment and cooperation within lessons
- Pupils to have the opportunities to work independently and collaboratively
- Pupils to respond well to staff and allow lessons to proceed without interruptions
- Pupils to understand what they are expected to do and what the final outcome should be
- Pupils to have high expectations of themselves
- Pupils to be confident enough to ask questions about their learning
- Pupils to persevere when learning is challenging or mistakes are made
- Pupils are engaged in a variety of tasks including investigative activities that encourage enquiry and problem solving
- Pupils are encouraged to reflect and plan ahead, building on their strengths and learning from their mistakes
- Pupils are encouraged to see their learning as relevant to their everyday lives and futures
- That efforts are praised and achievements are rewarded
- That barriers to learning are acknowledged, managed and removed if possible, including poor behaviour that becomes a barrier to the learning of themselves and others

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We acknowledge that the school does not operate in isolation and other factors can and do impact on the quality of teaching and learning at Woodgate. In particular we recognise the need for, and the value of, positive relationships with parents and carers. We actively seek to involve parents and carers in their child's education and try to support them to ensure that the children have:

- Good nutrition and hydration
- Good attendance and punctuality
- Tolerance and acceptance of others
- Opportunities to participate in a range of activities/clubs before, during or after school
- Visitors and specialists in school to enhance learning
- Activities which involve parents directly in their child's learning through INSPIRE workshops, open afternoons and drop in sessions
- Opportunities for physical development including regular P.E. lessons
- Enriched life experiences through the provision of visits out and visitors into school
- The ability to form lasting friendships

The Learning Environment

The environment in which we live impacts on how we perceive ourselves, others and the world around us. The learning environment is a tool that can be used effectively to further enhance teaching and learning.

At Woodgate we are currently on a rolling programme of modernisation and repair to the building in order to create a stimulating environment for staff and pupils to work in.

Our site is large and lush and has plenty of greenery as well as playground space. We also have a pond area and a golf course, both of which are used to support the curriculum. All playgrounds have equipment to support gross motor development, giving opportunities for climbing, jumping etc.

Inside the building, we have space and additional rooms and areas where small group, focussed teaching takes place.

It is the responsibility of all staff to ensure that their classroom/working environment is light and airy and stimulating. Resources should be tidy, well organised and easily accessible to encourage independent learning.

There is an agreed environmental checklist that sets out a consistent standard and provision for all rooms. This is monitored by senior leaders each term.

Classroom walls and corridors provide space for displaying pupils' work or supporting the curriculum.

Displays should:

- Be interactive
- Be interesting
- Be language-rich
- Be thought provoking
- Support pupil learning
- Provide prompts
- Be regularly changed in line with school policy
- Value and celebrate pupils' work
- Reflect what is being or has recently been taught

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