

WOODLANDS SCHOOL

TEACHING AND LEARNING POLICY

Procedure/Guidance

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Policies to be read in conjunction with this policy:

- Staff Development
- Behaviour
- Safeguarding

TEACHING & LEARNING POLICY

Learning is a key priority for staff at Woodlands School. The teaching of the students underpins this whole process. Staff play the pivotal role in ensuring students make 'good' progress and that the needs of the individual are met.

The aims of Woodlands School are:-

1. To offer a high standard of education which is broad and balanced.
2. To make learning, teaching and working a fulfilling experience.
3. To promote self-confidence, mutual respect and equal opportunities.
4. To maintain a happy and secure environment.
5. To develop the partnership between school and the wider community.

These aims are underpinned by the aspiration to provide an 'Outstanding' provision for learning and teaching. This is supported by, to name but a few;

1. Sharing high expectations with students.
2. Embedding the co-coaching model to provide continual challenge and skill development of staff.
3. Developing positive relationships and a consistent 'Corporate' approach to behaviour for learning.
4. A consistent approach towards practice in the learning spaces, which is progressive and innovative.
5. Staff commitment to the development of L&T.

These aims will be achieved largely through effective learning and teaching within our school. This policy has been produced to reflect existing good practice in Woodlands School and to guide current and future developments towards improving the quality of learning and teaching; aiming for OUTSTANDING.

This policy will always be a working document which will be regularly reviewed to take account of future developments in education both nationally and in Woodlands School. It differs from many policies in that implementation cannot take place overnight but must be a long term goal. We are committed to a realistic plan of implementation that takes account of the challenge of major initiatives (11-14, 14-19, Literacy and Numeracy programmes) as we strive for excellence in all aspects of teaching and learning as we move forward.

STATEMENT OF POLICY

1. THE SCHOOL CURRICULUM. The school curriculum, based on national guidelines, offers breadth and depth and endeavours to **provide for the variety of needs** of the school community.

2. LEADING LEARNING. The school aims to create a positive environment for learning by means of **sound leadership, good communications, realistic working procedures and an ongoing programme of review and evaluation** that is clearly visible through whole school and subject self-evaluations.

3. DESIGNING COURSES FOR LEARNING. Teachers aim to design and deliver courses which cater for the full range of abilities **by incorporating a diversity of teaching approaches and using a variety of resources.** The objectives, course outline and types of work to be done by pupils (including homework/extension work), **will be** clearly communicated to pupils and parents.

4. BEHAVIOUR & CLASSROOM MANAGEMENT. All teachers aim to follow the whole school policy on behaviour for learning and classroom management. Full details are outlined in the school Behaviour for Learning policy.

5. SUPPORT FOR LEARNING. The school aims to **support the wide variety of pupil learning needs through appropriate curriculum and relevant teaching approaches.** Support for learning is a responsibility shared amongst all those involved in the teaching and learning process. Pupils with additional and specific learning difficulties are offered further support outlined in the Schools SEN policy. **When planning work for children with special educational needs (SEN) we give due regard to information and targets contained in the children's Individual Education Plans (IEPs).**

Staff have high expectations of all children, and believe that all pupils should be included in the full range of educational opportunities and that their work here at Woodlands School should be of the highest possible standard; **particularly the extension of more able students.**

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children. However, their contribution is focussed and developed through discussion with the class teacher.

6. TEACHING FOR LEARNING. **All pupils are encouraged to take an active part in lessons and demonstrate a developing independence and responsibility.** Awareness of a pupil's prior knowledge, experience and achievement informs the professional choice of teaching approaches used, **including the use of differentiation techniques.** The prime focus is to develop further their knowledge and skills. Teachers strive to ensure that all tasks set are appropriate to each child's level of ability.

All staff should **establish positive working relationships** with the children that they are teaching. Pupils are treated fairly and given equal opportunity to take part in class activities. **All staff are expected to follow the school policy with regard to behaviour for learning, PROUD and classroom management.** The use of praise and reward helps to build positive attitudes towards school and learning in general. The **building of mutual respect** through interaction and modelling behaviour is essential.

