



Policy Teaching and Learning

School motto

Dream, believe, achieve together.

Persons with Responsibility

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SLT
Governors

Linked Policies

All curriculum policies

Next Review: June 2023

Westwood Park is an inclusive school. All policies should be seen in the light of overcoming barriers to learning for example: dyslexia, dyspraxia, ASD, emotional, behavioural and learning difficulties.

Teaching and Learning Policy

This teaching and learning policy has been approved by the staff and Governors of Westwood Park Community Primary School and will be reviewed bi-annually. It aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met. We aim to encourage everyone at Westwood Park to be a lifelong learner.

AIMS & OBJECTIVES

- A high level of Literacy and Numeracy and an enquiring mind which wants to learn more each day;
- Independent young people who are confident, flexible and able to co-operate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all.

TEACHING AND LEARNING

We believe that children learn best when they:

- are happy;

- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

EFFECTIVE LEARNING

We offer opportunities for children to learn in many different ways including opportunities for visual, auditory and kinaesthetic learners. These include:

- investigation and problem solving;
- whole class work;
- responding to a variety of media stimuli
- a variety of visitors to school;
- research and finding out;
- questioning;
- debates, role plays and oral presentations;
- group work and learning teams
- use of a range of technology including ipads
- designing and making activities;
- pair work;
- fieldwork and visits to places of educational interest;
- participation in physical activity;
- independent work;

- creative activities;
- reflecting on what has been learned.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn. Self review and peer review strategies are used, as well as planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding and learning.

EFFECTIVE TEACHING

When teaching, we focus on motivating children and building on their skills, knowledge, understanding of the curriculum and long term learning. We use the National Curriculum to guide our teaching. This sets out the aims, objectives and details of what is to be taught to each year group.

We believe children learn effectively when the teacher provides:

- thorough preparation;
- an atmosphere where children are prepared to take risks;
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- shared learning objectives which are understood by the pupils;
- innovative teaching;
- opportunities to review and reflect on the learning;
- clear expectations of what pupils are expected to achieve by the end of the session;
- appropriate pace to the lesson;
- thinking time before answering questions;
- open-ended, thought provoking, challenging questioning of the children;

- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
- developmental feedback and constructive criticism of pupil's work;
- support for the learning of pupils with differing abilities;
- a planned programme of educational visits to reinforce and stimulate learning;

Knowing the children

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs (SEND) we give due regard to information and targets contained in the children's Support Plans. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work should be of the highest possible standard.

Relationships

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policies with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good manners and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Behaviour Policy. We develop close relationships with parents and carers and make sure with regular updates that they are fully aware of their child's progress and behaviour.

Other adults

Teaching Assistants/NNEBs and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. Teaching Assistants are also fully involved in the delivery of support programmes and interventions such as phonics and dyslexia . Our adult helpers assist with the preparation, organisation and storage of classroom equipment/books/ICT

etc. Higher Level Teaching assistants take whole class sessions with the support of the class teacher (PPA time).

Reflection

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

These are the statutory frameworks that we follow:

- The National Curriculum
- RE scheme of work (Salford)
- EYFS Framework
- Year 6/7 transition arrangements

Planning

Long Term

Long term planning is on our website so that parents have an overview of what their child will be covering during the year.

Medium Term

Plans for every half term or term for all subjects including:

- Learning Objectives to be covered.
- References to national guidelines or schemes of work.
- Content to be covered each week
- References to Early Years Objectives

Short Term

This will:

- Show learning objectives
- Show how Computing will be undertaken in different subject areas
- Show differentiated tasks for different ability groups, SEND pupils and extra challenges for the most able pupils.
- Show Foundation Stage planning based on the EYFS Framework.
- Indicate how Teaching Assistants/NNEBs/Volunteers will be deployed

ASSESSMENT FOR LEARNING

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with information about what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for learning.

- Is part of effective planning
- Affects learner motivation
- Focuses on how students learn
- Promotes commitment to learning objectives and assessment criteria
- Is central to classroom practice
- Helps learners know how to improve
- Is a key professional skill
- Encourages self-assessment
- Has an emotional impact by promoting self-esteem
- Recognises progress from child's previous best

We use these strategies to link assessment to better teaching and learning:

- Evaluation of planning informs the next plan

- Effective marking in books promotes and shows children's progress
- Use of data from formal assessment to inform planning and groupings
- Assessment tasks, e.g. English, Maths, Science: results used to inform future planning
- Improvement time: children are given back work with suggestions as to how part of it might be improved, then allowed time to do it - Fix It Time.

