



Whitewater Church of England Primary School

Teaching & Learning Policy

APPROVED AND ADOPTED

Date: March 2022

Next Review Date

March 2024

Teaching and Learning Policy

Our vision:

Through our core Christian values of love, respect and courage, we aim for our children to feel love for themselves, for others and the world around them; to be brave, knowing that mistakes are expected, respected and part of learning; to understand they have the power to make a positive contribution to God's world.

Our values:

Our vision is underpinned by the Christian values of **love**, **respect** and **courage**. These values are shared by all staff, governors and children and they inspire all that we do.

Our aims:

To achieve our vision, we continuously strive to develop strong partnerships between school, home and the local community. Together, our aims are for all children to:

- Enjoy a challenging and engaging curriculum that promotes curiosity, creativity and deep thinking
- Have high expectations of themselves and others
- Feel motivated to be the best that they can be
- Feel safe, respected and valued
- Take risks and learn from their mistakes
- Reflect on their learning and share responsibility for moving it forward
- Become articulate and confident communicators, able to voice their own opinions and debate issues sensitively
- Understand how to collaborate with others and enjoy healthy competition
- Build positive relationships based on Christian values
- Share the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Use technology confidently, responsibly and safely
- Become effective and responsible global citizens

Whitewater C of E Primary School is a community of learning where every child is valued as an individual and will develop self-respect and self-confidence, alongside a passion of learning. Within a culture of caring and celebration, we will prepare our children to become citizens of the future and lifelong learners with the skills, understanding and resourcefulness to achieve personal success. Our Christian values of **love**, **respect** and **courage** sits at the heart of our decision making and supports our drive to nurture the *Whitewater citizen*.

The Aim of Teaching and Learning Handbook is for the children to:

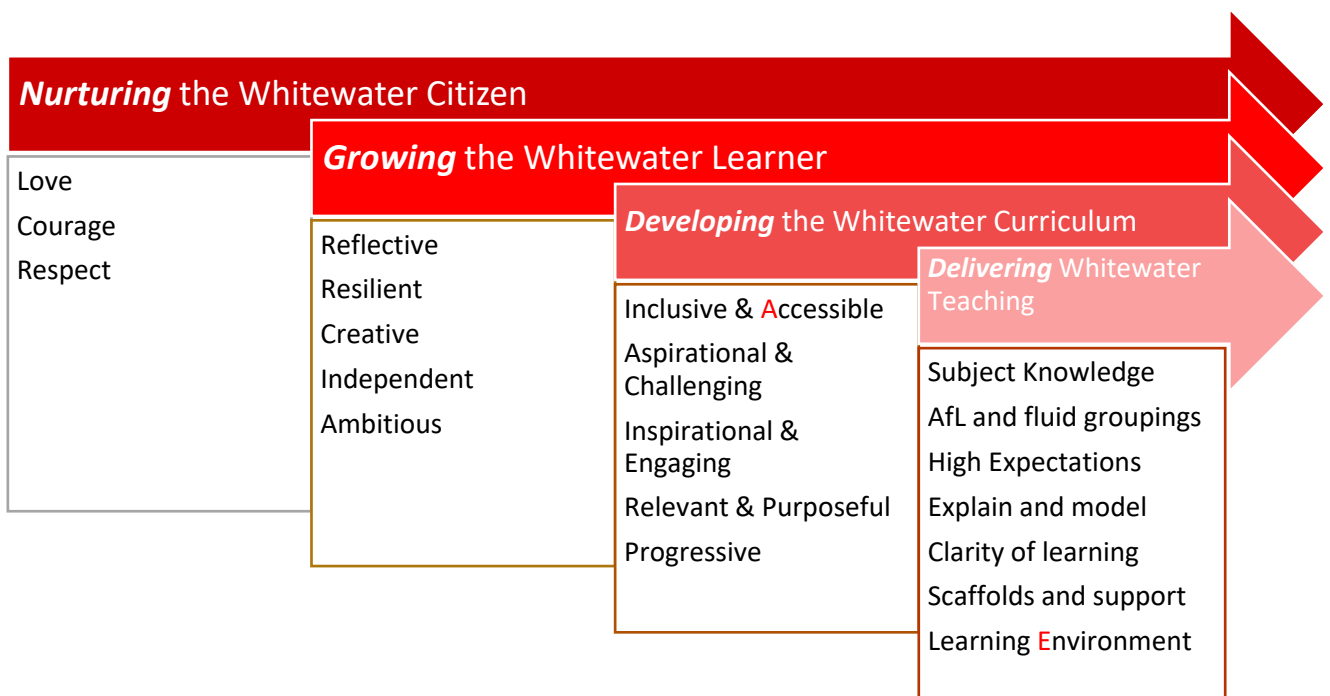
1. Develop a passion of learning
2. Learn skills and behaviours which ensure they become life-long learners
3. Develop a responsible attitude to health, safety and well-being
4. Achieve personal success
5. Broaden their outlook beyond their immediate environment and to make a positive contribution to the school, community and the wider world
6. Make good progress

