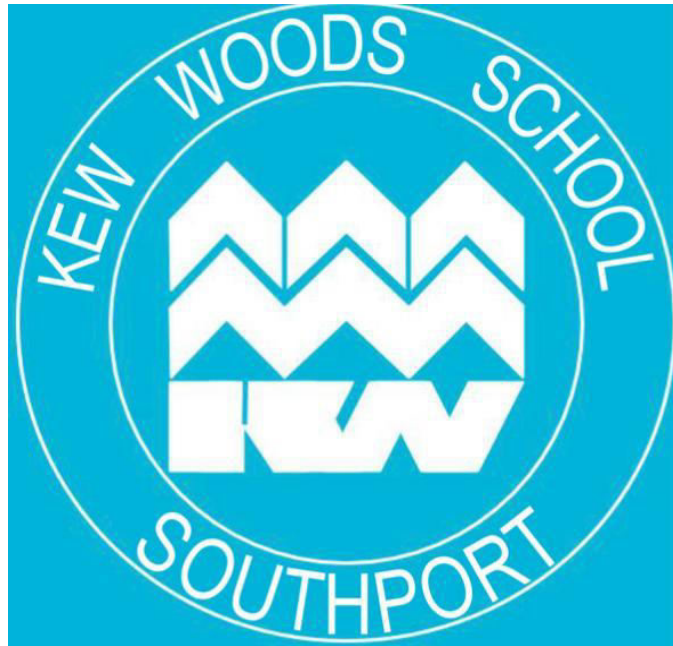


# **KEW WOODS PRIMARY SCHOOL**



## **Teaching & Learning Policy**

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### **Teaching & Learning Policy**

#### **MISSION STATEMENT**

Our mission is to challenge each child irrespective of race, colour, creed or impairment to reach their full intellectual, creative and physical potential through stimulating and enjoyable learning experiences whilst becoming a responsible and compassionate citizen in a secure, caring and happy environment enhanced by a strong partnership between home and school.

#### **VALUES**

To encourage and inspire every child to believe that all of their aspiration can be achieved through learning, imagination and effort....the possibilities are limitless.

Imagine	Connect	Forgive	Believe
Create	Listen	Laugh	Hope
Achieve	Appreciate	Share	Pride

#### **AIMS**

- To raise standards of achievement in all aspects of pupil development through the school.
- To develop each child's desire to achieve.
- To develop and communicate an ethos of high expectation throughout the school community.
- To provide a rich and varied learning environment, that allows children to develop their skills and abilities, working towards achieving their full potential.
- To develop skills enabling children to deal with challenges and change.
- To develop a child's self confidence and feeling of self worth.
- To provide children with a purpose and context for their learning.
- To promote a caring and considerate attitude towards each other within the community.
- To foster the tolerance of opinions and beliefs of others.
- To engender social skills that enable children to work and communicate effectively with others.
- To promote independence.

#### **STRATEGIES**

- Quality learning is a result of quality teaching, which is itself informed by regular assessment and oral and written feedback.
- Children are given appropriate opportunities to respond to marking and feedback
- Quality learning is enhanced by a variety of teaching styles and strategies.
- Children and teachers value learning, the development of learning skills and the acquisition of knowledge.
- Thinking hats are used and provide a tool for critical and creative thinking as well as collaboration skills.
- No Pen Days promote speaking and listening skills at Kew, problem solving and creative approaches to learning
- Children are involved in their own learning and understand what they need to do to improve.
- Pupil voice is valued and responded to during lessons and in planning further learning opportunities.

- All staff have high expectations of children in terms of their learning.
- All children are encouraged to develop enquiring minds.
- Children should be encouraged by all staff to become increasingly independent learners.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

At Kew Woods we endeavour to create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe.
- Promoting well being through our PSHE curriculum
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places.
- Developing classroom environments in which children feel valued, respected and safe.
- Creating an environment where it is acceptable to make mistakes and be challenged by their learning.
- Involving all pupils in the way the school is run, through class and school councils, in order to make them feel that their opinion is valued.
- Providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from the sporting bodies.

