



The Woodland Federation
of Peak District Schools including
Stoney Middleton CE Primary School

Teaching and Learning Policy

Policy Aims

The aim of this policy is to ensure that the children in all of our schools are provided with varied and high quality learning experiences which enable them to achieve to the best of their ability.

This policy guides what children, teachers and teaching assistants do and what the federation does as an organisation to create an effective and well-managed learning environment where each individual child's needs are met.

Why we have this policy

This policy is in place to ensure we have a consistent approach to teaching and learning across the federation.

The role of the teacher

As a teaching staff we:

- Are approachable to children, parents and staff
- Expect all children to make good progress and reach their full potential
- Plan interesting lessons that engage and motivate all children
- Are a positive role model for the children
- Demonstrate good subject knowledge and keep up to date with CPD
- Are committed to lifelong learning for all (including ourselves)
- Understand the needs of the children in our schools
- Work effectively as part of our school team and as part of the federation
- Implement and actively promote all school policies
- Ensure the safety and welfare of all children in our care
- Take responsibility for an area (or areas) of the curriculum
- Are punctual, well organised and well prepared
- Assess children's learning and progress regularly, both formally and informally
- Report and record assessment results and progress to children, parents and governors as appropriate
- Are enthusiastic and motivated

The role of the teaching assistant

Teaching assistants will:

- Provide feedback on pupils' learning to the class teacher or SENDCO which will inform future planning
- Implement school policies

- Show initiative in classroom management and intervention with learning
- Support the teacher by ensuring that the classroom is a tidy and well organised learning environment
- Contribute to planning and assessment
- Be punctual, well organised and ready to begin duties on time
- Ensure they have an understanding of the planning when the lesson starts and take on an active role in supporting the teacher during the lesson (through interventions or organisation and preparation of resources)
- Teach individuals and groups, guided by the teacher's planning
- Put up displays with guidance from the class teacher
- Keep children safe and promote well being
- Be a good listener and role model to the children
- Implement the federation's behaviour policy
- Have good relationships with the children and be a good listener
- Have good relationship with staff and parents

The role of the children

Children at our schools will learn and achieve to their potential by:

- Listening, participating and working hard in lessons
- Contributing to and following the school rules
- Taking steps in their own learning to become more independent individuals
- Asking for help when needed
- Wearing the correct school uniform including PE kit
- Being tolerant and respectful of the rights and views of others
- Looking after their own and school's property
- Behaving in a safe manner in school and the community
- Listening to and supporting other children
- Taking pride in their work and appearance
- Respecting what everyone in school has to say (adults and other children)
- Always trying their best

The role of parents

How you can support your child and the school:

- Help your child to arrive at school feeling confident and positive
- Communicate with school as needed about education, welfare, policies, rules and responding to questionnaires
- Ensure that your child arrives at school punctually and attends regularly
- Share any problems that your child is experiencing with the class teacher
- Support your child by attending parents' evenings and other school events

- Ensure that contact details are kept up to date
- Ensure that your child arrives at school wearing the correct uniform and with the correct PE kit
- Support your child to complete any homework and provide a suitable, quiet environment to complete it in
- Show an interest in and value your child's work
- Inform the school of reasons for your child's absence
- Inform the school, in confidence, of any significant issues at home which make affect your child's happiness, behaviour or progress

The role of the Governors

- To regularly attend Governors meetings
- Attend regular meetings with school staff who share your area of responsibility
- Plan visits to school
- Complete written reports as necessary
- Receive reports from the Headteacher and question these
- To challenge the school and act as a critical friend
- To monitor teaching and learning strategies
- To monitor the schools' progress and attainment, ask questions and challenge the schools' strategies

Characteristics of effective teaching and learning

Planning and differentiation

Teachers will:

- Plan in teams with planning shared across the federation and adapted to meet each class' needs
- Display, discuss and refer to the learning objectives in all lessons wherever possible
- Ensure that the learning objective is written in child-friendly language
- Provide, or encourage the children to develop their own success criteria to enable children to know when they have met the objectives for the lesson
- Give children time for reflection and improvement of their work either at the end of the lesson or after marking
- Plan and deliver a variety of learning opportunities which are enjoyable, engaging and challenging
- Give children feedback and praise throughout the lesson
- Ensure that explicit links are made to other areas of learning throughout the lesson so that children can see where the learning fits in relation to previous learning
- Make effective use of other adults

