

Willow Tree Primary School

Teaching and Learning Policy



Rationale

Through our approach to teaching and learning at Willow Tree Primary School, we encourage our children to become successful learners, confident individuals and responsible citizens. Through their growing knowledge and understanding, we prepare children for life-long learning, by providing them with exciting experiences and offering them opportunities that promote and develop independence, motivation and ambition.

Aims

We aim to provide an inspiring Creative Learning Journey through:

- Enriching, enhancing and exciting all children
- A personalised, inclusive approach
- Providing contextual and experiential opportunities
- Encouraging and developing responsibility for learning
- Removing barriers to learning
- A consistent, effective whole-school approach

Learning Environment

Our learning environment at Willow Tree Primary School is organised:

- To provide opportunities for pupils to develop their ideas through independent enquiry
- So that available space and learning resources are used to best advantage
- To provide opportunities for pupils to develop independence in learning including the use of learning walls
- To provide opportunities to celebrate children's work
- To enable pupils to take responsibility for the organisation and care of learning resources
- To encourage a calm, encouraging and supportive atmosphere
- To ensure that resources for learning are effectively stored, labelled and accessible
- So that children take increasing responsibility for classroom display and care of the learning environment
- So that pupils can implement agreed ground rules to support effective work
- To enable pupils to use ICT as an aid to learning where appropriate
- So the school and classroom environment is a safe place to take risks with learning.

Teaching and Learning Experiences

Given that the single biggest factor in children's learning is excellent teaching, we commit to ensuring that teachers at Willow Tree Primary School:

- Know what excellent teaching is
- Are creative in planning and delivery
- Are motivational in their delivery
- Enjoy teaching and have a passion for learning
- Provide opportunities for children to take ownership of their own learning and develop high aspirations
- Continue to learn
- Are committed to high expectations and high achievement
- Understand how thinking and questioning develop learning
- Show total professionalism through adhering to Teachers' Standards
- Seek out and accept constructive feedback from colleagues, pupils and parents
- Have opportunities to lead
- Deploy agreed, active behaviour management strategies
- Have an on-going professional dialogue with parents

Teaching and Learning at Willow Tree Primary School is both grounded in the National Curriculum and built around the children's experiences. We achieve this through;

- *Long Term Planning* – using a focus-based, cross-curricular approach which is flexible and adaptable and subject to continual review.
- *Medium Term Planning* – which is key skills focused.
- *Short Term Planning* – which aims to continually enrich, enhance and excite children through key skills, and first hand experiences and making clear links with real life experiences and opportunities
- *Planning in the Foundation Stage* – which is child-led and built around experiential learning that promotes confidence and creates investigative learners who are prepared to take risks in their learning.

Children at Willow Tree Primary School:

- Take responsibility for producing work of a high personal standard
- Show commitment to their own learning

Inclusion

Teachers and Teaching Assistants value diversity and actively ensure inclusion by:

- Ensuring 'Quality First Teaching'
- Recognising the needs of individual pupils, valuing every child irrespective of ability, race, gender, age or achievement
- Providing a secure and trusting environment
- Being a good role model
- Valuing appropriate, well timed interventions to promote the quality of learning experiences they offer to pupils
- Being clear on the skills, knowledge, concepts and attitudes which are the goals of the learning process
- Deploying appropriate questioning techniques
- Systematically engaging in focused teaching
- Designing challenging, stimulating and differentiated learning tasks
- Engaging pupils in effective, collaborative group work
- Distributing their time between pupils
- Using assessment strategies related to agreed criteria and maintain effective records
- Valuing and promoting partnership between home and school
- Forming positive relationships as part of a team
- Communicating well with parents and carers and keeping them up to date with children's progress.

Behaviour Management

Effective Behaviour Management at Willow Tree Primary School is established through:

- The use of positive, fair and consistent rewards and sanctions
- Celebrating success
- Creating and embedding positive relationships between all children and between teachers and children
- Ownership of learning by every individual pupil which is developed through providing opportunities for learner's to express views and directly influence the direction and focus of teaching.

