



Teaching and Learning Policy

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Vision

We aim to be a school where our children are at the centre of everything that we do. Every child is unique and deserves nothing but the very best care and education that we can provide. All decisions that we make around teaching and learning, and wider school life, are carefully considered to reflect their current needs and informed by educational research about best practice. We have high aspirations for their academic and social success and promote positive mental health to nurture the whole child. We aim to provide a calm, supportive and inspiring environment, within our unique woodland setting. Our ambitious curriculum is centred around high-quality texts and allows children to explore the wonders of the world they live in, challenges them through high expectations and encourages them to be active, caring and self-disciplined members of the community. We develop growth mindsets, where challenge is something to relish and failure is seen as an integral part of the learning process. We ensure our children learn and embed the key skills necessary in every subject area to enable them to move onto their next stage of learning confidently.

Core Principles

The aim of this document is to promote excellent teaching and learning at Woodlea, ensuring that children remember more, can do more and enjoy an active role in the learning process. We believe that the key to successful learning is combining evidence-based best practice whilst nurturing positive attitudes towards learning and developing resilience and determination. A teaching and learning policy will benefit all children and assist us to:

- Build and develop our school ethos and deliver consistent practice across the school.
- Maintain, develop and monitor high standards and ensure appropriate progression.
- Meet the needs of pupils and offer challenge to all.
- Provide a broad and balanced curriculum and a high-quality learning environment.
- Demonstrate accountability to parents, governors, pupils and the wider community.
- Allocate resources appropriately (including human).
- Give professional support to colleagues.

Planning

We believe that both individual lessons and learning sequences are most effective when they have been coherently planned with clear end-points in mind. Teaching staff will often adopt a planning approach of starting with the end result and working backwards to identify the steps of progress children will need to take along the way.

Teaching staff are required to complete medium-term plans on a half-termly basis. These map out the sequence of learning intentions and outcomes week-by-week over the course of a half-term for each subject, as well as planned-in opportunities for assessment, enrichment activities, and whole-school events. Teachers will be encouraged to include additional information about each lesson where this is deemed to assist the teaching process. Completing this document will assist teachers in knowing exactly what to teach when and what/when to assess the children to determine if skills and knowledge are embedded in long term memory.

Teachers complete weekly lesson plans for English, Guided Reading and Maths. Each lesson should be planned carefully according to agreed principles. Training in these principles forms a regular part of CPD and lesson drop ins will use them as a starting point when offering feedback.

As part of the process of planning individual lessons, class teachers should also be conscious of adapting their teaching (as far as is reasonable) to meet the needs of children whose needs are significantly different from their peers, either through their level of attainment or special educational needs. Teachers will use children's Individual Education Plans (IEPs) or Education and Health Care Plans (EHCPs) when planning to meet the needs of their class. If a child is on a reduced timetable

or is learning at home for various reasons, teachers are still responsible for the education of that child.

Following 'Rosenshine's Principles of Learning', we developed a set of agreed, evidence-based strategies that should underpin the vast majority of lessons. Training in these principles forms a regular part of CPD and lesson observations will use them as a starting point when offering feedback.

They are as follows:

1. Clear learning intentions and success criteria

Every lesson has a clear learning intention, with up to four success criteria in child-friendly language that the children can articulate. These are referred to at the beginning of an input, throughout the lesson and form the basis of feedback and marking (see Feedback and Marking Policy).

2. Inputs always match the needs of all children

This may mean that they are split between two or more groups, whilst the other groups practise previous learning or prepare for new learning. For example, children who are competent in applying the skill/knowledge may not sit through a full input, they could be doing the activity the majority of the class will be doing later in the session independently as reinforcement, before an adult supports them with their activity in the main session. Alternatively, a group may have a pre-learning session away from the main class led by the teacher or the LSA.

3. LSAs are fully engaged in supporting learning at all times.

LSAs will be with children and not be preparing resources or sticking work in books during teacher inputs. During inputs all staff are working with children all the time. For example:

- Scribing on the interactive whiteboard/post its/flip chart for the learning wall while the teacher talks
- Taking a group for a separate input, pre-teaching or giving feedback
- Supporting a small group/individual child by breaking down the teachers input further into more manageable chunks or making key point notes/drawings to support
- Delivering the input allowing the teacher to support a small group

4. Children with the highest learning needs are given the greatest access to the class teachers.

LSAs should not be the only adults to work with lower attaining children or those with SEND.