TARGET SETTING

Targets are set in English and Maths for individuals and groups of children in Years 1 to 6. Daily observations inform all target setting. English targets are principally based on writing assessments. Mathematics targets are based on the work to be studied each term, daily progress and test results. Targets are discussed with parents at Parents' Evenings. The pupils are made fully aware of their targets and how to achieve them. All targets are recorded simply and available for pupils and progression is discussed regularly with the pupil.

Record Keeping

All teachers should keep detailed records of their work with the class and of individual children's activities and progress. These are discussed regularly at Pupil Progress meetings and appropriate improvements made.

The Learning Environment

This should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically.

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a working atmosphere.

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks;
- confidence building;
- example;
- co-operation;
- provision of suitable opportunities;

Role Play Areas

The Role play Area should provide a safe area where children can creatively interact within a variety of settings, e.g. home, office, shop, cafe, museum etc. Pupils may lead the ideas for how the role play area should look.

This area should be:

- adaptable;
- imaginative;
- attractive and inviting;
- carpeted;
- well lit;
- not used as a thoroughfare;

It should have:

- furniture which can be adapted for a variety of uses;
- facilities for writing;
- costumes;
- a clear notice of its current use.

It is very important that this area be kept tidy after each activity.

Resources

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. As far as possible, materials should be near the appropriate working area. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money.

Relevant textbooks should be available in each classroom. Some sets of books, e.g. dictionaries, thesauri and atlases are purchased for specific classes and should not be removed.

The effective implementation of National Curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. We are developing the school library and classroom libraries have a selection of books covering a variety of curriculum subjects. There are also many outside sources for the loan of books, artefacts and equipment. It is important that equipment borrowed from outside sources and other classrooms is returned promptly and in good condition. Each teacher is responsible for the supplies and equipment in their room.

Display

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Ideally, Mathematics and Science displays should stimulate discussion and be accompanied by children's questions and answers. A Working Wall should be in evidence for Maths and English. Displays may be 'interactive'. All pupil's writing should be on display.

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an on going process in all aspects of school life, by:

- verbal or written praise by teachers, peers, Head teacher and parents;
- displays of work;
- opportunities to perform or share;
- encouraging self esteem;
- the awarding of stickers and certificates;
- sharing success with the community.

Teachers need to arrange time to observe, assess, reflect and review the achievements of each child on a regular basis. The child should be involved in this process by the encouragement of self-appraisal and target setting. Assessment is an integral part of the teaching and learning process.

CLASSROOM MANAGEMENT

Approaches to Teaching

There should be a good balance of individual, group and whole-class teaching. Teachers choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that make use of their skills at being independent. Teachers use a variety of accelerated learning techniques and co-operative learning strategies. It is important that at all times children stay on task.

This can be helped by:

- having well organised and labelled resources;
- taking time to train children in procedures;
- making sure that children are aware of what they must do when they have completed an activity;
- making children aware that the teacher does not always have to be first in the line of contact. Other children, student teachers and parent helpers can be used. (The three Bs - Brain, Book, Buddy).

Networks

The school belongs to a local network/cluster. Children and staff will be given as much opportunity as possible to work with pupils and colleagues from other schools to develop our educational practices.

Supply Teachers

To ensure continuity, teachers should leave guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence, all possible efforts will be made to discuss the children's work. Teacher's planning should be available.

School Policies

School policies are available on the Shared Area. It is the duty of each teacher/TA to be familiar with school policies and to apply them.

Voluntary Helpers

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved.

Volunteers should be made to feel welcome in the school and if numbers permit should be offered refreshment at break times. All helpers must have DBS clearance. Staff must liaise with the office to check that this has taken place. They should have Safeguarding/Fire procedures explained and directed to the appropriate documentation.

Equal Opportunities

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Teachers must ensure that the same children do not dominate in group work. All activities, including extra-curricular activities at Westwood Park School are open to all children, numbers permitting.

Resource Finance

Key Stages are allocated money according to the needs identified in the School Development Plan and the School Budget Plan. Governors oversee school expenditure.

ROLE OF PARENTS

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement.

Information about homework expectations is sent home so that parents know what will be given to children each week.

Parents receive a detailed school report in July and termly mini-reports. This outlines the child's achievements during the year, how they are achieving relative to expected results and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day (telephone answer phone available) so that we know that they are safe at home.

Parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to undertake a DBS clearance before starting work.

ROLE OF GOVERNORS

Our governors determine, support, monitor and review the school's policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the Head teacher's reports to Governors and the work of the various committees.

This policy will be reviewed bi-annually.