These aims will be achieved through:

Practice these things, immerse yourself in them, so that all may see your progress. (Timothy 4:15)

Our teaching and learning approach is defined through the four main components within The Whitewater Way:

- *Nurturing the Whitewater Citizen*
- *Growing the Whitewater Learner*
- *Developing the Whitewater Curriculum*
- *Delivering Whitewater Teaching*



The Learning Experience and Environment, where:

- High expectations are set in all aspects of school life
- Good quality and wide-ranging resources are used
- A welcoming, engaging, organised and safe classroom with inspiring displays are provided
- Being successful and knowing when success has been achieved is promoted
- A strong and positive partnership for academic and social learning between staff, pupils and home is engaged
- Adults act as role models for successful learning
- A pride in learning is developed and high standards are aspired to
- Personal achievement, focusing on the process of learning and learning behaviours is celebrated
- Opportunities for all children to “show-case” their talents are provided
- There is a collective responsibility by teachers for all children in the school, showing an awareness of the pupils beyond their own class
- Outside agencies are actively engaged to secure support for individual needs
- The skills of the local community add breadth and variety

Teachers, who will:

- Demonstrate the school's Christian values of love, respect and courage in all that they do
- Manage the learning experience in order to give each child the greatest opportunity for success, through a differentiated approach to learning and providing appropriate challenge that will allow all pupils to experience success
- Ensure pupils make good progress through the acquisition of key skills in literacy, numeracy and ICT and through the wider curriculum
- Understand that pupils learn in different ways and at different rates, and that these present opportunities to adapt and enhance their teaching
- Create engaging, motivating and purposeful learning experiences that wherever possible are based on first-hand experience
- Ensure effective assessment for learning
- Provide opportunities for learners to reflect and learn from their experiences
- Teach through a range of approaches to develop a range of learning behaviours
- Provide constructive and timely feedback to pupils
- Set up high standards of achievement and look to improve the effectiveness of their teaching
- Use the language of learning when teaching
- Build on children's prior knowledge to ensure a smooth progression of learning
- Listen to the views and opinions of the children when shaping the learning experience

The School ethos, part of which is that learners are expected to:

- Demonstrate the school's Christian values of love, respect and courage in all that they do
- Ensure they make good progress through the acquisition of key skills in literacy, numeracy, ICT and through the wider curriculum
- Take a responsibility for their own learning and learning behaviours
- Develop a pride in learning, set high standards of themselves, value excellence and develop the self-confidence and motivation to become independent learners
- Look to improve how they learn and enhance their level of attainment
- Use the language of learning to reflect on their strengths and weaknesses and to identify their next steps
- Interact positively and productively with their peers
- Show respect for all members of the school community
- Respond readily to challenges and be organised and ready to learn
- Express their views and opinions of how they would like the learning experience and or curriculum to be shaped and structured.

Parents/Carers who will:

- Demonstrate the school's Christian values of love, respect and courage when visiting and communicating with the school
- Work in partnership with the school
- Fulfil the Home-School Agreement
- Support their children in being prepared for school
- Keep the school informed about any issues that could affect their child's well-being and their children's learning
- Promote home learning

The Whitewater Curriculum:

At Whitewater we aim to equip pupils to make a positive contribution to society in the future through a rich, broad and engaging curriculum which inspires all pupils to learn through the acquisition of knowledge and skills with the school values of love, respect and courage at its core. The curriculum is all of the planned activities that are organised in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of learning experiences that we deliver in order for school to be a magical place of learning. We aim to teach children how to grow into positive, responsible citizens, who can work and co-operate with others while developing knowledge and skills, to help pupils become the very best that they can be.

Planning

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve very high standards. This requires a thorough knowledge of each individual in the class as well as very good subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively.

At Whitewater, we are committed to delivering the National Curriculum 2014 whilst ensuring that the philosophy of the Whitewater Way underpins our planning and delivery. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Staff meetings and continuous professional development sessions are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous teaching and learning throughout the term, or as blocks of teaching and learning. At Whitewater C of E Primary School we are committed to raising standards of basic skills. By basic skills, we mean reading, writing as well as speaking and listening and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Planning comes in three forms: long term, medium and short term. Each play their role in ensuring that all subjects are covered, progressive and engaging for all children.

