



## WOODVALE PRIMARY ACADEMY

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### Teaching and Learning Policy

#### Policy Aim:-

The purpose of this policy is to ensure that

- There is a high standard of teaching and learning in all classes
- There is consistency of practice within and between year groups
- There is a shared belief in the way teachers teach and children learn
- Everybody is clear about the roles they fulfil
- There is equality of access and opportunity for all children

This policy should be read in conjunction with:-

- Principles of Feedback Policy
- Behaviour Policy
- Learning Environment Policy
- GAT Primary Assessment Protocols

#### Our Vision:-

At Woodvale Primary Academy, our vision is to see **'everyone thriving'**. We define thriving as 'prosperous, flourishing and growing – being the best we can be' and we want our children to develop into well-rounded citizens. We believe that in order to thrive, children must receive **high quality and effective teaching** as part of a **broad and balanced curriculum**.

Through our school's curriculum (our 'what'), our approaches to teaching and learning (our 'how') and our use of assessment we aim to develop children who are confident, resourceful, independent and enthusiastic learners who have the skills and the knowledge to be successful both in the present here and now but also in the future, by laying strong foundations that can be built on subsequently.

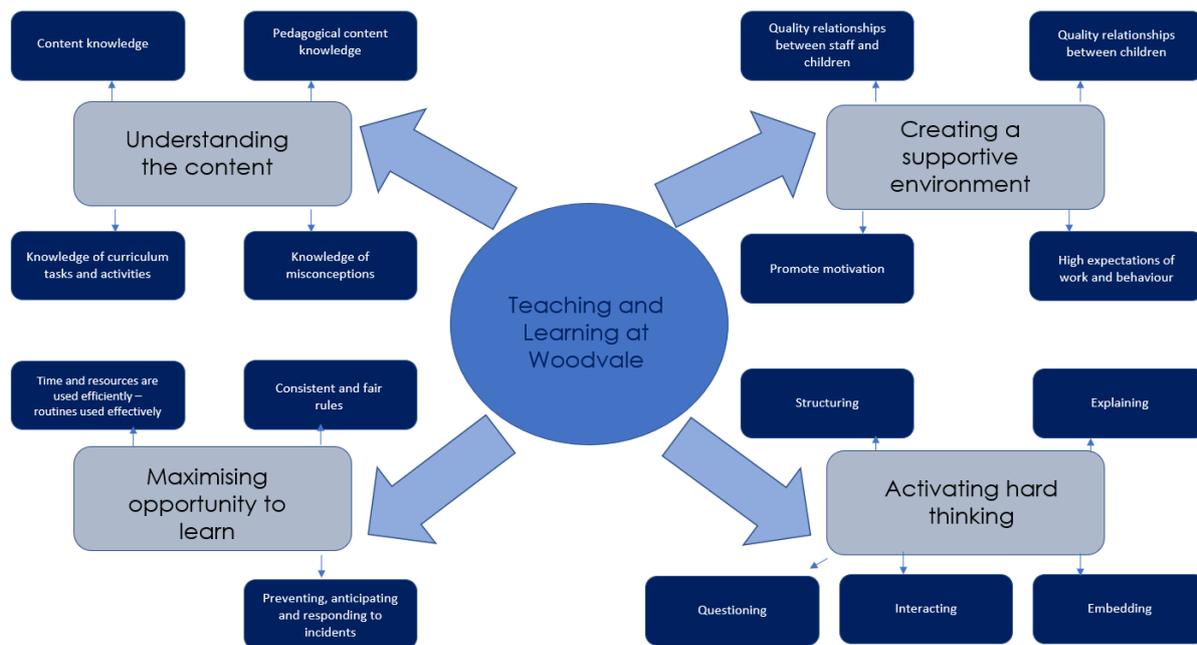
#### Our Approach:-

At Woodvale, we believe that children learn best when teachers and school staff:-

- Understand the content that they are teaching and how it is learnt
- Create a supportive environment for learning
- Manage the classroom to maximise opportunity to learn
- Present content, activities and interactions that activate children's thinking

We draw our knowledge and understanding of the characteristics of effective teaching and learning from Evidence Based Education's Evidence Review (June 2020) which draws on a wide range of educational studies including Rosenshine's Principles of Instruction (2010) and Danielson's Framework for Teaching (2007).

We use the priorities identified in the Evidence Review to focus our attention on the 'best bets' that will help our teachers improve even further, help our children be able to do and know more and so we focus our time and effort on improving these.



