



Teaching and Learning Policy

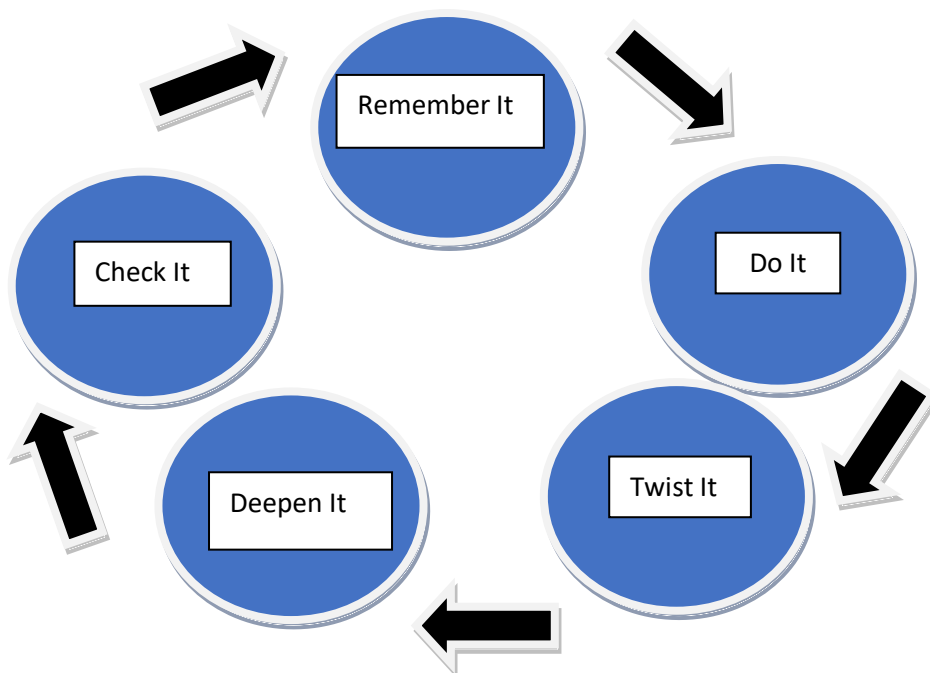
INTENT

At Outwood, we want to prepare all of our children to be active and successful global individuals in an ever-changing world. We aim to achieve this through a diverse yet relevant curriculum which ensures that our children have an understanding and a “botheredness” about the world in which they live. Our rich, deep and ambitious curriculum is focused on developing the children’s knowledge and skills across all of the National Curriculum subjects. We combine knowledge and skills with a golden thread of the school’s ACORN values to ensure that our children thrive and reach their full potential. We offer ongoing experiences to develop cultural capital, enable our children to shape their futures and to adapt to the inevitable challenges they are going to face. This is in line with, but also goes beyond, the requirements set out in the National Curriculum.

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.

All teaching will be structured to maximise learning opportunities and our lessons follow: Remember It, Do it, Twist it, Deepen It, Check It format to develop a deep understanding and knowledge throughout the school year allowing our children to revisit topics to secure knowledge.

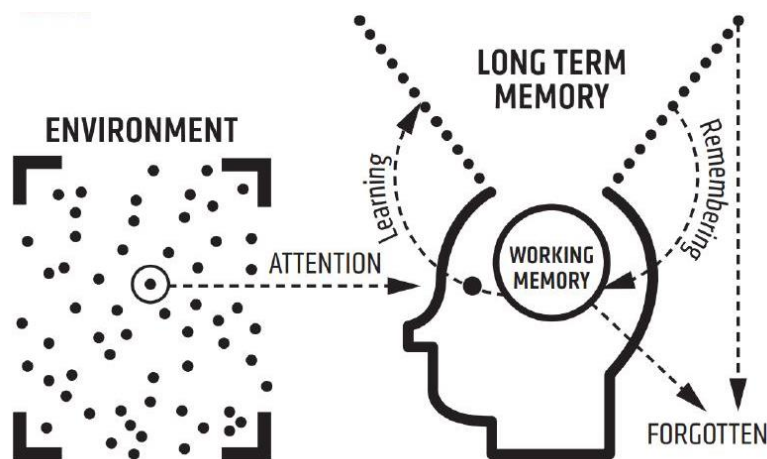




Remember It

Our intended outcome of learning at Outwood is that knowledge is committed to long term memory. The curriculum has been planned in a way that facilitates clear links between previous and future learning.

In order for our children to know more and remember more, we need to plan time in our curriculum to revisit learning and make links to current learning. We do this by starting our topics with a clear picture of where this unit of work fits in with prior learning. Within each lesson, teachers start new learning by revisiting prior learning.



Do 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. It also develops the children's vocabulary. Vocabulary plays a huge part in our curriculum at Outwood. We believe it is our job to provide what children may not already have; the language of public discourse, the language that shapes abstract concepts (not everyday language).

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.

Twist It

This part of the lesson allows pupils to address misconceptions and think about aspects of learning from a different perspective.

Deepen It

In explaining and articulating pupils should be using technical vocabulary demonstrating that they have understood this vocab. The facility of knowledge is the measure of the breadth of our knowledge.

Check 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. 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.

IMPACT

The impact of our Teaching and Learning policy is that, through the agreed approach, all our children can articulate their learning, showing progress and are prepared for the next stage of their education. The children at Outwood will have had ongoing experiences that have helped to develop their cultural capital, which will help enable them to shape their futures and to adapt to the inevitable challenges they are going to face

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/Learning Support 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 the subject leader

Subject leaders at Outwood are responsible for the quality of teaching in their subject. In order to lead a subject, they will do the following:

Strategic Direction



- Promote the subject, its importance, and the value it brings across the school
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the subject
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, vision and aims
- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils
- Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS

Leading the curriculum

- Develop and review regularly the vision, aims and purpose for the subject area
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the subject area

Leading and Managing staff

- Establish an effective team and hold regular meetings on the subject to keep staff informed on any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area
- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises

Deployment of resources

- Provide support with textbooks and library books in the subject area



- Work with the English subject leader to ensure that links between the subject topics and fiction and non-fiction books are used within the English curriculum
- Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience

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

Monitoring and review

We are aware of the need to monitor the school's teaching and learning 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.