5. Activities are designed to challenge the children's thinking and understanding for the full lesson.

Children will not have finished activities before the end of a session, as there is enough content and challenge to last for the whole session. We do not use banks of non-specific extension activities for children to do when 'finished'

6. Tasks are designed to link specifically to the learning intention and vary at least three ways

- Yellow paper or a yellow mark on an activity scaffolds learning for children working below aged related expectations.
- Green paper/green mark allows children working at ARE to embed and practise the learning from the input
- Blue paper/blue mark provide deeper levels of thinking or problem solving
- Pink paper/marks are used for children with SEND who need that learning scaffolded in a very different way. The use of pink sheets should not be routine for most children with SEND

It is expected that across a week most children will access more than one colour activity This may be between days but will often be within one session.

7. Lessons may not always stick rigidly to the plan and will capitalise on unexpected learning opportunities.

Where necessary, and in response to effective questioning and assessing learning within the

lesson, teachers will change the direction of a lesson to make it more appropriate to the needs of the children. Staff may feel that learning can progress faster than anticipated, that children need a different or slower approach, or misconceptions have been identified that need addressing before learning can continue.

8. Feedback against the learning intention/success criteria of the lesson are shared with learners throughout lessons through

- Mini plenaries at least twice in every lesson
- Self or peer assessment/marking
- Small group feedback
- 1:1 feedback

9. Effective resource organisation

We promote the independence of our children by providing them with sufficient resources on their table to ensure that movement during a session is rare. Children are taught to use the information around the class for support in the first instance, then their friend and finally to put their hand up for adult support. Adults move round to where the children are; children do not go to the adults.

10. Lessons start by reviewing whether learning has reached long term memory

Lessons should begin with an opportunity to review previous learning in the form of timed starters, low-stakes quizzes, cloze sentences, online activities, discussion tasks etc.

11. Information is taught in small step chunks

Where children are encountering new learning, this should be planned and presented in small incremental steps, so as not to overwhelm children's cognitive load.

12. Clear and detailed explanations with correct grammar and pronunciation

Teachers should ensure that they have strong subject knowledge to allow them to provide explanations that are both clear and detailed, ensuring that the information is conveyed to children as efficiently as possible. At all times all adults must model correct spelling and pronunciation of key vocabulary and correct use of grammar.

13. Faded Scaffolding

This allows children to be supported until the point that they can be independent, for example when teaching a calculation method.

14. Effective Questioning.

As new learning is taught, teachers should use a range of questioning to check children's understanding, targeting questions at specific children where necessary. All children should be expected to think and engage, so for the majority of the time, a 'no hands up' approach is used. Adults select who to ask and bounce ideas from one child to the next to extend thinking.

15. Modelling I do, we do, you do

Teachers/LSAs should model skills or routines that children are expected to follow to ensure they have as much clarity as possible about what is expected of them.

16. Practice makes perfect

Children should be given the opportunity to practise new skills or concepts through discussion tasks, questions or mini-whiteboard work.

17. Check understanding of the majority

Teachers should check the understanding of children to ensure the majority of children have shown a good level of understanding **before** moving on to independent practice.

18. Adult circulation during independent tasks

At least one member of staff should circulate the class during independent practice, ensuring that children are on task and to perform short, drop-in corrections where necessary. Adults should not remain at the teacher desk.

19. Plenaries

Plenaries are used to support children in moving learning into their long-term memory.

Every lesson will have mini-plenaries. These will involve activities such as

- Summing up the learning against the learning intention
- Addressing any misconceptions
- Challenging children and moving them on
- Sharing excellent examples of work and working together to improve a piece of writing, sentence, calculation etc
- Adding to the learning wall

Not all lessons will need a plenary at the end of the lesson. Where it is needed it may be:

- Teaching a new piece of learning ready for the next session
- Adding to the learning wall to support future learning
- Developing language and vocabulary by encouraging children to verbalise their thinking
- To self or peer assess work against the success criteria
- For adults to assess/evaluate children's work against the learning intention/success criteria

20. Outstanding Learning Environments

The environment in which children work forms a crucial part of the learning process. First and foremost, children are provided with classrooms that are safe, welcoming and provide everything they need to access learning and make progress. Children will have specified areas of the classroom that are designated to them to foster a sense of ownership and independence, such as pegs, trays and assigned table places for various subjects. All staff will further develop this sense of ownership as well as children's skills of independence by encouraging them to keep their classroom tidy and organised, as well as modelling this themselves through classroom management. A 'Tidiest Classroom' trophy is awarded on behalf of our school cleaner each week.

