



## **Woodland View Junior School**

### Teaching and Learning Policy

Agreed by Governing Body: Summer 2020

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Signed by:

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Date: 7/7/20

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# **WOODLAND VIEW JUNIOR SCHOOL TEACHING AND LEARNING POLICY**

*AWAKENING TALENTS, DEVELOPING STRENGTHS*

## **WHAT IS THE PURPOSE OF THIS POLICY?**

This policy promotes best practice and establishes consistency in teaching and learning across the whole school. It aims to ensure that all children are provided with varied learning experiences that lead to a consistently high level of pupil attitude and achievement.

## **WHAT DO WISH FOR OUR LEARNERS?**

At Woodland View Junior School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. We believe that children learn best in different ways. At our school we aim to provide a rich and varied learning experiences that allow children to develop their skills and abilities to their full potential. Through our teaching we aim to equip children with the independent skills, knowledge and understanding necessary to be able to make reliable and informed choices about the important things in their lives. We aim to 'Awaken Talents and Develop Strengths' to allow our pupils to succeed in their expectations to be well-rounded, determined individuals. These relevant teaching and learning experiences help children on their journey towards positive and rewarding futures. We work with parents, families and the local and wider community to ignite children's curiosity, perseverance and to encourage a love for learning. We aim to support and engage all learners to become caring, responsible, active citizens prepared for the challenges of tomorrow. Our main aims are summarised below:

## **What are the aims of our school?**

- To provide a nurturing, happy, fun and creative environment where everyone can grow as an individual, enjoy coming to school and make a positive contribution to the global community.
- To value parents and families as learning partners.
- To promote a caring, responsible and enthusiastic attitude to learning that will last a lifetime.
- To develop confidence, self-esteem, independence, and resilience giving children the skills to cope with life.
- To encourage self-discipline based on the understanding of right and wrong and the recognition of the needs of others within the community.
- To have the highest expectations in everything we do and encourage everyone to reach their full potential.
- To foster appropriate tolerance, respect of difference and of each other whilst promoting a sense of community through the celebration of our school's diversity.

## What is Values Education?

A values-based school seeks to promote an educational philosophy based on valuing self, others and the environment through the consideration of an ethical values vocabulary (principles that guide behaviour), as the basis of good educational practice. It encourages adults to model values and to give time for reflective practices that empowers individuals to be effective learners and good citizens.

## Our learning values are based on the acronym 'Respect'.

### Respect

**R**esilience  
**E**ngage  
**S**upportive  
**P**ride  
**E**mpathy  
**C**ollaboration  
**T**rust

We base our values on RESPECT in which the children have defined.

#### **R = Resilience**

Keep going and never give up, showing determination and strength

#### **E = Engagement**

Being focused and taking part, being involved

#### **S = Supportive**

Being helpful to one another

#### **P = Pride**

Believe in yourself and to be proud of your achievements

#### **E = Empathy**

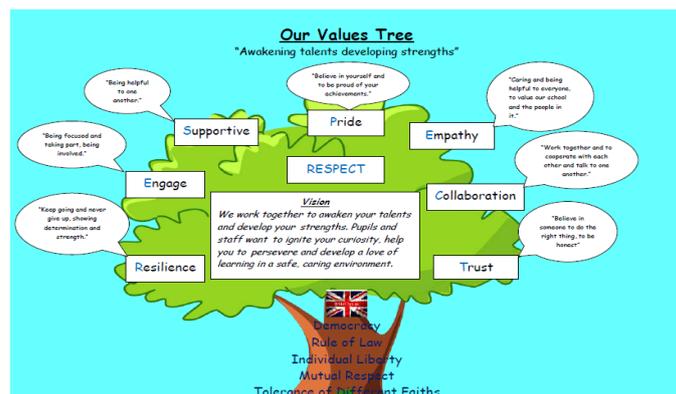
Caring and being helpful to everyone, to value our school and the people in it

#### **C = Collaboration**

Work together and to cooperate with each other and talk to one another

#### **T = Trust**

Believe in someone to do the right thing, to be honest



Our values tree is very important to us. At the beginning of each term the children are introduced to a new value based on RESPECT. This word is then explained to the children and it is taught for that term.

All classrooms display our values to allow children to identify with the words and have a clear understanding of what they mean. These words form the basis of many RSE lessons.

Once a week, our assembly based on 'Big Picture News' celebrates latest news stories related to the British values.

### **WHAT OPPORTUNITIES DO WE OFFER FOR LEARNING?**

We encourage children to take responsibility for their own learning. To be involved as far as possible in reviewing the way they learn, how they learn, what helps them learn and what makes it difficult for them to learn.

We offer a wide range of resources, including those available on interactive whiteboards are available.