Marking and Feedback

At Whitewater C of E Primary School, we wish to promote a culture of achievement which provides challenge and develops self-esteem. We believe marking and feedback should provide constructive feedback to every child, focusing on success and areas for development against clear learning objectives and criteria for success. We want to enable children to become reflective learners and help them grow and develop as people and as learners.

Feedback should be the most powerful, manageable and useful ongoing diagnostic record of achievement. At its best, it encourages pupils to become reflective learners so that they are aware of their progress and how they can improve further.

We believe that effective feedback will:

- Lead to children understanding what they have done well
- Clearly identify areas where the children can grow
- Engage the children in thinking more deeply about what they have learned

An Inclusive Culture:

At Whitewater Church of England Primary School, we share four core values for inclusion:

- a) Providing high quality teaching and learning for all
- b) Places the learner at its centre
- c) Sharing responsibility and collective accountability
- d) Working in partnership

We believe that each child should be valued as an individual and be able to achieve their fullest potential. In all schools many children require some level of support during their time in education. Early intervention is vital as it enables children to feel proud of their progress and small concerns are dealt with before they become complex issues.

We use a range of ideas and approaches to ensure everything possible is done to make the learning experiences both inclusive and effective for children or groups:

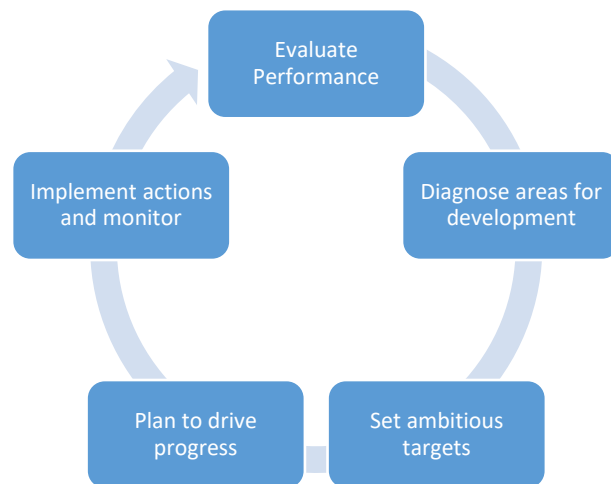
- with special or additional educational needs
- identified as Pupil Premium/FSM
- with, social, emotional and mental health (SEMH) and behaviour difficulties
- deemed gifted and talented
- who are recognised as 'in care' or 'looked after' by the Local Authority
- whose first language is not English
- from gypsy, roma, traveller communities
- who experience long term illness

We aim to ensure that we are effective in delivering high quality teaching and learning for all of its pupils and the community it serves by:

- developing a sense of belonging for all
- ensuring early and complete identification of any additional needs
- the entitlement of pupils to full participation in achieving their potential
- providing access to all aspects of school life
- making and sustaining a commitment to overcoming any barriers to learning, access or belonging
- building an inclusive ethos

Monitoring and Evaluation:

The responsibility for monitoring the quality of pupil learning and progress is a shared one between: teachers, SLT, support staff, pupils, governors and parents. Each member has a responsibility for communicating to the other stakeholders. All monitoring and evaluation procedures are governed by the school self-evaluation cycle and the school monitoring framework. See below:



Senior Leadership Team (SLT) are responsible for:

Having an overview of the whole school performance and achievement in order to inform strategic planning and school priorities

Governors are responsible for:

Reflecting, challenging and supporting the school on progress, attainment and the well-being of all learners

Teachers are responsible for:

Knowing where the children are emotionally, socially and academically; knowing their strengths and weaknesses; developing issues that can identify the barriers to learning and well being; and how best to overcome these.

Support Staff are responsible for:

Keeping the class teacher informed as to the quality of learning achieved by the children they have been supporting during a lesson

Pupils are expected to:

- Reflect on their own approaches to learning and understand when they are successful
- Use pupil voice to inform the school of strengths and development issues e.g. through pupil conferencing, school council, informal feedback, questionnaires

Parents are expected to:

- Contribute to school evaluation through constructive feedback
- Be part of the learning process by attending Learning Consultations, signing the Home/School Agreement and through ensuring their child's attendance is as high as possible
- Support the school values, ethos and aims.

Appendix 1 - Developing the Whitewater Curriculum

The curriculum is all of the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of learning experiences that we deliver in order for school to be a magical place of learning. We aim to teach children how to grow into positive, responsible citizens, who can learn and co-operate with others while developing knowledge and skills, to help pupils become the very best that they can be.

