



Teaching and Learning Policy

INTENT

At Outwood Primary we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. Teaching and learning is central to life at Outwood. The quality of our teaching has the greatest impact on our children's learning and the standards that they attain.

We acknowledge that children learn in different ways, through a variety of experiences and therefore recognise the need to develop strategies that allow all our children to learn. Our teaching and learning are planned through the key concepts, knowledge and skills from the National Curriculum ensuring there is understanding of how the learning fits with their future learning and experiences. These are linked closely to the growth mind-set philosophy and our Acorn values which feed through all of the children's learning:

A – Aspirational learners who embrace learning throughout their lives

C – Curious and inquisitive minds that explore the world around them

O – Open minded individuals who embrace all opportunities with enthusiasm

R – Respectful and resilient global citizens who excel in a rich and diverse curriculum

N – Nurturing and caring individuals who make a positive contribution to society

IMPLEMENTATION

To ensure all of our children reach the highest standards and make the best possible progress we have an agreed approach to teaching and learning that all staff and children follow. Teaching and learning may be provided through continuous provision, enhanced provision and independent learning.

Teaching

All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles: Remember It, Do it, Twist it, Deepen It, Check It.

:the teaching should build on previous learning (remember it)

:The lesson should give pupils the 'big picture' of the lesson with clear learning intentions set, should be presented in a range of styles and should have various question styles using Bloom's Taxonomy (do it)



- : All lessons should challenge misconceptions (twist it)
- : All lessons should take children's learning further and deeper (deepen it)
- : All lessons should allow opportunities for children to check their learning, have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies and should indicate what the next step in the learning will be (check it)

We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn. Evidence of this will be found in the children's books.

Special Educational Needs

When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Send Support Plans. Teachers modify teaching and learning as appropriate for children with disabilities. At Outwood, we value each child as a unique individual, and teachers are familiar with the relevant equal opportunity's legislation covering race, gender and disability. We will strive to meet the needs of all our children,



and to ensure that we meet all statutory requirements related to matters of inclusion.

Equal Opportunities

Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.

The Learning Environment

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level).

The Learning Environment should be organised to ensure that children have the opportunity to:

- Work individually, co-operatively and in groups and as a class
- Make decisions
- Solve problems
- Be creative
- Discuss their ideas
- Develop social skills
- Develop independence
- Use initiative
- Receive support
- Succeed at their own level
- Take risks

Learning takes place in an environment which:



- Is challenging and stimulating
- Is peaceful and calm
- Is happy and caring
- Is organised
- Is well resourced
- Makes learning accessible
- Is encouraging and appreciative
- Is welcoming
- Provides equal opportunities and recognises diversity
- Provides a working atmosphere

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

- Appropriate tasks
- Confidence building
- Example
- Co-operation
- Provision of suitable opportunities
- Responsibilities

We also use displays as learning prompts for the children such as our 'Working Walls'. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

Off-Site Visits

At Outwood we believe in extending our learning through off-site visits. These may even include visits overseas. We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

Teaching Assistants

We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children and sometimes they work with small groups. Each teaching assistant supports and leads learning at Outwood either



through well planned intervention programmes or within the classroom. They are planned for and keep copies of this in their own files. Our adult helpers also assist with the preparation and storage of classroom equipment.

Continued Professional Development (CPD)

All of our teachers reflect on their strengths and areas for development and plan their professional development accordingly. We do all we can to support our teachers in developing their skills through performance management, so that they can continually improve their practice.

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
 - ensure that the school buildings and premises are used optimally to support learning and teaching;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and the annual head teacher's report to governors,

The role of parents/carers

We believe that parents/carers have a fundamental role to play in helping children to learn. We do all we can to inform parents/carers about what and how their children are learning:

- by holding parents & carers evenings to explain our school strategies for all learning including literacy, mathematics and health education;
- by sending information to parents, at the start of each term, which outlines the topics and activities that the children will be studying during that term at school;



- by sending parents regular reports that include their children's targets. These reports explain the progress made by each child, and indicate how the child can improve further;
- by explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents/carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;

We believe that children learn best when there are positive links between the school home and the community. At Outwood, we aim to be welcoming and approachable to all our visitors, we maintain and develop visits to the local community and invite visitors into school. We expect our children to contribute to and learn from the community

IMPACT

The impact of our Teaching and Learning policy is that (through the agreed approach) all our children can articulate their learning, showing progress against his/her bespoke targets and are prepared for the next stage of his/her education. At Outwood, all children have the opportunity to share his/her learning with family and friends through celebration assemblies, Thumbs up Thursday events, class dojo, the website and pupil voice.

Monitoring and review

We are aware of the need to monitor the school's learning and teaching policy, and to review it regularly, so that we can take account of new initiatives and research,



changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or earlier if necessary.

This policy was agreed and adopted by our governing body in November 2022

Deputy Head teacher – Mrs Angela Clayton