We recognise children learn in different ways and therefore plan and deliver a multi- sensory, differentiated approach to engage all learners often using auditory, kinaesthetic and visual stimuli. We recognise multiple intelligences and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding.

We offer opportunities for children to learn in different ways.

These include:

- Investigation and problem solving;
- Research and finding out;
- Group work & pair work (talk-partners);
- Independent work;
- Whole-class work;
- Asking and answering questions;
- Use of technology (including Interactive Whiteboards);
- Fieldwork, outdoor learning and visits to places of educational interest;
- Creative activities;
- Watching different media and responding to musical or recorded material;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.

## **WHAT DO WE EXPECT FROM OUR CLASSROOM STAFF?**

Effective teaching is when teachers challenge and inspire pupils, expecting the most of them. Effective teachers have good subject knowledge and are technically competent in teaching a range of skills.

The best teachers will use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.

Lessons are planned with clear learning objectives that pupils understand. We take these objectives from the National Curriculum. Our planning contains information about the tasks to be set, the resources needed, differentiation and use of support staff.

At Woodland View Junior School, we base our teaching on our knowledge of the children's level of attainment. We often make links to previous lessons so that past learning is extended and built upon. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability providing tasks that children can use to **support \***, **build confidence \*\*** or **extend learning \*\*\***. Often the children are involved in choosing the task that would fit their need for the lesson.



When planning work for children with special educational needs we give due regard to information and targets contained in the children's Assess, Plan, Review Sheets. Teachers will assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties. We identify barriers to learning and put strategies in place to overcome them. We have high expectations of all children, and we believe that their work should always be of the highest possible standard. Lessons are reviewed so that teachers can modify and improve teaching in the future.

Teachers use time, support staff and other resources effectively. We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our teaching assistants also assist with the preparation and storage of classroom equipment. On occasion, Teaching Assistants will work with another teaching assistant (one of whom will have cover supervisor training) teach whole classes.

We value dialogue with pupils about their progress and their next steps for progress. In line with our feedback and learning policy, pupils are given regular feedback about their work both in terms of teacher marking and oral feedback. Next steps for learning are shared with pupils during lessons, at parent's evenings or as part of the reporting process. Teachers use a variety of formats with the pupils to review their progress. For example, A star and a Wish, Boarding and Landing Cards, Success Criteria Grids/Boxes.

All teachers reflect on their personal strengths and weaknesses and are encouraged to be proactive to plan their own professional development needs accordingly relating to performance management targets and the SIDP. The school has systematic procedures for identifying strengths and weaknesses in teaching and provides opportunities for teachers and support staff to continually improve their practice.

### **HOW DOES THE CONDUCT OF THE SCHOOL COMMUNITY SUPPORT OUR LEARNING ENVIRONMENT?**

At Woodland View, our whole school community is aware of our core principle of 'Ready, Respectful and safe' which underpins classroom management. Classes establish their own rules based on the core principle of 'Ready, Respectful and Safe'. In line with our school behaviour policy, our adults are responsible for setting the tone and context for positive behaviour within the classroom and beyond. Adults develop positive relationships with pupils which may include basic manners such as greeting pupils in the morning. It is assumed that all children begin the day with a green card - "It's good to be green." In line with the school behaviour flow chart, most pupils make the right choices and would remain with a green card for the whole day. Classroom teacher offer rewards for these pupils. Systems are in place with sanctions if Pupil behaviour is not in line with 'Ready, Respectful, Safe'. (Please see the Appendix 2 of the behaviour policy).

We conduct all our teaching in an atmosphere of trust and respect for all. Clear routines are established along with modelling expectations for behaviour and conduct. Adults have a plan to deal with low level disruption and encourage positive reinforcement. Each day is concluded positively and each new day is started afresh.

We ensure that all tasks and activities that the children do are safe. Regular risk assessments are carried out. When we plan to take children out of school, we follow the NCC Guidelines for School visits. We use the Evolve system to ensure we do this consistently tailoring risk assessments for each individual trip and pupil cohort.

### **HOW DOES THE PHYSICAL LEARNING ENVIRONMENT SUPPORT THE CHILD?**

At Woodland View Junior School we believe that good teaching is when the staff develop and maintain safe, secure and supportive learning environments. We work hard to ensure our classrooms are welcoming and purposeful learning environments that reflect the learning journey. We change working walls as necessary to ensure that the classroom reflects the learning content of the lessons and the progress made. Working walls are used to develop children's learning by providing expectation through models and support.

Consideration is given to space in the classrooms to ensure that furniture is arranged to facilitate different types of learning and the needs of individual pupils. All resources are accessible to pupils to encourage independence as well as being appropriate and in good working order. Communal areas within the School environment such as the playground contribute to the academic, social and emotional development of children and therefore receive due consideration and are developed accordingly. All staff take time to consider both the classroom and learning environments in terms of their safety. Staff and pupils are expected to be punctual to make the most of the learning time available. Our expectation is that the classroom will be tidy to promote a calm, productive learning environment.

