

# Learning And Teaching Policy

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Notes	



**Woodland Grange Primary School**

Aiming high to achieve excellence and success by working together.

At Woodland Grange, we aim to provide the highest possible standard of learning and teaching through consistently high expectations, so that each child is able to attain his/her full potential  
Working within Government guidelines, we offer a wide variety and appropriate range of learning and teaching styles to meet the needs of all children, intellectually, socially, emotionally, morally, physically, culturally and spiritually.

## **Learning**

We recognise that there are four types of learner:

- ACTIVISTS
- PRAGMATISTS
- REFLECTORS
- THEORISTS

Also, that there are different styles of learning – VISUAL, AUDITORY, KINAESTHETIC AND TACTILE,

We aim to cater for them all.

We believe children learn best when they .....

- Are happy and secure
- Are well motivated
- Are stimulated
- Are able to concentrate well
- Are interested
- Know what is expected of them
- Have a good relationship with their teacher
- Are able to offer their ideas and give feedback on their learning
- Are valued for their ideas and contributions
- Have clear targets which are shared with them
- Receive on-going feedback
- Feel comfortable within their situation
- Have high self-esteem
- Can play and explore and learn through hands-on experiences
- Can use all their senses
- Are in control of their learning
- Work at their own pace
- Know their successes will be celebrated
- Know school and home liaise regularly
- Receive encouragement and support from home
- Feel at ease and can be themselves
- Feel able to fail

To optimise children's learning situations we employ various learning styles, namely:

- Independent work, where risk taking is valued and developed
- Collaborative work in pairs, small and larger groups
- Research based studies, using a variety of media
- IT assisted activities
- Problem solving activities
- Cross curricular studies
- Role play
- Homework, which is meaningful and extends classroom work

### Assessment procedures

These are comprehensively outlined in the school's Assessment Policy

### Links with the school's Schemes of Work and Planning

School policy documents detail our beliefs and values for each subject area. At the heart of each policy lies the desire to provide the best possible learning environment and curriculum for the children in our care, based on both teacher led and child led ideas.

Teaching strategies are referred to in medium and short term plans.

### Monitoring the quality of Learning and Teaching

Monitoring procedures for all aspects of school life are recorded in the school's Monitoring and Evaluation Policy.

However, those specific to monitoring the quality of learning and teaching in the school can be summarised as:

- Work sampling
- Analysing test results and teacher assessment data
- Subject co-ordinators oversight of medium term planning
- Subject co-ordinators release for lesson observations and feedback
- Head teacher's observations
- SENCO monitoring of IEPs
- Feedback from the children through structured pupil questionnaires and pupil interviews
- Parent consultation, both formal and informal
- Target setting procedures
- Performance Management
- Governor visits
- OFSTED

### Evaluating the quality of Learning and Teaching

In evaluating our effectiveness we:

- Use the pupil voice, both collectively and individually
- Use feedback by subject co-ordinators to the SMT
- address issues raised collectively as a staff
- analyse test results, teacher assessment and benchmarking data and set targets for improvement
- use target setting with individuals, classes, cohorts and the whole school as a means of addressing areas of concern
- use LA advisers and OFSTED feed back

## Teaching

We can summarise our principles for effective teaching as: High expectations

Quality planning

An engaging curriculum Using the pupil voice

Efficient assessment procedures Effective use of time and resources Good behaviour management

Appropriate organisation

Good quality CPD

### High Expectations

We aim to achieve these by:

- valuing each child and building self esteem
- engendering enthusiasm and a positive attitude to all areas of the curriculum
- setting clear objectives that all children understand
- establishing rules and guidelines to provide a conducive learning environment
- differentiating work in order to cater for the needs of the individual
- valuing and sharing the children's work together and through displays
- encouraging children to ask relevant questions

### Quality Planning

is achieved by:

- clear learning objectives which are progressive and build on the NC Programmes of Study, EYFS principles
- differentiation of work which is appropriate and challenging
- using interesting and exciting subject matter which incorporates the children's suggestions for topic work as well as teacher instigated themes
- spending time in collaborative planning with colleagues
- building on previous experience and being flexible
- having up to date subject knowledge
- identifying positive use of teaching assistant and adult support

