

The Academy of Woodlands



Teaching for Learning Policy

January 2022

Curriculum Intent Statement

At the Academy of Woodlands we are developing a bespoke curriculum that aims to create learners who will succeed in the 21st century. We have established a rich, relevant and purposeful educational experience that allows us to develop the whole child and meet the needs and interests of individual pupils. Our curriculum provides learning that has local, national and international dimensions.

Our curriculum allows children to build on their learning, progressively acquiring the knowledge and skills needed for the next stage in their education. This means ensuring children are confident in reading, writing and maths, which supports them in fully accessing the broad curriculum and enrichment opportunities available. Pupils are given opportunities to rehearse and embed these skills daily. They are challenged not only to develop their understanding, but to master and articulate it. As a result, our pupils are successful, self-motivated, independent individuals with a love of learning.

Woodlands strives to develop the skills and attitudes that help children become life-long learners with the ability to succeed in their future. These skills and values are embedded in our curriculum and celebrated in both classrooms and the wider community.

Aims:

- To provide a safe, happy, healthy and friendly environment, which enables children to develop their self-esteem and decision making skills enabling them to make a positive contribution to school life and beyond
- To instil a love of learning and promote high expectations, celebrating both success and effort
- To provide an inspiring, fun, engaging curriculum, with both challenge and support, in and beyond the classroom
- To work hand-in-hand with parents/carers and members of the Aerodrome community to maintain and develop a school of which we can all be proud

Guiding Principles:

- Children working independently are given quality skills based learning challenges that are well resourced
- Key vocabulary is taught and used
- Regular and effective feedback (verbal and written) leads to more rapid progress.
- Learning is retained when delivered through meaningful contexts.
- Reducing teacher talk increases pupil involvement.
- All learning groups within the classroom are fluid

Policy:

This policy is designed to...

- Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school
- Promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching for learning
- Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically

The policy takes account of...

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge and understanding about children and education

Our primary aims work towards delivering a high quality education to all children by providing teaching that:

- Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self-esteem
- Provide children with the essential basic skills and instils a love of learning
- Promotes high expectations celebrating both success and effort • Challenges and supports to empower all children including those with special needs and the most able
- Enables children to take ownership of their learning with the confidence to question and be independent

Pupil Dispositions:

We aim to enable our pupils to be independent and resilient learners. To reinforce this, our classrooms are positive learning spaces with a shared vocabulary that promotes perseverance.

- Keep your head high
- Don't give up
- Learn with others
- Open your eyes to something new
- Try again
- Use what's around you
- Use what you know
- You've got the power

At Woodlands we believe that children learn best when...

- They are made to feel secure and confident
- They are involved in the learning process
- A variety of resources are used
- They are presented with learning tasks that are meaningful, relevant and appropriately matched
- Mixed pedagogy and lesson structures are used for purpose
- A menu of differentiation is used for purpose
- They are skilled at self-assessment
- The classroom environment is extended to include the outdoor learning environment of the school, the immediate locality and the wider, surrounding area.

Effective Teachers:

At Woodlands we believe that teachers teach most effectively when...

- They feel valued within the school community
- They develop excellent relationships with the individuals in their class
- They work as part of a mutually supportive team (whole school and within year groups)
- They are able to work collaboratively with colleagues, planning and evaluating together
- They feel supported to take risks
- They have access to high quality professional and joint professional development opportunities
- They have regular release time out of the classroom to plan and evaluate the curriculum
- They have good support from additional adults and other agencies
- They are clear about their aims and share them with learners
- Clear boundaries are set
- They have excellent subject knowledge

- They motivate, enthuse and engage learners
- They develop effective relationships with parents
- They have regular constructive dialogue about learning and self-assessment with individual learners
- A positive, purposeful, relaxed working environment is established and maintained Creating an effective learning environment

Environment:

