

**WESTWOOD PRIMARY SCHOOL**

**TEACHING AND LEARNING  
POLICY**



Westwood Primary School  
AN ACTIVE LEARNING TRUST ACADEMY

## Aims and purposes

Any attempt to continue to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place on a daily basis.

Across our school the expectation is that all children are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and progress. Recognising every child's needs, challenging while supporting and providing consistency across the school. There is no set or prescribed lesson format, however there are clear 'non-negotiables' that we expect all of our children to experience within the learning at Westwood.

## We expect every teacher to be an outstanding teacher – no child at Westwood deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school.
- to enable children to learn in a safe environment where they feel valued.
- to provide an 'enabling' learning environment in every phase
- to give children the skills they require to become effective lifelong learners.
- To provide stimulating, exciting and creative learning experiences that foster and encourage independence
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

## Key elements and principles of teaching and learning across our school – a practical guide

We believe all lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

### All lessons have...Clear Learning objectives

- Learning objectives are shared orally and displayed.
- All learning objectives are written up and shared orally in child friendly

language.

- Learning objectives are not muddled up with the context or activities within the lesson.
- For learning objectives to be shared effectively, teachers must:
- Move away from saying 'Today we are doing' ... and instead say 'By the end of today's lesson you will all know/be able to/understand...'.- Make learning objectives specific
- Use child-friendly language – there is little point in sharing learning objectives if students don't understand what you mean.
- Write them down
- Refer to them: at the start of the lesson, during the lesson and during the plenary
- Pupils must know exactly what they are going to learn and what is expected of them by the end of the lesson.

### All lessons have... Well planned success criteria

- All pupils are clear about how they will achieve the learning objective.
- Success criteria's are displayed for the children to follow during the lesson or drawn up with the children, e.g. Steps to success.
- Weekly planning includes success criteria for each learning objective.
- Children use the success criteria to self-assess their own or other children's work.
- Children are reminded of the success criteria during the lesson – often children's work is used by the teacher to illustrate the success criteria in action.

### All lessons are ...clearly differentiated to enable all pupils to access learning

- All learners are challenged appropriately.
- Planning shows clear differentiation and flexibility for the teacher to follow the learning journey
- A range of learning styles are catered for to ensure all pupils are engaged, motivated and learning

### All pupils are...actively engaged in learning and work co-operatively

- Pupils are actively engaged during all parts of the lesson

- Opportunities to Think/Pair/Share and discussions with a Talk Partner are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- A range of resources are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson e.g. mini whiteboards
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.
- Children help and encourage each other
- Everyone participates and engages in the learning
- Children can explain their ideas clearly and in full sentences.

### Learning is improved by...opportunities for pupils participate in planned talk activities during lessons

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others. At Westwood we believe that Talking is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking Think/Pair/Share and Talk to your partner (TTYP) are regular features in all lessons. Pupils are trained to use appropriate body language when talking to a partner and pupils understand that their TALK is valued as much as their written work. 'Busy Noise' is good – children are encouraged to share, discuss and challenge – ensuring learning is clear and expectations are high.

### Learning is improved through... effective use of questioning

- It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by using open ended questions.
- Providing thinking time by giving an advance warning, such as 'In two minutes I am going to ask you.... '
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with 'We think that...'
- Ensuring pupils fully understand the question.

## All pupils receive regular and clear...feedback which enhances learning

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- We use a range of types of feedback – e.g. Verbal, written, group, whole class
- When marking pupil's work, the main focus is on meeting the learning objective, success criteria and/or targets. Evidence is highlighted, or commented on.
- Feedback is used to ensure that misconceptions are addressed and pupils are clear about the next steps.
- Pupils are given time to respond to the feedback
- Marking identifies next step prompts.

## Learning is improved through ...the fit-for-purpose use of ICT.

- We use a variety of resources, for example
  - Cameras
  - Computers, laptops and tablets
  - Smartboards, interactive tools
  - Headphones and audio alongside video
- We enable all pupils to have individual access, to develop understanding of the world and wider learning while also developing independence.
- All pupils have access to enhance learning, enabling them to learn together and use reliable and efficient hardware and software.
- The teacher does not always need to lead the learning – Digital Leaders can help and support in each classroom and setting.

## Learning is improved through the use of... effective behaviour for learning strategies

Effective, positive behaviour for is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour Management Policy and Sanctions and Rewards Charts

## Learning is improved through the ..Effective use of additional adults

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. They are not photocopying work, sharpening pencils or sticking work in books during learning time!
- They are clear about who they are supporting and why, they are involved and contribute to planning
- Planning is shared in advance with teaching assistants.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning. They model and support learning behaviour.
- They are flexible and use their initiative to support learning
- They support intervention and target identified areas and groups of learning.
- They are involved in assessing pupil's understanding and feeding back to the teacher and the pupil on their individual and group progress to LO.
- Teaching assistants to annotate in books to indicate support – see marking policy.

## Learning is improved through... the effective use of learning episodes within lessons

- No set/prescribed lesson format
- Review what has been learned
- Reflect on how it has been learned
- Identify visible progress within the lesson
- Make the lessons structured and with pace
- Allow time for reflection
- May be planned and / or lesson driven
- Adjust learning appropriately to better match learning need

Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson and constantly refer pupils back to the success criteria of the lesson, reinforcing prior learning.

Learning is improved through.....actively encouraging pupils to reflect on what they have learned and what has helped them to learn.

Use of prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- What are your targets?
- What opportunities do you receive to practise your targets?
- Are you getting better at your work? How do you know?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

Learning is improved through...a great classroom environment

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of. All classes across the school should have working walls, Literacy and Maths displays to support and enhance the learning.

Learning is improved by... well labelled and neatly organised resources

Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.