### **Activating hard thinking:**

We believe that children learn best when:

- Tasks present an appropriate level of difficulty for children – hard enough to move them forward, but not so hard that they cannot cope
- Learning is scaffolded to support all children to achieve through a range of strategies, for example:
  - Modelling
  - Breaking learning down into small steps
  - Additional time
  - Pre-teaching
  - Activating prior knowledge
  - Opportunities for talk time
  - Stem sentences
- New knowledge and ideas are presented concisely, appropriately and neither too complex or too simple – teachers pay attention to the cognitive load this information can present to children
- New knowledge and ideas are broken down into small steps and linked to prior learning
- The lesson objective is framed as a ‘what, why, how?’ question to ensure that pupils’ success can be assessed and to help focus on what matters during the lesson
- Pupil participation in learning is maximised through a range of strategies, for example:
  - no hands up / cold calling
  - mini whiteboards
  - Think Pair Share
  - talk partners
  - ‘No Opt Out’
  - effective questioning to promote thinking and check for understanding
- Feedback to teachers informs teacher decisions and feedback to children helps them learn

- Opportunities to practice new learning are embedded so that new knowledge is internalised and new skills become more fluent and automatic

### **Maximising opportunity to learn:**

We believe that children learn best when:-

- Lesson time and resources are managed effectively and efficiently – time is used productively
- Clear instructions are given so children understand what they should be doing
- Routines are taught so that transitions are smooth
- Rules, expectations and consequences for behaviour are explicit, clear and consistently applied

### **Creating a supportive environment:**

We believe that children learn best when:

- Mutual respect, care, empathy and warmth are the default interactions in relationships between adults and children
- Praise and positive reinforcement are used to create a healthy classroom environment
- Children’s motivation is boosted by experiencing success, achievement and competence
- Through the creation of a climate of high expectations, high challenge and high trust, children are encouraged to have a go – mistakes are valued as part of the learning process

### **Understanding the content:-**

We believe that children learn best when:

- Teachers have a strong knowledge and understanding of the content they are teaching
- Teachers know where what they are teaching fits into the journey of learning – how new learning builds on what has gone before and prepares for the next stage in learning.

### **Active Ingredients:-**

To help provide **consistency of experience and opportunity** throughout the school, we use several set approaches to teaching key aspects of the curriculum.

For example, our mastery approach to maths is supported by the use of Power Maths. Talk for Writing is the approach used to teach writing across the school and Little Wandle is our phonics programme.

Each of these (along with other key strategies used in school) has a number of ‘**active ingredients**’ which have been identified by leaders. Active ingredients are the **essential principles and practices** that underpin our approach. They are the **fixed components** that are **applied consistently** across the school.

## Reading at Woodvale – Active Ingredients

Rich and challenging reading spine

VIPERS used to highlight reading domains

Teaching and modelling of vocabulary

Adults model fluent and expressive reading before pupils practise themselves

Use of sentence stems to scaffold pupils' oral and written responses

Responses refined through feedback

Opportunities for pupils to independently show what they have learned

Use of drama to develop understanding of human behaviour and empathy

Staff promote a culture of reading for pleasure

## Writing at Woodvale – Active Ingredients

Internalisation of model texts

Develop understanding of underlying structure through boxing up

Use of writer's toolkits

Modelled and shared writing

Scaffolding removed over time for most children through **imitation** followed by **innovation**

Grammar and sentence work taught through model texts

Opportunities to edit, redraft and publish

## Maths at Woodvale – Active Ingredients

Fluency of facts and procedures

Regular opportunities for reasoning and problem solving

Concrete, pictorial and abstract approach

Scaffolded tasks to support everyone to be successful

Tasks to deepen and broaden children's understanding of mathematical concepts

Worked examples and guided practice

Small progressive steps

## Phonics at Woodvale – Active Ingredients

Clear, systematic and synthetic approach to the teaching of phonics with fidelity to Little Wandle SSP

Consistent terminology, routines, mantras, lesson structure, resources to reduce cognitive load

Regular assessment which identifies gaps in phonics knowledge and informs future teaching and learning

Keep up support for children who need additional practice

Reading practice sessions focus on decoding, prosody and comprehension

Books carefully matched to childrens' phonics knowledge

## Feedback at Woodvale – Active Ingredients

Majority of feedback at point of learning

Errors in age related basic skills addressed

Peer assessment or self marking where possible

Whole class feedback used for addressing misconceptions

Pupils act on feedback and sufficient time is given for this

Feedback moves learning forward - impact

Feedback is actionable and understood by pupils