- Welcoming – All areas of the school should be colourful and family friendly to enable children and parents to feel welcome in our school
 - Use of space - accessible, labelled resources, no clutter, outdoor areas used throughout the year
- Use of time – Children and adults are expected to be punctual and to view time as a precious and limited resource which should not be wasted
- Resources – Classrooms should be well equipped with up to date and working technology
 - Display – Should be lively, stimulating and exciting. It should reflect a range of learning and should celebrate both the achievement and creativity of all children; all display should have children's work as the main focus, displays are regularly updated
- Calm – Classrooms and other learning areas should be calm and learning focused

Ideal Classroom environment:

- Learner centred classrooms: High quality lessons which are, smooth and orderly
- Knowledge centred classrooms: Thinking classrooms that are knowledge rich
- Skills centred classrooms: Knowledge delivered and displayed through skills based curriculum.
- Assessment centred classrooms: Meaningful interactions, feedback loops, scaffolding of learning
- Community centred classrooms: Links with community, sharing values with home

Non-negotiable elements in Practice for all Year groups...

- Differentiation and lesson structure is appropriately decided according to the planned learning- this may alter on a daily basis depending on AFL.
- Range of Teaching Methods used to fit learning purpose
- Variety of Learning Tasks planned
- A range of differentiation strategies are used to enable all learners to succeed
- Pre teaching is used effectively to prepare children for the learning ahead- developing independence
- Range of groupings used according to learning
- Learning Objectives are Identified & Shared
- All learning is modelled to pupils with clarity
- Children often create success criteria from the learning objective
- Outdoor Learning (including trips) are an entitlement
- Relevant end products for all learning are planned for and displayed
- Water intake throughout the learning day is encouraged
- Progression of knowledge and skills underpins our curriculum
- Time is given to revisit the learning throughout the lesson preferably in small groups or individually
- Children are actively involved in assessment against SC individually, with peers and with adults
- High expectation of presentation and learning for all children is evident
- Throughout the week **all** children will be taught in focus groups by the class teacher
- Adults are actively involved in learning including carpet sessions
- Good quality early morning challenges are planned for all year groups
- Reading sessions take place daily
- ICT learning is used to enhance learning experiences
 - All classrooms have an inviting reading corner

EYFS – Specific elements / Nursery and Year R

- Assessment is used to inform planning on a daily basis
- Carpet sessions are kept to a minimum in both frequency and length
- Planned learning delivered inside (the classroom) is replicated outside using a different challenge
- Focus teaching is the key teaching tool which is pupil interest led
- Child initiated play should have limited interruptions.
- Free flow learning takes place inside and outside the classroom.
- Phonics is taught according to which phase children are working within
- Learning is engaging and inviting and allow for open ended learning. (in & out)
- Planned daily opportunities for observations and up levelling play
- Language for learning is used and encouraged
- Vocabulary is modelled and used throughout all activities.
- Environment is a combination of child initiated learning and playful adult led opportunities.
- Children are given opportunities to rehearse skills previously taught

Supporting Children with Special Educational Needs (SEN)

At the Academy of Woodlands we aim to provide support for any child who is not making the expected progress in their learning. We aim to provide children with strategies, rewards and equipment as much as possible to enable all children to access learning inclusively with their peers.

There are four main categories of SEN:

- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory
- Communication

Support for children at The Academy of Woodlands starts in the classroom, with high quality, inclusive teaching. The *Special Educational Needs and Disability Code of Practice, 0-25* (the SEN Code of Practice) January 2015, states that all settings should follow a four stage approach to supporting children with SEN. The four stages are Assess, Plan, Do, Review and this is known as the Graduated Approach this is detailed in the SEN Information Report.

Links to other policies:

- Curriculum policy
- Behaviour policy
- Attendance policy
- SEN policy
- Safeguarding policy.

Policy: Reviewed January 2022

Next Review January 2023

Head Teacher:



The Academy of Woodlands Chair of Gov's:

