



Policy Title	Teaching & Learning Policy
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Approving Committee	Curriculum, Standards & Achievement
Chair of Committee	Headteacher
Date of Next Review	June 2017

Mission Statement

Woodborough School is all about...

**Christian caring
Happiness
Inspiring
Learning together
Diversity
Rewarding
Enabling
Nurturing**

This policy is overseen by the Curriculum, Standards & Achievement Committee and should be considered in conjunction with other relevant school policy documents.

Introduction

At Woodborough Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The Aims

We believe that people learn best in different ways so we aim to provide a positive and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- foster children's self-esteem and help them build positive relationships with other people
- enable children to understand their community and help them feel valued as part of this community
- foster children's spiritual, moral, physical, cultural and social development.
- offer each child the opportunity to develop a lively, enquiring mind, the ability to question, argue rationally and to value learning for learning's sake.
- prepare children to become well-grounded and informed adults by teaching them skills which will form the basis of their future needs.

Effective Teaching

We recognise the need to develop strategies that allow all children to learn in ways that best suit them. When teaching, we focus on motivating children and building their skills, knowledge and understanding of the curriculum.

We believe that children learn effectively when the teacher provides:

- engaging activities which enthuse the teacher and child
- creative and cross curricular links
- lessons where children's previous learning and interests are built upon
- a stimulating, creative and safe learning environment where children are prepared to take risks
- shared learning intentions (WALT) which are understood by the children
- opportunities to review and reflect on learning
- clear expectations of what the children are expected to achieve by the end of the lesson

- well planned and thoroughly prepared lessons that are taught at an appropriate pace
- different teaching styles appropriate to pupils' learning styles
- support for the learning of pupils with differing abilities
- planning for visits and visitors to stimulate and reinforce learning
- learning from first-hand experiences

We use Teaching Assistants and other adult helpers both in and out of the classroom in a variety of effective ways.

Our classrooms are attractive learning environments. We change displays regularly, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a wide range of resources appropriate to the age range and are set out to promote independent learning.

All our teachers reflect on their strengths and weaknesses and plan their professional development accordingly. We support our staff in developing their skills, so that they can continually improve their practice.

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- finding out and exploration
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of technology to enhance learning
- fieldwork and visits to places of educational interest
- visitors into school
- debates, role-plays and oral presentations

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing how they learn and to reflect on what they learn – what helps them learn and what makes it difficult. Pupils are aware of their learning targets and as they progress through the school they are involved in setting their own learning targets.

The Role of Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning, by:

- holding parents' information evenings, when appropriate, to highlight teaching and learning in different curriculum areas;
- holding parents' evenings in the autumn and spring terms and an open afternoon/evening in the summer term for individual parents to review their child/children's progress;
- sending class newsletters to parents at the start of each term in which we outline the topics the children will be studying during that term at school;
- sending weekly school newsletters to inform about issues and events in school;
- sending pupil progress books annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We expect parents to sign and support the requirements set out in the Home-School Agreement. (Appendix 1)

The Role of Governors

Our Governors are an integral part of the leadership and management of the School. Governors monitor the effectiveness of the school's teaching and learning through the school self-evaluation processes. These include reports from subject leaders and the termly Head teacher's Report to Governors as well as a review of the in-service training sessions attended by our staff. Governors monitor and review subjects alongside the Subject Leader.

Monitoring and Review

This is a key policy and will be revisited and reviewed in Term 6 of each academic year in conjunction with the annual TD planning day.

Appendix 1, Home School Agreement