7. LEARNING RESOURCES. The school aims to **provide a stimulating environment and appropriate learning resources to meet the needs of all pupils** and to ensure that these resources are used effectively and efficiently.

8. ASSESSMENT for LEARNING. Assessment, in a variety of forms, is used to measure the success of individual learning and is an essential tool in course

construction, tracking of pupil progress and forward planning. **Full details are outlined in the School Assessment Policy.**

9. RECORDING AND REPORTING. Carers/Parents and pupils are kept informed, through clear, regular reports, of progress to date and future development needs. Pupils have the opportunity to record personal achievements and reflect on their own progress. **Full details are outlined in the School Assessment Policy.**

NEEDS OF PUPILS, TEACHERS AND PARENTS

NEEDS OF PUPILS

In local and national research with pupils they say they need:

- To work with approachable, knowledgeable adults who have high, but realistic expectations of them.
- To receive respect and be part of a caring school community.
- To have support and guidance in making appropriate curriculum choices.
- To work in a positive atmosphere where they can get things wrong without being viewed as a failure.
- To work in a disciplined, supportive and safe environment.

Teachers' experience, and current research, shows that quality in learning occurs when pupils experience well-structured courses.

In preparation for learning, pupils need:-

- To be told clearly what they are expected to learn.
- To be told what stages will take place in the learning.
- To have support in acquiring any skills or pre-knowledge they require.
- To have connections made with what they already know and are about to do.

In developing their learning, pupils need:-

- To have support in developing each required skill.
- To have explanations and discussions focussed on the activity, problem or task.
- To have the variety of learning styles catered for.
- To have a comprehensive explanation of key ideas.
- To have misunderstandings and misconceptions identified and rectified.
- To receive appropriate support and guidance in learning.
- To have a variety of work set at appropriate levels.
- To have work set that is relevant to their experience and ability.
- To be given regular homework and to have it marked and returned.
- To be set challenging, but realistic, short-term targets.
- To be given support in self-pacing and to be encouraged to persevere.
- To be given models or examples as appropriate to help their understanding.
- To have help with understanding why they have problems when developing a skill, or in understanding an idea, and to be given extra help to overcome those problems.

In consolidating their learning, pupils need:-

- To get reassurance that their knowledge and skills are developing by being shown that they are making progress.

- To have access to appropriate learning resources.
- To be given strategies for developing independent learning – e.g. note-taking, revision techniques, tackling exams.
- To have time to digest and reflect on what is being taught.
- To have the opportunity to think about what is learned and use that learning – e.g. demonstrating, explaining and discussing with others.

NEEDS OF TEACHERS

As professional workers, teachers need to:

- Be shown respect
- Know that managers will take seriously concerns about workload and that managers will control the workload expected of individuals.
- Be able to co-operate and work collaboratively
- Work with appropriate class sizes.
- Have a clear understanding of the factors which influence teaching and learning
- Examine current practice and develop teaching skills
- Have support and time for reflection.
- Be consulted and involved in developments.
- Pay attention to and support whole-school policies
- Be well informed about developments in their subjects
- Be supported by effective guidance from learning support, senior management and administrative staff.
- Have effective management of discipline, curriculum, pupil subject choices, timetabling, whole-school administrative procedures, accommodation, resources and reporting.

Teachers aim to meet the needs of pupils by:-

- Being informed of and taking account of, external factors which can affect their pupils' learning.
- Creating a good working atmosphere for all in the classroom.
- Setting high and achievable expectations for all pupils
- Taking account of individual needs and previous learning.
- Planning work so that each pupil has the best opportunity to progress.
- Giving pupils responsibility and helping them to develop their own self-discipline in learning.
- Seeking and valuing pupils' opinions
- Being fair and consistent
- Having enthusiasm, patience, tolerance, understanding, empathy and sympathy with pupils.
- Having skills of planning, organisation and communication

NEEDS OF CARERS/PARENTS

Carers/Parents can be actively involved in the process of supporting their children's learning through being:-

- Made to feel welcome in the school

- Given the opportunity to initiate discussion about and contribute to their children's progress.
- Respected by teachers and having their concerns listened to and acted upon.
- Proactive in supporting pupils' learning at home through completing homework tasks and encouraging reading for pleasure.