- Use curriculum mats to enable children to learn key vocabulary and remember the “sticky knowledge” for the topic

Teaching strategies

- Create a supportive learning environment where children feel happy to take risks and know that making mistakes is part of the learning process
- Model strategies which promote effective learning (for example – modelling and talking through the writing process)
- Use a range of question types to challenge children’s thinking
- Ensure children have the opportunity to work in groups of pairs
- Use mini plenaries to help children review their learning or address misconceptions
- Change the lesson if necessary to meet the needs of the children or address issues that may arise
- Ensure a good pace throughout the lesson

Assessment

- Use effective questioning to assess understanding during the lesson
- Provide opportunities for children to self and peer assess to celebrate success and identify areas for improvement
- Use challenging and achievable targets for groups and individuals
- Provide feedback verbally and through marking
- Use the assessment grids regularly in order to see how children are progressing and where there are any gaps in their understanding

Please also see our assessment policy for more detail

Learning environment

In all our schools, we believe that a positive and supportive learning environment creates the right conditions for all children to be able to access the curriculum and achieve their potential.

The learning environment should be:

- Challenging and stimulating
- A safe place for children to make mistakes as part of the learning process
- Happy and caring
- Respectful
- Enjoyable
- Organised

Display in school should:

- Include working walls which show the development of work
- Be creative and attractive but not too “busy” as this has an adverse effect on some children
- Be up to date and relevant to current work
- Include different subjects in the curriculum
- Reflect individual children’s efforts as well as ability
- Sometimes be interactive

Classroom Organisation

Where it is practical and possible to, children should be able to access resources independently. Teachers and teaching assistants will provide classrooms that are organised, tidy and safe.

Behaviours for learning

Teachers and teaching assistants will encourage children to:

- Treat each other with respect and listen to everyone’s views
- Work in a purposeful way
- Be good role models for each other
- Develop and maintain self –discipline and self-motivation
- Move around school carefully so as not to disrupt others’ learning
- Develop a positive self-image
- Respond to and have high expectations of themselves and others
- Maintain a calm atmosphere
- Enjoy their learning experiences
- Celebrate their own and others’ achievements
- Know that making mistakes is an important part of the learning process
- Show high levels of resilience and persevere when something is challenging
- Know how to make effective use of their time

Teaching Strategies

Teachers will provide a range of the following strategies in their lessons:

- Cross curricular learning
- A combination of instructing, explaining, questioning, demonstrating, investigating, reviewing and evaluating
- A concrete, pictorial and abstract approach to help children understand new concepts, particularly in maths

- Creativity
- First hand experiences, visitors and visits
- Research projects

Marking and feedback

Staff will provide timely feedback to children using verbal and written methods as appropriate to the task and the child. Please see the Marking and Feedback policy for full details.

Pupil progress

Pupil progress is monitored through the use of ongoing assessment using our assessment grids. In addition, children are assessed formally at three points during the year.

Children's views about their progress are taken into consideration through Target Talk meetings which are held three times per year. This is an opportunity for the teacher and child to spend some time discussing progress, what the child is proud of and any issues they feel that they need help with.

Pupil Behaviour

- All adults in school are expected to maintain high standards of behaviour for all children in our schools.
- Adults are expected to insist upon good behaviour when children are moving around school, during assembly, in the playground and when out of school on visits
- All adults are expected to implement the federation behaviour policy

For more information, please see our behaviour policy.

Supply Teachers

Where a teacher's absence is planned, they should leave planning and suggested activities for a supply teacher. Where an absence is unplanned, all staff should save their planning on the federation teams curriculum folder where it can be accessed and shared with supply teachers.

Supply staff who are unfamiliar with the school should be given a staff handbook which details the daily routine and any duties they are required to carry out.

Monitoring

Monitoring activities are carried out throughout the year. Findings from monitoring are shared with individuals, whole staff or governors as appropriate. Findings from monitoring are used to establish priorities for school improvement work and CPD.

Types of monitoring will include:

- Formal lesson observations
- Learning walks
- Scrutiny of books and planning
- Pupil interviews
- Analysis of data

All monitoring work is carried out with the intention of celebrating good practice and supporting staff if necessary.

Equal Opportunities

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed gender when appropriate. 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 especially when using the computer.