



Woodlands School

Teaching and Learning Policy

DRAFT

Member of Leadership Team with Responsibility for Update of Policy	Deputy Headteacher
Headteacher	Jules Taylor
Date adopted by the Governing Body	
Policy Review Cycle	Annually
Date for Policy Review	

At Woodlands School we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Our model for effective teaching and learning allows everyone to be the best they can be.

Rationale:

To ensure consistently high standards and the opportunity to achieve.

To share the fundamental principle that high expectations lead to positive outcomes. This is especially underpinned through links to preparation for adulthood.

To identify students requiring additional learning opportunities or a more bespoke approach through Alternative Provision. This is driven by the needs of the child, not the school.

To have safeguarding at the core of everything we deliver including both explicit lessons and embedded foci within all curriculums.

To foster an environment that is wholly nurturing, supportive, inclusive and stimulating

To model and develop high quality teaching through a robust performance management and appraisal system.

To promote literacy and numeracy at every opportunity and to develop learners that enquire, question, debate and reason.

To utilize a range of resources to develop creative expression, depth of knowledge and imagination.

To find opportunities to promote SMSC to benefit learners in developing them into respectful and tolerant members of society.

To take a multi agency and multi adult approach in supporting learners to have high expectations of themselves and others.

To promote equality and transparency for both staff and students.

What learning looks like at Woodlands School

We recognise that every student learns in a different way. We equally recognise that the journey that has brought our students to Woodlands School has often been difficult, traumatic, and unconventional. However, at start at Woodlands is all about turning over a new leaf.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn. Self-review and peer review strategies are used, as well as planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding.

We are always mindful that learning is not always about academic progress but about developing social and emotional skills over time. The rate of progress is very much dependant on the context of our learners and we firmly promote an individualised approach rather than a 'one size fits all' model.

Alternative provision

The quality of our teaching remains consistently high for our expectations in Alternative Provision, in line with the rest of the school. Specialist 1:1 teaching, identified from an EHCP and EP report is offered in a specific learning environment and further opportunities provided by external providers enhances the learning experiences of our students. Monitoring of staff, students and outcomes remain in line with whole school practice.

Teaching and learning in practice

All teachers are expected to produce medium term plans for their subject area.

Plans for every half term or term for all subjects, identified in subject schemes of work folders include learning Objectives and content to be covered each week. Teachers will also identify SMSC opportunities, literacy and numeracy links and any topics that contextualise 'Preparation for Adulthood'.

Furthermore, all teachers will have a clear long-term plan for each year group with links to the National Curriculum/Assessment Objectives as appropriate.

We don't have an expectation that all lessons in all subject areas will follow a formulaic sequence of learning. The pace, pitch and opportunity for students to engage is determined by the specialist teacher and is evident within both formal and informal observations.

Monitoring:

In line with the PM policy, all staff will be observed formally a minimum of twice a year. Lessons will be judged against new OFSTED guidelines and feedback in both verbal and written form will be provided within 48 hours of the observation.

However, in addition, all staff will promote an 'open door' approach, with the expectation that all lessons demonstrate high quality teaching and learning, not just observed or 'show' lessons. Learning walks will form part of the regular life of the school and will be undertaken not only by SLT but by any staff wishing to observe all or part of a learning experience.

Furthermore, 'Wow' weeks will be calendared to provide staff with the forum to demonstrate outstanding practice to each other and to both give and receive feedback from colleagues. This is to ensure all staff are aware of expectation and strive to model and promote the very best teaching that our learners deserve.

Staff will undertake a subject review twice a year with SLT where planning, feedback observations will be scrutinised. This is to provide SLT with a clear and consistent understanding of practice within the school but also to identify supportive measures and guidance for individual staff as the needs arises.

Rights and Responsibilities:

The role of Governors

Our governors determine, support, monitor and review the school's policies on teaching and learning.

Our governors support the use of appropriate teaching strategies by allocating resources effectively and monitor how effective teaching and learning strategies are in terms of raising pupil attainment.

Our governors ensure that the school buildings and premises are effective in supporting successful teaching and learning.

Our governors ensure that staff development and performance management policies promote good quality teaching, monitor teaching strategies in the light of health and safety regulations and scrutinise the effectiveness of teaching and learning policies through the school self-review processes.

The role of parents

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement.

During the induction/transition process, staff endeavour to keep parents informed at every stage and are provided with information and contacts who are able to provide further support. Visits from parents are actively welcomed.

Parents receive 3 reports throughout the academic year. This outlines the student's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers at any time.

Parents are responsible for ensuring that students attend school regularly. Holidays during term time should be avoided as these interrupt the student's progress. Parents are asked to inform the school of any absence on the first day so that we know that they are safe at home.

Woodlands promotes an open and honest dialogue between staff and parents.