



Woodside Junior School

To be reviewed: Annually

Teaching and Learning Principles

Introduction

These procedures have been created by and agreed upon by the staff. At Woodside School we are committed to high quality teaching and learning to raise standards of achievement for all groups of children. All teachers have been consulted in developing these procedures, which summarise expectations and common working practices. They reflect what has been agreed in terms of approach and consistency and make explicit the best practice to which the school aspires.

Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. Working in partnership with all stakeholders, we aim to:

- Provide a supportive, positive, healthy, caring, and safe environment, which has high expectations and values all members of the school community.
- Recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.
- Ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum.
- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding.
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils.
- Develop individuals with lively, enquiring minds, good thinking skills and oracy, self-respect, self-discipline, and positive attitudes.
- Encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth, and emotional well-being.
- Develop children's confidence and capacity to learn and work independently and collaboratively.

Planning

At Woodside Junior School we are committed to following the programmes of study as required by the National Curriculum 2014. Please refer to the Woodside's Curriculum Internet, Implementation and Impact (available on our website) We teach discreet subjects, which are often linked -where and if appropriate. Regular staff meetings are used to discuss various aspects of the curriculum and to ensure consistency of approach and standards. Swimming lessons with specialist teachers take place at the local swimming pool. Curriculum is enriched by extra-curricular activities such as, visits to places of interests linked to the school curriculum, visitors and 'off-curricular' days. Termly/half-termly plans are on the teachers' shared drive and teachers produce weekly plans for English and mathematics. Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. At Woodside School we are

committed to raising standards of basic skills i.e. ability to read, write and speak in Standard English and to use mathematics at a proficient level to facilitate learning across the curriculum.

Organisation

The learning environment is managed in such a way as to enable each pupil to succeed.

Opportunities are made for:

- Whole class teaching.
- Outdoor learning.
- Group work, organised according to appropriate criteria (i.e., ability, mixed ability, friendship, etc.);
- One to one teaching.
- Collaborative learning in pairs.
- Independent learning.

We ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding. The classrooms are organised to enable learning and the development of independence. The school uses working walls to aid children's learning. Class teachers have the autonomy to organise their learning environment as they see appropriate for their individual classes.

Classroom support is available in the form of both learning support assistants and volunteers.

Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. 'Star of the Week' awards are given weekly to celebrate individual academic or behavioural achievement.

Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This also includes shared responsibility for safeguarding as well as health and safety.

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning via parents/teachers interviews and Dojo messaging.
- Update parents/carers on pupils' progress during parents/teachers interviews and produce an annual written report on their child's progress
- Meet the expectations as set out in our curricular intent, implementation and impact.

Support staff at our school will:

- Support pupils to meet their individual learning needs (where appropriate)

- Support teaching and learning with flexibility and resourcefulness
- Use previously agreed assessment for learning strategies
- Feedback observations of pupils to teachers
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum that builds knowledge and skills.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Drive improvement in their subject.
- Moderate progress across their subject for example by systematically reviewing subject action plan.
- Improve on weaknesses identified in their monitoring activities.
- Create and share clear curricular intent for their subject
- Meet the expectations set out in the Woodside's curriculum intent, implementation, and impact.

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels.
- Address underachievement and intervene promptly
- Meet the expectations set out in the Woodside's curriculum intent, implementation, and impact.

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Always meet expectations for good behaviour for learning, respecting the rights of others to learn
- Be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged, and confident learners
- Know how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

- Meet the expectations set out in relevant policies such Behaviour Policy

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources, as required, to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Adaptive Teaching / Differentiation

All staff have the highest possible expectations of individual learners. Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt teaching and differentiate learning (where appropriate) to cater to the needs of all our pupils. Our staff, where appropriate, will adapt teaching to respond to the strengths and needs of all pupils. Adaptive teaching requires our staff to consider teaching to all pupils' abilities, whilst providing scaffolds to those who need additional initial support to access the same ambitious curriculum and meet our high expectations.

Scaffolding should be reduced over time so that all pupils can become increasingly independent. However, we will also provide focused support to any pupils who are not making progress.