## **TEACHING**

Members of the teaching team value all pupils irrespective of their ability, race, gender, age or achievement. In their teaching they:

- promote effective and positive interaction with pupils
- promote high expectations
- plan lessons which have clear objectives which are communicated effectively to pupils
- use a range of teaching styles
- use a range of questioning
- recognise and manage effectively the support of other adults in the classroom
- use well timed interventions to help the pupils make good progress
- provide feedback to pupils about their progress
- ensure that assessment strategies are implemented and records relating to agreed criteria and agreed areas of learning are kept
- recognise the importance of health and safety
- acknowledge and make the best use of the contribution of parents, the community and work carried out at home

## **PLANNING**

Long, medium and short term plans are devised using the following:

Development Matters - Foundation Stage Curriculum and Early Learning Goals

National Curriculum programmes of study

Chris Quigley Essentials Curriculum Milestones

White Rose Mathematics

Ros Wilson Big Writing

Read, Write Inc Phonics

Sefton's agreed syllabus for the teaching of Religious Education

Medium and short term planning is objective/skills led and differentiated to accommodate the needs of pupils of varying ages within each group.

## **LEARNING**

Children will have the opportunity to:

- work individually, in groups and as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support
- achieve academically

Learning objectives from Year 1 are covered over a two year cycle, with Year 1 and 2 pupils working towards end of KS1 expectations in Milestone 1. Pupils in Years 3 and 4 working towards milestone 2, whilst Years 5 and 6 work towards end of year expectations in milestone 3. Learning objectives are repeated with pupils working towards mastery and a depth of understanding.

The Learning Environment will be

- challenging and stimulating
- peaceful and calm
- happy and caring
- organised
- well resourced

Display in the school should be used to:

- create an attractive and stimulating environment
- include work on different aspects of the curriculum
- reflect the individual child's efforts as well as ability
- sometimes be interactive

## **SUPPORT**

Use of support is an integral part of lesson planning. It may take the form of:

- planned, effective use of adults and pupils
- additional time, materials and task
- differing level of collaboration and independence
- small group teaching that allows for greater interaction from the teacher
- differing technological aids

## **DIFFERENTIATION**

A differentiated classroom offers different approaches to what students learn, how they learn it and how they demonstrate what they have learned. To differentiate is to provide opportunities for pupils of all abilities to show what they know, understand and can do.

**Features of good differentiation are when;**

- teachers assume that learners are different
- teachers adjust the nature of the task not the quantity
- teachers rely upon multiple approaches
- the actual learning is engaging, relevant and interesting

Differentiation involves offering pupils tasks which enable them to produce evidence of attainment at their highest possible levels. Teachers plan using the basic, advancing and deep criteria.

We believe differentiation requires

- the input of teachers, parents, learners and any other parties with an interest in the education of the individual
- a knowledge of the learner's interests, learning styles, level of motivation, social-emotional needs and cognitive ability
- time for collaboration to occur
- careful selection of the appropriate strategy tailored to meet the identified needs of the learner
- monitoring of learner needs, progress and attainment
- regular communication among all parties with an interest in the learner's progress

**Children should be encouraged to develop organisational skills and independence through:**

- appropriate tasks
- confidence building
- example
- co-operation
- provision of suitable opportunities
- responsibilities

**ROUTINES AND RULES**

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- clearly understood
- fair and consistent
- realistic and positive

Class rules incorporate the School Code of Conduct.

## **ACHIEVEMENTS**

Social, physical, creative and academic achievements, as well as children demonstrating the Code of Conduct or the values we expect of our pupils, are celebrated in many ways as an on going process in all aspects of school life by:

- verbal or written praise by teachers, peers, Head teacher and parents
- Green class dojos being awarded
- displays of work
- opportunities to perform or share
- the awarding of stickers, 'You've Been Spotted' tickets and certificates
- Certificates in Celebration Assembly
- Recognition in Hogwarts Book and a head teacher sticker being awarded
- Inclusions on Twitter or school newsletter
- annual awards ceremony
- Hickory's whole class reward breakfasts

## **POLICIES**

Subject policies are available on the staff shared drive, the school website and in subject leader folders. It is the duty of each teacher to be familiar with school policies and to apply them.

## **EQUAL OPPORTUNITIES**

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same.

## **RESOURCES**

Materials in all areas are well organised, of good quality, clean, tidy, attractive, accessible and well labelled. Stocks are checked and replenished regularly. Children are taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it.

## **CURRICULUM ENRICHMENT**

We believe that the curriculum can be positively enriched by

- Using the immediate environment for research, stimulus and inspiration.
- Encouraging visits from speakers, artists and performers to share their expertise and interest with the pupils.
- Taking pupils outside the immediate environment on field trips in support of their learning.

## **EXTRA CURRICULAR ACTIVITIES**

We value the opportunities the children have to extend their learning outside of the school day. We provide a termly timetable which varies depending on staff expertise and the interest of the children. Regular participation at after school activities are rewarded through our participation in the Children's University scheme.