### Efficient Assessment Procedures:

To be effective, we use assessment methods which:

- spring from short term planning
- are varied and appropriate to the subject, year and ability group
- identify both achievement and attainment
- inform future planning
- are manageable and meaningful
- are regular and structured
- include formal and informal observations
- have a specific focus
- are formative and summative
- include Assessment 4 Learning strategies
- cater for individuals, groups and include children's own self- assessments
- give feedback to the child e.g. through constructive marking which leads to target setting (detailed in separate policy)

### Effective use of time and resources

We achieve these by:

- realistic but effective planning
- being well prepared
- having the necessary resources to hand
- having efficient routines in place
- setting clear objectives
- using teaching assistant support and parent helpers to maximum effect
- delegating effectively
- being flexible and adapting to circumstances as they arise

### Good behaviour management

Is realised by:

- having clear and agreed expectations for work and behaviour which are consistent across the school
- having an effective system of rewards and sanctions, which are agreed by staff and pupils
- showing sensitivity and empathy, consistency and fairness and boosting each child's self-esteem
- using prevention rather than intervention techniques, but where necessary, criticising the behaviour, not the child
- working with parents for the good of the child
- working in an environment where respect is shown to all.

### Appropriate organisation

Teaching will take place in an environment which:

- is well planned
- has the necessary effective resources
- utilises a variety of presentation and learning styles
- has an effective working atmosphere
- utilises efficient time management
- support staff are used to maximum effect
- encourages a team-spirit and a sharing of expertise
- encourages independence

### Reflection and Evaluation

We recognise that it is necessary to continually reflect upon and evaluate our teaching and make the necessary adjustments.

We believe the attributes the teacher must show are:

- consistency and fairness
- enthusiasm and motivation
- a sense of humour and patience
- approachability and a knowledge of children as individuals
- the knowledge and ability to explain tasks carefully
- the ability to make tasks exciting and interesting
- high expectations for quality and quantity of work
- a high level of organisation
- the sensitivity of knowing when to intervene
- the capacity to value each individual
- the gift of good communication skills
- a sensitivity and empathy towards all the children's needs.

Strategies we employ to maximise teaching opportunities are:

- groupings
- teaching styles
- differentiation
- changes of environment
- use of support staff and other adults, deployed as necessary.

Groupings	Teaching Style	Differentiation	Environment	Adult Deployment
whole class	demonstration	by task	Open plan	Individual support
individual	hands on	by outcome	Enclosed rooms	Group support
pairs	discussion and debate	by expectation	Outdoor facilities	Ancillary tasks
groups - random, ability, mixed ability, gender, friendship	direct teaching, team-teaching, modelling, scaffolding, cascading	by support – adult / peer	Day trips	ELS ALS FLS Other enrichment groups
Age, mixed year group, Key Stages	peer tutoring	by organisation eg. grouping	Residential visits	Assessment
	paired tutoring	by questioning		Enrichment
	questioning	by time		Extra-curricular activities
	guided practice	by resources allowed		
	role play	by different presentation		

### Continuing Professional Development

The school recognises that top quality teaching comes from expert subject knowledge and lesson delivery and the understanding of how children learn. Staff are regularly afforded CPD opportunities as outlined in the school's Staff Development Policy and share and develop good practice through whole staff, Key Stage and Year Group meetings.

This policy was compiled by teaching staff, to augment the school's aims and to reinforce shared values and beliefs.

**Data will be processed to be in line with the requirements and protections set out in the General Data Protection Regulation.**

**“Children can learn almost anything if they are dancing, tasting, touching, hearing, seeing and feeling information”**

J Houston

**“Since the brain cannot pay attention to everything.....uninteresting, boring or emotionally flat lessons will simply not be remembered”**

L Ellison

**“Every human being has a learning style and every human has strengths ..... every child’s learning style is as individual as a signature ..... no learning style is better or worse than any other style.....all groups - cultural, academic, male, female, include all types of learning styles”**

Prof. K and R Dunn

**“Instead of a national curriculum for education, what is really needed is an individual curriculum for every child”**

C Handy

**“Teachers should be managers and facilitators of learning, not totally imparters of knowledge”**

John West-Burnham

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