



Willow Wood Community Primary School

Teaching and Learning

The School's Vision

At Willow Fields Community Primary School, we have an aspirational culture, where high expectations and self-motivation enable every individual to attain personal success, manage their health and wellbeing and take pride in their achievements.

We want our children to discover that learning is challenging, memorable, relevant and experiential. They develop a sense of awe and wonder at the beauty and mystery of the world and embrace opportunities to steer the direction of their own learning.

We want an exciting, skills-based curriculum which demonstrates the importance of enquiry, critical thinking and innovation, which equips our children for their future as resourceful, resilient, confident and responsible citizens in a changing, technological world.

Children are supported to develop their own moral code, respecting the beliefs and culture of others, preparing them for citizenship in multicultural, modern Britain.

We recognise the vital role of the family in the development of the whole child and know that children thrive when they feel safe, cherished and valued. We strive to create a strong supportive relationship, in which school and family work hand in hand.

Aims of the Policy

In our learners we aim:

- To facilitate effective learning, through providing high quality learning experiences, within a context of equality of opportunity.
- To foster and develop positive mental attitudes to learning (curiosity, enthusiasm, motivation, acceptance of challenge).
- To equip children with the skills to become independent learners.
- To help children develop their knowledge and conceptual understanding at an appropriate pace and allowing for breadth and depth of learning.
- Prepare children fully for their next stage in education.

In order to achieve this, we aim for our teaching to:

- Deliver a stimulating and engaging curriculum, which takes into account the diversity of interest of children attending Willow Fields.
- Provide rich 'real' experiences as a first priority and to supplement these with high quality secondary sources and 'virtual/technological' experiences thereafter.
- Ensure that concepts, skills and knowledge are introduced progressively and efficiently so that children achieve well and make good rates of progress, taking account of children's age, individual needs, learning styles and prior learning.

- Ensure there is a consistency of approach and continuity throughout the school, but that there is sufficient flexibility to take account of different barriers to learning.

Related Policies and Documents

This policy should be read in conjunction with the following school policies and other related documents:

- Behaviour Policy.
- Marking Policy.
- Assessment Policy.
- School's Curricular Documentation.
- SEN Policy.
- Equality Policy.
- The National Curriculum.

What Does High Quality Teaching and Learning Look Like?

There are some pre-requisites to high quality lessons that contribute to the quality of teaching and learning:

We have identified the teacher's role in this as:

- Being a positive role model.
- Investing time in building strong, positive relationships with children in their class.
- Keeping abreast of current research and initiatives.
- Liaising regularly with parents in relation to their child's learning and how this can be supported at home
- Liaising with and learning from colleagues in order to continuously improve teaching practice
- Supporting children, with support from colleagues to remove barriers to learning.
- Ensure that the learning environment is safe, calm and accessible and that displays support the current learning.

We have identified the Learning Support Assistants' role in this as:

- Being a positive role model.
- Investing time in building strong, positive relationships with children in their class.
- Liaise with teachers to that learning intentions and children's next steps are understood.
- Actively seeking to remove barriers to learning.
- Keeping abreast of current research initiatives.
- Liaising with and learning from colleagues in order to continuously improve practice.
- Ensure that the learning environment is safe, calm and accessible.

We have identified the main factors that contribute to effective lessons:

- Relevant knowledge of the subject.
- An understanding of where this lesson fits into a sequence of lessons and the curriculum map for the year.
- Identified and shared aims and intended learning outcomes for the lesson.
- Detailed knowledge of each child's prior learning.
- Expectations of progress within the lesson for each child.

- Planned the teacher's role for the various stages of the lesson.
- Planned other adult's role for the various stages of the lesson.
- Planned activities taking account of children's age, individual needs, learning styles and prior learning and thought possible alternative activities, strategies, support and challenge to use in response to ongoing assessment.
- Ensured the relevant resources are available and accessible.
- Planned ongoing assessment (e.g. interactive strategies, questioning, observations, review of work).

During the lesson the teacher will:

- Give clear information and explanation to the children.
- Motivate and inspire the children.
- Tell the children the aim of the lesson and how these relate to previous and future learning.
- Ensure expectations of work output, attitude and behaviour are clearly communicated and enforced using the school's behaviour system.
- Share success criteria or involve the children in the creation of success criteria
- Respond to Individual needs but have an awareness of the whole class.
- Develop the children's language and social skills.
- Use questioning to encourage higher order thinking.
- Give verbal feedback to the children.
- Evaluate the learning and progress being made as the lesson progresses and deviate from planning where appropriate.

During the lesson, children will:

- Show positive attitudes to learning.
- Listen attentively to teaching input.
- Participate in appropriately in activities.
- Seek out resources to support learnings.
- Make reference to any support material provided
- Work hard to complete tasks in the time allocated.
- Collaborate with other learners if required
- Seek help from peers or adults if required.
- Evaluate own learning.

After the lesson the teacher will:

- Mark any work and provide feedback according to the school's Marking Policy.
- Assess the children's learning and adjust future planning or build in additional opportunities to consolidate, or tackle misconceptions e.g. through Wave 2.
- Evaluate and reflect on the lesson as a whole and adjust future planning accordingly.

Classroom Environment

Classrooms should be safe, stimulating places, where student work is valued, marked and displayed. Expectations should be displayed, as well as visual supports for daily timetables and other school routines. Resources need to be effectively managed.

Management of Pupils

Building positive relationships with pupil is key. Students should have a clear understanding of school expectations through explicit teaching and clear, consistent communication. A consistent

approach to expectations and consequences throughout the school day are necessary for student development.

Monitoring

The quality of teaching and learning should be regularly evaluated by taking into account the following evidence from the following monitoring activities:

- Book Scrutiny – an analysis of evidence of pupil’s learning by examining children’s work in books. Teachers receive a report of main findings in relation to the school. If any specific issues arise the also receive individual feedback.
- Lesson Observations – an observation of a lesson between 20 minutes to 1 hour. Teachers receive verbal and written feedback in relation to the lessons, but do not receive a grading for the lesson
- Pupil Progress Data – in relation to children taught by the teacher.