



Teaching and Learning

The Woodlands

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| Approved by: | L Candler S Green | Date: Sept 24 |
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Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school and bases.
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

Woodlands Vision Statement

To deliver a tiered programme of targeted intervention and support that enables pupils to succeed in either their first-choice mainstream setting or most appropriate educational provision.

Our guiding principles

The Woodlands, helps young people aged 4 – 16 overcome their difficulties and achieve their potential through building their confidence and self-esteem. The bases provide an exciting and relevant individualised curriculum, with a strong emphasis on improving literacy and numeracy, in addition to helping young people understand their emotions, build confidence and self – esteem and improve behaviours to overcome their individual medical needs.

Staff are highly skilled, dedicated and determined to help the young people who attend the school. Staff aim to promote a culture that effectively breaks down the barriers to learning by creating a safe and stimulating learning environment based on individual need. All staff believe that the enhancement of self-esteem and confidence for all pupils, with a strong focus on literacy and numeracy skills, are the key to success.

All staff will promote the re-engagement of pupils and help them to achieve their learning potential. This is underpinned by staff working in partnership with parents/ carers and other stakeholders to achieve the very best for pupils. Our approach to promoting high quality teaching and effective learning at The Woodlands is an integral part of our whole school curriculum and is underpinned by the aims of the school. It is based on clear values, high expectations and up to date research of effective teaching and learning strategies.

We also recognise that it is the responsibility of the school to provide high quality teaching and learning opportunities which will significantly influence the behaviour of our pupils. We accept and recognise that classroom management, teacher behaviour and organisation can have a positive impact on teaching and learning. We will always seek to encourage and support the achievements of our pupils through highly effective teaching and a positive learning climate.

Rationale

The Woodlands is committed to delivering high quality teaching & learning, for all pupils, on all sites. All pupils have the right to access a broad, balanced curriculum that also recognises their need for a more individualised and personalised curriculum. To ensure all pupils have access to this personalised curriculum, they should all experience a variety of teaching & learning that engages, encourages and enables them to achieve good or outstanding outcomes during their time at the school.

The Woodlands intends to allow all pupils to fulfil these outcomes through successful and effective teaching and learning. The staff at the Woodlands have a collective and individual responsibility to strive to deliver lessons and learning experiences of the highest quality within the confines of a broad, and balanced curriculum. To continue to maintain our very high standards, The Woodlands identifies the need for continued professional development, professional mentoring and strong systems of support and analysis to empower staff to achieve these ambitions. Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed

- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all pupils make mistakes and mistakes can help us learn

Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning through reports, reviews and information on the website, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress termly with a written report on their child's progress
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy.

Support staff

Support staff at our school will:

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning

- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy

Subject/Base leaders

All subject and base leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills whilst giving opportunities to identify gaps in learning.
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/base, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on areas of development identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy
- To complete a base curriculum scrutiny and report this to The Management Committee

Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring

- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the behaviour policy

Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning

The Management Committee

The Management Committee at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning

- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the Executive Headteacher / SLT to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Planning

Curriculum:

The Woodlands provide an exciting and relevant personalised curriculum with a strong emphasis on improving literacy and numeracy skills as well as helping young people understand their emotions, build confidence and resilience and improve their behaviour. Pupils follow much of the National Curriculum and there is a strong emphasis on the development of English and Maths, as well as cross-curricular themed topics which help them gain skills, knowledge and understanding about the world around them.

- Pupils are encouraged to be active, self-reflective and to develop their thoughts and opinions on a range of topics which are relevant to them. The practice and ethos within the classrooms encourages independence, questioning and a sound understanding of the curriculum. Pupils can take full advantage of our exciting and varied outdoor education programme.
- Everyone has the opportunity to take part in activities which encourage the development of physically active, curious, confident young people who take pride in their achievements. These include camp cook, forest schools, football, music, art, food technology, water sports, swimming and many more. Pupils are given opportunities to develop their personal and social knowledge, skills and understanding.
- The curriculum at The Woodlands aims to prepare pupils for life in modern Britain, equipping them to be responsible, respectful, active citizens, developing their understanding of British values and diversity. The school is enriched through the work it does developing the spiritual, moral, social and cultural development of all. Pupils take part in various projects and activities for example, charity events such as Comic relief, Macmillan Coffee Morning and taking part in Remembrance Commemorations.
- The promotion of British Values is at the heart of the schools' work. The Woodlands provide an exciting and relevant individualised curriculum with a strong emphasis on important academic qualifications, functional skills, life skills, vocational skills, employability and next steps.
- The curriculum is planned well to ensure good short-, medium- and long-term progress.
- Long term plans identify prior knowledge needed to identify gaps in knowledge, developing and emerging knowledge which inform cohesion across subjects and support more detailed planning.

Learning environment

When pupils are at school, learning will take place in classrooms, outdoor areas and sometimes in Alternative Providers.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

Adaptive Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with Special Educational Needs and Disabilities (SEND)
- Pupils with English as an Additional Language (EAL)
- Disadvantaged pupils
- Using support staff effectively to provide extra support
- Working with our SEN Co-ordinator (SENCo), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks where necessary

See SEND and Inclusion Policy for further details

Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given regularly and inline with the Marking and Feedback Policy

Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment termly.

We will provide regular targets for pupils and provide updates to parents on a termly basis. Pupils will receive a written report at least annually.

Please refer to The Assessment Policy

Monitoring and Evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

SLT and Heads of Department will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil data reviews
- Planning scrutinies
- Book scrutinies

Review

This policy will be reviewed every year by The Management Committee and The Executive Headteacher.

Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEND policy
- Marking and feedback policy
- Assessment policy