Management of the Curriculum

We currently follow The National Curriculum (2014). Long term and Medium term planning ensures continuity and progression in learning. Short term planning for Literacy and Numeracy is presented in an agreed, consistent form. In order to accommodate the wide range of abilities within each class, teachers recognise the need for differentiated teaching and learning. This is identified in weekly planning.

School policies are placed in an electronic file on the school network. It is the responsibility of each teacher to be familiar with the school's policies and practices and to ensure that support staff working with them are also familiar with the school policies.

The curriculum is delivered by teachers to their own classes. Teachers may at times work with other classes on a particular area of the curriculum, thereby making use of the different experiences and specialisms of adults working in the school. Phase Leaders support other teachers in their Phase in the planning and delivery of each subject area. Children are assessed continually throughout school and staff are expected to plan based on the assessments made. Formal summative assessment points are identified throughout the year (approximately every 6 or 7 weeks).

Early identification of children with Special Needs is vital and teachers hold regular reviews with the Inclusion Leader, in order to monitor the progress of these children and to set appropriate targets for each child.

The importance of presentation of work is recognised by all staff. Books and other work must be presented well and children are encouraged to take pride in their work. Respect for children's work is shown by the care staff take in its display and marking. Staff consistently use the school's Marking and Feedback Policy.

Regular staff meetings and in-service days are held in order to ensure the continued quality of teaching and learning.

Health and Safety

Health, safety and welfare are an integral part of all activities in school and all staff will take all reasonable steps to provide safe and healthy conditions for children and others during school activities to ensure compliance with all relevant health and safety legislation.

Staff supervising children off-site must follow the school's agreed procedures and guidelines for such activities and ensure they follow guidelines provided by premises they use.

Equal Opportunities Statement

Equal opportunities permeate all aspects of school life. We aim to ensure that our planning, teaching and learning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with The National Curriculum (2000) (The National Curriculum (2014) from September 2014) and that our planning takes account of the differing needs of pupils and their progression.

Inclusion Statement

At Willow Tree Primary School, we believe that Inclusion is about the quality of the children's experience and how they are helped to learn, achieve and participate fully in the life of the school.

All children are given opportunities to be successful, to feel included in every subject and are given opportunities to access the curriculum in ways appropriate for each individual and to reach their full potential. In order to achieve this, teachers will differentiate learning by modifying learning objectives, teaching styles, access strategies, support, resources and targets. Under these circumstances the needs of all learners will be provided for within the whole class planning frameworks with clear differentiation recorded in all short term planning.

Inclusion and Equal Opportunities at Willow Tree Primary School are created and embedded through;

- A range of inclusive and stimulating Teaching and Learning styles
- Personalised learning
- A range of learning skills including independent, collaboration and paired work
- Support, intervention and challenge
- Child-led learning
- ICT

Monitoring and Evaluation

The cycle of monitoring and evaluation is in line with the Strategic School Plan.

All teachers constantly evaluate their teaching and learning through day to day assessment. Monitoring of the standards of children's work and of the quality of teaching and learning is the responsibility of the Leadership Team. This is done by reviewing samples of children's work, teachers' planning, lesson observations of teaching and learning across the school, assessments, achievement data and pupil interviews.

The Role of Parents and Carers

We believe that parents and carers have a fundamental role to play in helping their children learn and progress within our school. We are committed to ensuring that parents and carers are informed about topics we cover, when homework is set and how best to help their child(ren). Regular correspondence through for example, newsletters as well as contact directly at parents' evenings throughout the year support this commitment. Additionally parents can access support through the Learning at Home pages on the school website.

Parents and carers are regularly given opportunities to visit the school and see the pupils at work. Willow Tree Primary School operates an 'open door policy' which allows parents to discuss any issues or concerns with the adults who work with their children at the earliest available opportunity.

The school believes that the active support and involvement of parents is crucial to children achieving their potential in all aspects of the curriculum.

We are aware of the need to regularly review our policies to take account of the new initiatives, changes in curriculum or developments in technology.

This Policy should be read in conjunction with other Willow Tree Primary School Policies in particular the Inclusion, Health and Safety, Equalities, Monitoring and Learning at Home Policies.