At Whitewater, we aim to equip pupils to make a positive contribution to society in the future through a rich, broad and engaging curriculum which inspires all pupils to learn through the acquisition of knowledge and skills with the school values of love, respect and Courage at its core.

When developing the Whitewater Curriculum, the following principles guide our decision making:

Inclusive & Accessible

We provide an inclusive education within a culture of support and high expectations. All staff work together to nurture and support children, ensuring they feel happy, safe and cared for in school. Our curriculum and teaching enables all children to make progress from their relative starting point. Our overarching aim is to ensure that we make every lesson count, for every child.

Aspirational & Challenging

We will guide and support all children in finding who they really are. We foster a 'growth mindset' and model determination and perseverance which enables opportunities for all children to experience what success feels like. We use open ended questioning and apply high order thinking tasks that allow children to solve problems both independently and collaboratively. Through devices such as the 'Learning Pit', we aim for every child to embrace challenge and recognise that this is a fundamental part of effective learning.

Inspirational & Engaging

At Whitewater, we ensure that learning is vivid and real. We want our children to develop understanding through enquiry, creativity, use of technologies and learning behaviours. We foster thinking skills to make learning interesting, flexible and inventive. We create an effective environment to embed learning skills across a range of subjects, using a varied approach and a variety of learning techniques to create and maintain a 'love of learning'.

Relevant & Purposeful

We ensure both teaching and learning are well structured so that children know what is to be learned and how they learn best. We set clear targets, making every learning experience count. We use rich and interesting content which children can relate to and make connections with to drive our curriculum. We actively strive to develop confidence and self-discipline; ensuring children understand and are aware of the learning process. Our curriculum generates enthusiastic and resilient learners who strive to exceed their goals.

Progressive & Fulfilling

We plan and deliver a curriculum which builds on prior learning by assessing and reflecting on practice. We ensure that we make links explicit between what has previously been taught to current learning. Our planned curriculum ensures that children have the opportunity to make links in their learning and apply knowledge and skills to new problems whilst recognising the need for retrieval practice to enable the retention of learning. We work to ensure learning is 'fun' and that children are keen to learn more.

Appendix 2 - Delivering Whitewater Teaching

At Whitewater, we recognise the vast number of different teaching strategies and pedagogies which are used in the classroom to facilitate effective learning. As a teaching team, we have spent time discussing and shaping what we want teaching to look and feel like in our school. As a result, we have identified seven teaching strategies that provide a consistent foundation to the quality of teaching across the school. These clearly defined expectations enable all children to receive consistently effective teaching and reduce the variance between classes.

Our key teaching strategies to deliver Whitewater teaching are:

Subject Knowledge: In order for highly effective teaching to take place, teachers must have strong subject knowledge across the curriculum. Having a clear understanding of knowledge and skills which come before and after learning, enable clarity of progression. Knowing and understanding the curriculum we teach allows for greater flexibility in approach and will ensure successful learning happens at whole class, group and individual levels.

Assessment for Learning and Fluid Grouping: In order to ensure that all children are challenged and that they are learning at the appropriate pace and level, AfL is embedded into our practice. AfL sits at the forefront of our minds when planning and delivering lessons. The process of AfL happens at multiple points and can be before, during or after lessons are taught. All actions of AfL inform immediate actions and future teaching. Our teaching groups are fluid and change regularly to meet the needs of children on their live learning and ensure that all children are extended and challenged.

High expectations: That the vast majority of children will achieve the end of unit outcome. The support required to achieve the outcomes will vary as will the pace that the children move through the success criteria. All children will feel challenged regardless of their level of attainment.

Explain and Model: The process of teaching requires clear explanation. We use direct instruction in all lessons to ensure that all children understand new learning, know what to do and know what is expected of them. Following clear instruction, teachers show the children. Ultimately, teaching children a new skill or how to apply a skill can only be done through modelling. This can be in many forms including a live model, pre written WAGOLL, worked example and physical demonstration.

Clarity of the learning: In order for all children to know what they are learning, skills and knowledge based success criteria is required which the children can evaluate themselves or their peers against throughout the lesson. These have been identified as the key aspects of learning that the children are required to successfully understand in order to meet the learning objective.

Scaffolds and Support: This is where the children's needs are assessed throughout learning in order to move their learning on at the right pace and at the right level of challenge. We use adults, resources, task design or outcomes to ensure that all children can access meaningful learning and make progress.

Learning Environment: The surroundings in which children learn can greatly influence their academic performance at school. The environment should be an extension of the curriculum. We aim for the classrooms to inspire the people inside it. Learning resources are accessible to enable children to be independent with prompts and aides on display to support thinking. Consistent approaches in the use of working walls and strategies such as the Learning Pit are used regularly to contribute to high quality learning.