



Policy  
Document

# Woodfield School

Teaching and Learning  
Policy

**Date: Spring 2011**

# Teaching and Learning Policy



At Woodfield we believe that all children should benefit from high quality teaching and consequently enjoy learning and that each of our pupils should have an equal opportunity to reach the highest levels of personal achievement, independence and confidence. The learning needs of each individual pupil include all of the school aims (see attached) delivered through a broad and balanced subject curriculum using specialist methods and approaches as applicable.

Teaching and learning at Woodfield go hand in hand; teachers and their support staff help pupils acquire the necessary skills to learn and to develop transferable skills which will facilitate their knowledge and understanding. The teacher's planning must show how they are helping pupils to develop learning skills as well as highlighting the subject knowledge they will be working towards.

Teachers at Woodfield plan, assess, record and report their teaching according to subject policies, schemes of work and as detailed in the schools Assessment, Recording and Reporting Policy. Teachers at Woodfield must have good knowledge of all the curriculum areas and of how to plan and work within the different subjects, based upon medium term planning as written by subject leaders. They must have a good knowledge of different learning styles and approaches and provide good resources for learning. Teachers thoroughly assess their pupils and set relevant, challenging Statement linked targets for all individuals.

## Teaching and Learning in the Classroom

Teachers are required to plan lessons and series of lessons according to the schemes of work devised by Curriculum Subject Leaders. These schemes of work include ideas for Teaching Approaches and Learning Opportunities and develop a subject theme throughout the school continuously and progressively.

Pupils are given the opportunity to learn new skills and develop their subject knowledge as well as to practice and apply skills and knowledge already acquired. They do this through practical activities, through interaction with their peers and adults, through gathering information from a variety of sources and through a diversity of experiences. Individual overarching targets are set and followed for every pupil and the National Curriculum and 'P' levels provide a focus for individual learning targets in all subjects.

Lessons have a clear structure and must be well managed with effective and supportive behaviour management and clear direction and enthusiasm from the teacher. The lesson plan format is used by the teacher to organise the teaching and learning for individual sessions and covers small group or individual subject objectives / outcomes as well as differentiation through Statement – linked overarching targets.

## The Learning Environment

The classroom is organised to ensure safety and security for pupils and staff in a way that reflects the different learning needs within the group. The organisation will facilitate individual, collaborative and cooperative work. See also Autism and Learning Environment Policies.

A good learning environment is calm, clear, motivating and consistent and has well trained staff who understand the different learning needs of each individual pupil. There are well defined boundaries regarding behaviour within a positive ethos. Praise must be clear and meaningful. There are high expectations for achievement and clear emphasis put on input and outcomes.

Lessons must be well prepared and motivating, using different approaches to appeal to different types of learners. Learning styles can be visual, auditory, tactile or physical or a combination of these. Research suggests that a variety of teaching styles leads to improved learning.

Communication is vitally important. The vocabulary must be at the pupil's level of comprehension and supported by sign, symbols and gesture. Pupils are encouraged to contribute and given enough time to do so. Support staff can help by 'interpreting' for individuals.

All students must be given time within the lesson to work at their own level and the planning should show differentiation for work and outcomes. Staffing is allocated and resources chosen to allow for full differentiation.

### **Encouraging Learning**

Pupils are encouraged to become independent learners. Classroom routines that help pupils to know what is expected of them, where basic resources are kept and what they are allowed to do by themselves help in this. The use of books, text, pictures and CD roms and the internet help pupils to gather information for themselves and practical activities which encourage pupils to work alone or collaboratively also give our pupils the necessary skills to learn. Pupils must be given every opportunity to make choices across the curriculum.

Pupils need to be fully involved in lessons in order for them to sustain their interest and understand what is expected of them. A good balance of teacher / pupil activity is required to pace the lesson appropriately and support staff need to know their role in the lesson. All staff need to recognise achievement and the need sometimes for extra help and support. Pupils are encouraged in their learning using strategies such as group work and interactive learning. It is also vital for pupils to assess their own performance and set their own targets for improvement wherever possible.

### **Pupil Progress**

The learning environment is structured to show pupil progress and there should be an enthusiasm for pupil achievement. Targets and expectations for individual pupils must be clear and staff should be given time within the planning to allow for in depth observations, thorough assessments and the measuring of pupil progress. An enthusiastic, positive approach with empathy is a requirement.

### **Monitoring Teaching and Learning**

Effective leadership ensures that Teaching and Learning at Woodfield benefits all pupils and that the school ethos 'Caring, Sharing, Achieving Together' is fulfilled. Senior Managers have a systematic approach to classroom and teaching and learning observations using an agreed format, with supportive feedback given. Subject coordinators will ensure through their monitoring that individual teachers are covering their schemes of work to impart subject knowledge to individuals.

By creating a positive and structured classroom environment, with empathy for and understanding of all the needs of our pupils, and by teachers delivering well prepared interesting lessons we will enable our pupils to learn effectively and achieve their potential.

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Teaching and Learning Monitoring Policy  
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