



Teaching and Learning Policy

Our Philosophy

At Redwood Primary School, we **SHINE:**

Showing respect

Hard-working and ready to learn

Independent and can be a team

Not afraid to make mistakes

Everyone matters

At Redwood, we believe that each and every individual is a learner regardless of their background or ability. We hold high expectations for all of our pupils and we strive to provide every child with the necessary skills, knowledge and understanding to prepare them for their future learning and enable them to reach their full potential.

We believe in the concept of life-long learning and that we are all learners every day. We maintain that learning should be a positive and enjoyable experience for everyone and our curriculum is centred around our 'jigsaw' curriculum principles below. We believe that appropriate teaching and learning experiences help our children to lead happy and fulfilling lives.



Effective Teaching

Effective teaching captures the interest and engagement of all pupils. It results in high quality learning experiences which build effectively on prior learning and provide firm foundations for future learning.

Effective Teachers at Redwood:

- Plan effectively for the learning of **all** children, including SEND, EAL, Pupil Premium, Able, Gifted and Talented.

- Are positive role models who establish and maintain good relationships with pupils, making them feel valued, respected and safe.
- Provide pupils with a calm and effective learning environment in which children are supportive of one another and are unafraid of trying.
- Have high aspirations for all pupils and ensure lessons are suitably pitched and differentiated (by task / outcome / adult support) to meet the needs of all pupils, including the most able, enabling all children to reach their potential.
- Provide pupils with a stimulating learning environment with well-organised and easily accessible resources to support and scaffold learning and with displays for a variety of purposes (e.g. working walls, positive reinforcement, demonstration of good practice and good work).
- Recognise the need to develop strategies that allow all children to learn in the way best suited to them (**V**isual, **A**uditory/**O**rally and **K**inaesthetically) and which encourages them to be independent learners.
- Have detailed subject knowledge, build on prior learning and have a clear understanding of the next steps in learning.
- Set clear learning objectives which demonstrate aspiration and focus upon **What?** the children are learning and also **Why?** they are learning it.
- Use marking toolkits effectively, where appropriate, which enable pupils to understand what success looks like (see also marking and feedback policy)
- Use assessment of and for learning to ensure pupils make efficient progress and barriers to learning are addressed (see assessment policy)
- Employ high quality pupil feedback strategies (oral and written) ensuring that pupils know what to do in order to improve and develop their learning (see also marking and feedback policy).
- Use effective planned questioning to help to move children's learning forward. Bloom's Taxonomy is used to help us to structure our questioning.
- Use positive behaviour management strategies (see behaviour policy) to create a fair and disciplined environment ensuring productive learning.
- Demonstrate effective classroom management in terms of organisation and time management.
- Use support staff in an effective and productive way.
- Recognise the crucial and constructive role parents and carers play in a child's learning.
- Provide exciting and creative opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from sporting bodies.

Effective Learning

Effective learning occurs when pupils are well-motivated and have positive attitudes towards school and their learning. Effective learners can utilise effective learning behaviours in order to become creative, enquiring and independent learners and thus make effective progress. Subject leaders have a clear overview of what is taught in each year group throughout school which they share with stakeholders. They ensure that pupils build on the knowledge and skills taught through planned opportunities for repetition.

Our curriculum is designed to help learners to store the content they have been taught in their long term memory and to ensure new learning is integrated into larger concepts. We use evidence-based research to enhance knowledge retention and thus improve outcomes for all pupils. Prior knowledge is activated through the use of knowledge and graphic organisers alongside regular quizzing and retrieval practice. Explicit modelling, guided practice and scaffolded examples are used to support learners in preparation for independent practice. Effective metacognition strategies get learners to think about their own learning more explicitly so that they know more and remember more.

Graphic Organisers

At Redwood, we use Graphic Organisers in our lessons to help children organise their own learning development. Graphic organisers help children recall prior knowledge and helps sequence thought processes. Children across school are encouraged to draw their own graphic organisers where appropriate and older pupils use them to organise a writing opportunity.

Knowledge Organisers

At Redwood, we use Knowledge Organisers in every subject to enhance children's metacognition. This supports children in activating prior knowledge and creates space in their working memory, which prevents cognitive overload. Knowledge organisers are used in most subjects across school and are shared half termly with parents. Subject leaders and class teachers are responsible for ensuring that knowledge organisers meet the criteria of the lesson and reintroduce prior learning.

Effective Learners at Redwood:

- Have access to a variety of teaching styles and strategies suited to their preferred learning styles.
- Are involved in their own learning.
- Feel safe and secure in our school and they feel valued and positive about themselves and their learning.
- Know that staff hold high expectations for their learning.
- Have positive relationships with staff and their peers enabling them to work collaboratively.

- Are confident to ask questions and express their views and are able to listen to and evaluate the comments and views of others. Our school council provides further opportunities for children's views to be expressed.
- Deploy strategies to enable them to work independently and also as part of a team.
- Enjoy learning and encouraged to be inquisitive through an understanding that making mistakes is part of learning.
- Are receptive to feedback and understand how this contributes to improved learning and are practised in self-assessment and peer-assessment (see marking and feedback policy).
- Take pride in their work and learning and are positive about the work and learning of others.
- Use positive learning behaviours to ensure there is effective learning for all.

Special Educational Needs, English as an Additional Language and Able, Gifted and Talented children

At Redwood Primary School, staff are committed to providing support to children who have special educational needs. We follow the SEND policy to ensure children with special educational needs can access the curriculum fully and achieve to the best of their ability. Please refer to the SEND policy for further details.

We are committed to providing a high level of support for children with English as an additional language to ensure that they are fully able to access the curriculum and achieve to their potential. Please refer to the EAL policy for further details.

At Redwood Primary School, staff are committed to the support and challenge we provide for our more able and gifted and talented children. We follow the AGT policy to ensure AGT children are identified promptly and strategies to stretch them are employed. Please refer to the AGT policy for further details.

Equal Opportunities

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be equally high. Group activities should be mixed where possible. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Teachers must ensure that the same children do not dominate in group work, and when using shared equipment. All activities, including extra-curricular activities at Redwood Primary School are open to all children, numbers permitting. Please refer to our Equality and Diversity Policy.

The implementation of the policy is the responsibility of all the teaching staff and the Head of School.

This policy will be reviewed in line with the School Policy Review Cycle.