The learning environment will be a place where learning is celebrated through displays and enhanced through 'learning walls' (containing current learning, key vocabulary, topic-related questions or strategies) and access to physical resources.

All classrooms will also have a designated reading area or small class library, created and curated by teachers to encourage access to high-quality books for all children.

As important as the physical environment is the atmosphere for learning in each classroom. Teachers will implement and maintain specific and consistent routines to ensure that the learning atmosphere is always calm and purposeful, as well as managing behaviour in a manner consistent with the school behaviour policy. Put simply, an effective learning environment will make children feel safe and remove as many barriers as possible to their learning progress.

Staff have received CPD on effective classroom and corridor displays and follow display guidelines to ensure consistency across the school.

Early Years

- Teaching and learning in the Early Years is centred on growth of the whole child.
- Teaching and Learning prepares children for the transition from a play-based approach to the more formal methods of KS1.
- Continuous provision activities/resources will be set up to be language rich opportunities that promote talking, child to child and child to adult interactions. Children will have vocabulary around all resources and will have inspirational pictures to model things they could create or replicate. We call continuous provision 'Explore and Learn Time'.
- The role play will be changed on a half termly bases to reflect the children's current learning. The role play will always have opportunities for writing/mark making built in.
- Enhanced provision activities are those added to the continuous provision with a clear learning intention. They may on occasions support learning in more than one area. Enhanced activities will be planned based on the children's next learning steps.
- Adult led activities are activities in which adults direct children to do a specific planned activity.
- Independent learning opportunities are planned activities that children do independently to embed adult led learning. In Woodlea Primary we use a Bee Hive reward system to promote children engaging in independent learning opportunities.
- Children have a phonics lesson every day.
- Children take part in adult led writing activities linked to inspirational texts each week. This increases to adult led writing every day by the end of the year.
- Children have an adult led maths session in a small group each day, following the White Rose Maths scheme.
- Children have an adult led activity every afternoon, focusing on a different area of the EYFS, in a small group, or as a whole class for PE and PSHE.
- Children have two PE sessions each week, following PE Hub planning.
- Children have one PSHE session each week, following SCARF planning.
- Children are read to every day.
- Children read 1:1 to an adult at least once a week and every day as part of phonics groups. The lowest 20% receive additional teaching.
- Evidence of learning is recorded on Tapestry and linked to the EYFS areas. This includes videos, photos and short comments.

Feedback and Marking

Marking and feedback will usually take place at one of four common stages in the learning process:

- Marking in the Moment (marking or feedback that happens during the lesson).
- Summary Feedback (marking or feedback that takes place after a lesson).
- Follow-Up Interventions that take place between the end of a lesson/at the start next lesson.
- End of Unit Marking/ Feedback

More information is available in our Feedback and Marking Policy.

Continued Professional Development and Peer Support

It is vital that teaching staff are supported as much as possible to hone and develop their teaching practice. This will be achieved through a programme of CPD training sessions, lesson drop ins and opportunities for teachers to learn from one another.

In-house training will involve using staff meetings and INSET sessions to share evidence-based teaching strategies with teaching staff, as well as opportunities to reflect on these and consider how current teaching practice could be adapted. Our key teaching principles are based on Rosenshine's Principles of Instruction and will evolve as work on studying these teaching strategies continues.

Lesson drop ins will be undertaken periodically by leaders and key principles will be used as a

starting point when evaluating the strength of the lesson observed. Feedback will be delivered in both verbal and written form, with suggestions for development becoming a focal point for subsequent observations.

Staff will also be provided with the opportunity to work collaboratively in order to develop their teaching practice. This will involve pairs of teachers planning, delivering and evaluating a lesson with a specific focus together, in order to better understand what strategies were successful and what could be developed. The focus will be linked to a teaching strategy that has been studied in the CPD programme, ensuring that all aspects of training are connected.