Pupils with additional needs (including special educational needs) receive support provided by learning support assistants (where appropriate and applicable). Additionally, advice is sought from relevant external support agencies when and where the need demands it.

Homework

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside. All home learning will be made available in either digital form or as a paper copy.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Woodside's agreed practice for homework is that:

- Homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings.
- Homework is set on a regular basis -for all year groups.
- Homework may sometimes consist independent research to aid future learning.
- Parents are encouraged to take an active role in supporting children with their homework but progressively encouraging independence.

Teaching Strategies and Styles

To ensure equality of access and effective matching of tasks to needs, Woodside staff employ a variety of teaching strategies in any one session. These include (amongst others)

- Discussion and questioning (open and closed as appropriate)
- Pre-learning / pre-teaching (including vocabulary)
- Didactic teaching
- Interactive teaching
- Listening
- Mind-mapping
- Providing opportunities for reflection
- Demonstrating high expectations
- Providing opportunities for repetition/reinforcement/retrieval
- Providing encouragement and praise
- Responding to individual need
- Intervening, as appropriate, in the learning process to encourage development
- Providing all children with opportunities for success.
- Using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available in the form of external providers (for 2022-2023 -French and music). We encourage children increasingly to take an active role in their own learning, for example:

- Investigative work
- Communicating findings in a variety of ways
- Opportunities for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At Woodside School we recognise the importance of key skills. Opportunities are made available across the curriculum to develop a number of skills: (amongst others)

- Reading

- Application of number
- Communication (written and oral)
- Computing skills
- Physical skills
- Problem solving
- Teamwork

Thinking skills are developed across the curriculum. This includes:

- Creative thinking.
- Enquiry
- Creativity
- Information processing.
- Reasoning.
- Evaluation.

Teachers at Woodside feel that children learn best when:

- They are happy, healthy, and alert – receptive and positive
- They are interested and involved – learning is relevant and stimulating
- The purpose of a task is understood – they understand why they are doing it
- They feel secure – in terms of environment, relationships, and learning
- They feel valued – teachers and other adults care about their development as learners
- They have opportunities to explore and take risks
- They are actively involved, making choices, and taking responsibility in their learning
- They have an element of control and can work with independence
- They receive positive feedback and praise for achievements
- The learning environment is well-organised, and resources are easily accessed
- Learning is built on existing knowledge and experience – clearly defined small steps
- They have opportunities to talk about their work, reflecting, discussing, and sharing ideas
- The teacher is knowledgeable, enthusiastic, and motivated
- They have clearly defined targets which they can successfully achieve e.g., appropriate time scale

Successful teaching takes account of children's prior learning and must ensure continuity and progression.

Linked to the above, successful teaching is:

- Confident – teachers have a clear understanding of subject knowledge and pedagogy
- High expectation – there is high expectation of success
- Well planned
- Interactive – pupil's contributions are encouraged, expected and extended
- Characterised by high quality oral work
- Informed – by assessment (formal and informal) outcomes

Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- There is a range of appropriate, accessible, and labelled resources available for which pupils can select materials suitable to the task in hand.
- All children know where classroom resources are kept and the rules about their access and use.
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- The library is a valued resource and used appropriately.
- Children work together to establish an attractive, welcoming, and well organised environment engendering respect, care, and value for all resources.

At Woodside School the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- As children progress throughout the school, they are encouraged to take greater control of their own learning, including their use of time.
- Opportunities for learning are maximised
- Teachers encourage pupils to work within given time scales and facilitate the effective use of time through the provision of appropriate resources and planning extension activities.
- All children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Computing is a major resource, which is used across the whole curriculum (where appropriate).

Marking and feedback

Marking and feedback is outlined in Woodside's Marking and Feedback Protocol

Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment as outlined in Woodside' Assessment Protocol.

Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all our pupils make the best possible progress from their starting points. School and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks / lesson observations
- Reviewing marking and feedback
- Termly pupil progress meetings

- Gathering input from the 'pupil voice.'
- Planning scrutinies
- Book scrutinies
- Regular review of Teacher Standards via Performance Management protocols.

Review

Teaching and Learning Procedures will be reviewed every year by the Leadership Team. At every review, the policy will be shared with the governing board.