### **HOW WILL WE ENSURE THAT LEARNING IS INCLUSIVE FOR CHILDREN REQUIRING SPECIAL PROVISION?**

Through this policy we aim to ensure that children learn effectively. The characteristics of effective learning are when pupils make good progress, respond well to challenging tasks and adjust well to working in different contexts. To be effective learners children need to work in a sustained manner with commitment and enjoyment, be confident in raising questions and have perseverance when answers are not readily available. Also, children need to be able to select appropriate methods, organise the resources they need effectively and then be able to evaluate their own work. When appropriate, they also need to help each other.

In acquiring these characteristics, we acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We support the notion that there should be equality of opportunity in education, where everyone has fair and equal access to a good quality education regardless of social background, race, gender or religion, and where people achieve success in education according to their efforts and ability, free of any form of discrimination.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of SEND, more able pupils, and children who have EAL when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, his/her teacher consults with the school's special needs co-ordinator who will make an assessment of this need. In most instances, by differentiating the curriculum and with quality first teaching, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. The class teacher may well implement an Assess, Plan, Do, Review schedule as well as start a one pupil profile page. This allows the adults working with the child to set specific targets based on the child's need so that we can review and monitor the progress of each child at regular intervals. After several Assess, Plan Review cycles, classroom support in this manner may continue. However, if the child's needs are more severe, we may then decide to seek advice and support from specialist staff and work with the family to submit an application for an Education Health and Care Plan. We involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs either through specialist resources, support from special need assistants or a modified curriculum.

(For more information see the school's SEN Information Report)

A small number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. These children have skills and knowledge about language similar to monolingual English-speaking children and their ability to participate in the full curriculum may be in advance of their communicative skills in English. We ensure as full access as possible to the curriculum and to assessment by:

- Using accessible texts and materials that suit children's ages and levels of learning;
- Providing support through technology, video or audio materials and dictionaries;
- Integrating the home or first language where appropriate.

Within our school we recognise that we have children who could be deemed more able in a particular subject (or subjects) and are seen to be working 'At Greater Depth' (GDS) Lesson content must be adapted to allow for these pupils to be challenged by providing a deeper learning experience with extension and enrichment to allow these pupils to make progress at their level.

In terms of provision for more able pupils, we give all children the opportunity to show what they know, understand and can do, and we achieve this by providing:

- A common activity that allows the children to respond at their own level;
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- The opportunity for children to progress through their work at their own rate of learning;

### **WHAT DOES OUR CURRICULUM LOOK LIKE?**

The curriculum is all the planned activities that we organise in order to promote learning as well as personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential within the 'Rights Respecting' ethos and framework.

The aims of our school curriculum are related to the learning skills that we wish to develop:

- To enable all children to learn and develop their skills to the best of their ability;
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To create independent learners with the skills to enable them to be successful learners.
- To enable children to be creative and to develop their own thinking; to teach children about their developing world, including how their environment and society have changed over time
- To enable children to be positive citizens in society;
- To fulfil all the requirements of the National Curriculum and the Syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

As a school, we plan our curriculum on a two year cycle due to having some mixed-aged classes. The upper and lower school provide a curriculum map each term outlining the learning themes for the term. The curriculum map is made up of specific themes / units of work for each subject based on the programmes of study in the National Curriculum. Where possible, we make strong cross curricular links to ensure a broader understanding.

Within our medium-term plans, we consider the previous learning of the pupils and for the foundation subjects the pupils are given a pre and post assessment as evidence of the learning that has taken place. The focus and theme of the units is clear along with any key assessment questions and vocabulary that is pertinent to the children's learning. Often, units of work are presented with opportunities to research areas that the children find particularly interesting. Following lessons, teachers make use of their daily planners to make personal notes to inform current and future planning.

### **HOW IS CHILDREN'S PROGRESS ASSESSED AND MONITORED?**

We believe that effective assessment provides information to improve teaching and learning.

Formative assessment for learning is embedded throughout our curriculum on a day to day basis during teaching and learning and allows the teaching staff to work closely with the pupils to assess attainment and plan for the next steps in learning.

Summative assessment provides teaching staff with assessment of learning and summarises what a pupil has achieved at the end of a period of time, relevant to learning aims built around national standards. It summarises attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders.

