

The Federated Schools of
Wood Street Infant School
&
Worplesdon Primary School



Learning & Teaching Policy

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1. Philosophy

At The federation of Wood Street Infant School and Worplesdon Primary School we give pupils opportunities to develop the skills needed to become well-rounded, articulate, independent and confident members of a constantly evolving society, valuing themselves and others and feeling inspired by the world around them. At Worplesdon we aspire to promote a love for learning and life and we achieve this with the following four drivers at the core of our delivery of the National Curriculum (2014)

- building resilience
- inspiring curiosity
- promoting teamwork and independence
- instilling empathy.

2. Aims

- To promote effectiveness and high quality teaching, learning and understanding across the whole curriculum.
- To provide a curriculum that gives equal opportunities and access to all and allows each child to realise his or her full potential.
- To develop academic, social, moral and spiritual understanding and skills that will enable each child to cope effectively with the demands of her/his present and future life.

3. Objectives

- To create a supportive and caring ethos where children have a high regard for themselves and others; where mistakes are seen as a process of learning and where every child's work is valued and there is shared understanding of **learning behaviours**.
- To **plan and structure** the learning and teaching in a meaningful and purposeful way so that every child achieves and develops skills and knowledge appropriate to their level of ability and understanding. To plan for and ensure equality of opportunity.
- To organise an enjoyable and creative **learning environment** so that children develop the skills necessary for current and future learning.

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4. Learning and Teaching

We aim to provide an abundance of experience and activities so that by the time the children leave our school most would be expected to be well on the way to becoming independent, confident learners who:

- are resilient in their learning, knowing that mistakes are an important part of learning
- are curious about learning and life
- are able to work independently and within a team
- live by our school values showing empathy
- read fluently and accurately with understanding and enjoyment
- communicate clearly in speech and writing in ways appropriate to various occasions and purposes
- write legibly and neatly with satisfactory standards of spelling, syntax, punctuation and usage
- apply mathematical skills and concepts to a variety of everyday settings
- are numerate and comfortable with mental arithmetic
- have developed an enquiring mind and scientific approach to problem solving
- show a first hand understanding of the application of new technology in appropriate settings
- work in collaboration with others to investigate, interpret and solve problems
- possess a degree of agility and co-ordination leading to confidence in a range of physical activities
- have developed skills that show a moral, social and spiritual understanding
- express themselves creatively

4.1 Key Principles for Children's Learning

As teachers we give the children the opportunity:

- to experience direct teaching
- to work collaboratively with their peers
- for quiet, purposeful individual activities – as appropriate to the task in hand
- to investigate, problem solve, discover, predict and hypothesise
- to manage their own learning in terms of time and approach
- for a wide range of first hand experiences both within and outside the classroom
- to take part in challenging activities, well matched to their individual ability
- to record experiences in a variety of ways
- to allow for sufficient time in which to produce an extended piece of work
- to apply, reflect upon, practice and reinforce previously learnt skills, concepts and knowledge
- to have access to a wide range of resources
- to take responsibility for their learning environment
- to build secure relationships with both staff and peers
- to become excited and enthused about their work

4.2 Our Learning Environment

Our learning environment is:

- stimulating, well organised and tidy
- happy, comfortable and secure
- calm, controlled and underpinned by our school values
- adequately resourced, with easily accessible, good quality and appropriate books, materials and equipment
- set out so that all children can see and hear to the best of their ability

4.3 Teachers Ensure

Teachers ensure that they:

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- establish a classroom environment which meets the stated needs for effective learning and teaching to take place
- are enthusiastic, make learning fun, have high expectations and use interesting stimuli
- provide a creative curriculum
- teach the programmes of study for the core and foundation subjects of the National Curriculum and the Early Years Statutory Framework
- share with the children the bigger picture ie. exactly how what they are doing fits in with the whole programme and how it relates to real life experiences
- set clear child friendly learning objectives and success criteria
- carefully plan and differentiate work according to the needs of the children within the current class considering the different learning styles, visual, auditory and kinaesthetic
- plan for assessment as an integral part of day to day teaching
- set individual / group targets that are appropriate and achievable so that the children know how they can progress
- provide the children with constructive feedback, related to the learning objectives
- regularly record children's attainment according to the requirement of school policies and current legislation
- work closely with colleagues so that continuity and progression of learning is achieved, across the curriculum and throughout the school
- establish an atmosphere of care and trust within which children can accept constructive criticism with confidence
- provide all children with their full entitlement to the curriculum, regardless of their differences, thus ensuring equality of opportunity
- endeavour to work closely with parents and carers, to promote their well being and obtain the maximum benefit from the education provided
- work to establish attitudes of tolerance, respect, understanding and perseverance
- value and celebrate the work of all children and respect each one as an individual
- provide the children with good role models

4.4 Learning and Teaching Styles

The curriculum is organised as far as possible through an integrated cross-curricular approach. We use a variety and range of teaching styles. We believe no single style of teaching will be suitable for all purposes; sometimes it will be appropriate to teach the class as a whole; sometimes to teach small groups or individuals and sometimes pupils should take considerable responsibility for deciding the direction of their own work. Teachers' and teacher assistants' time is carefully planned to provide the input necessary for the task. We build systematically on the children's existing knowledge, concepts, skills and attitudes to ensure progression and to enable children to proceed as quickly as possible for their particular abilities.

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5. Equal Opportunities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special needs, children with English as an additional language or children who are gifted or talented.

6. Special Needs

For pupils with additional needs, we comply with the requirements set out in the SEN Code of Practice. The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of any observations and assessments they have made. This may include;

- different learning materials or special equipment;
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment;

7. The Role of the Leader

To take the lead in policy development, to monitor progress and keep abreast of current developments through reading and attending relevant courses.

8. Assessment

Assessment of the curriculum is done according to the Assessment policy.

9. Resources

Books to support the Learning and Teaching Policy are found in the Teachers' Reference Library found in the Staff room.

10. Evaluation

This will be done biennially against criteria agreed by the whole staff (see appendix for further detail). We will take account of new knowledge or other changes affecting the school.

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