<b>Formative</b> (assessment <b>FOR</b> learning)	<b>Summative</b> (assessment <b>OF</b> learning)
<p><b>Diagnostic pre-lesson preparation:</b> Using experience from previously teaching the lesson along with a knowledge of pupil's prior learning, planning is adapted to ensure that the lesson content is appropriate to provide enough support, consolidation and challenge dependent on pupil need.</p>	<p><b>Non-statutory tasks and tests:</b> These can include those that are published tests and ones that we make ourselves. We administer them when appropriate but always at the end of the academic year. This enables us to keep track of children's progress and to set targets for improvement.</p>
<p><b>Clear objectives and key assessment questions:</b> Matched to learning content. Often pupils are assessed on understanding at the end of the lesson using a variety of methods.</p>	<p><b>Statutory tasks and tests:</b> These are externally produced and are taken at the end of the Key Stage 2 (Year 6). They enable us to compare pupils' and the school's performance against local and national benchmarks. We use this information to set targets for improvement. Year 4 children also take part in an online multiplication times tables check.</p>
<p><b>Self-Assessment:</b> Pupils judge their own progress, typically at the end of a lesson or a unit of work. This can be done in a variety of ways such as boarding and landing cards, three stars and a wish, traffic light systems, post-it notes, thumbs up, KWL.</p>	<p><b>Pupil Reports:</b> These are written by class teachers and summarise attainment with each subject for parents.</p>
<p><b>Peer-Assessment:</b> Pupils judge another pupil's progress, typically at the end of a lesson or a unit of work. This can be done in a variety of ways such as boarding and landing cards, three stars and a wish, traffic light systems, post-it notes, thumbs up, KWL.</p>	<p><b>Pre and post assessments:</b> Given at the start and end of a unit of work to assess pupil's understanding of the key objectives/questions.</p>
<p><b>Feedback and Marking:</b> Regular teacher review of pupil's books (or specific pieces of assessed work within) and students acting on the feedback they receive takes place in line with the marking policy.</p>	<p><b>Assessments informing teaching:</b> We use information collected from assessments to allow us to plan lessons based on detailed knowledge of each pupil. For example, termly analysis of GAPS tests</p>
<p><b>Lesson Evaluation:</b> We make a note of those individual children who do not achieve at the expected level for the lesson and use this information when planning for the teaching of next lesson and curriculum development for the future.</p>	<p><b>Teacher Assessment:</b> Each subject has its own system for assessment. For example: Writing grids to be used alongside the WAGOLL book, Quizzes for AR along with data, GAPS tests (spelling, grammar and punctuation), Pre/post assessment questions for foundation subjects and Science, Abacus Tests for Maths, end of year Pira (reading) and Puma (Maths) tests in Y3,4 and 5.</p>
<p><b>Assess, Plan, Do, Review sheets for SEN pupils:</b> The class teacher may well implement an Assess, Plan, Do, Review schedule with smaller specific targets based on pupil need. These targets may be based on personal, social, emotional development as well as behaviour.</p>	<p><b>School Tracking:</b> All data is input by teachers directly into Pupil Asset using their range of assessments to decide whether the children are at, below or above Expected Standard. The school has an annual cycle of assessment, recording and reporting. Twice a year, we provide a written report to parents summarising children's attainment and progress. For children with SEND (involved with the Assess, Plan, Do and Review cycle) communication with parents is more frequent. Over the year, children's attainment in all subjects is systematically monitored at the end of each term for reading, grammar, writing and maths. We have a separate tracker which is under review for tracking foundation subject achievements. This data also provides information for curriculum leaders to set targets for whole school improvement.</p>

## **WHAT IS THE ROLE OF PARENTS IN TEACHING AND LEARNING?**

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

- Posting curriculum maps on the school website;
- Holding parents' evenings to explain our school strategies for teaching and learning and to provide information about children's attainment;
- Sending at least one annual report to parents in which we explain the progress made by their child and indicate how their child can improve further;
- Setting out our expectations in the home-school agreement which is issued to families when they join the school.
- Explaining to parents how they can support their children with home/school learning.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and equipment;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Support their child by getting to know about their child's school life;
- Support the school's policies and guidelines for behaviour;
- Work in partnership with the school to support homework activities (reading, practising tables, online learning activities).

## **WHAT IS THE ROLE OF GOVERNORS IN TEACHING AND LEARNING?**

Governors support the aims of the school through:

- Attending termly meetings to monitor and evaluate the progress the school is making.
- Ensuring that the school buildings and premises are best used to support successful teaching and learning;
- Supporting the use of appropriate teaching strategies by allocating resources effectively;
- Monitoring teaching strategies in the light of health and safety regulations;
- Monitoring how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensuring that staff development and performance management policies promote good quality teaching;
- Monitoring the effectiveness of the school's teaching and learning policies through the school's self-review processes.
- Attending relevant training and other related events.
- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- Supporting school development by working closely with subject leaders across the Federated Governing Body.
- Reviewing policies and procedures with in the appropriate committees;
- Carrying out focus visits to be familiar with specific aspects of teaching and learning.

**WHEN WILL WE MONITOR AND REVIEW THIS POLICY?**

We are aware of the need to review the school teaching and learning policy annually so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.