

PINNER WOOD SCHOOL



TEACHING AND LEARNING POLICY

Approval Authority

Effective From: September 2023

Date Ratified by GB:

Next Review Date: September 2024

Signed by Chair of GB:

PINNER WOOD SCHOOL TEACHING & LEARNING POLICY

Our Vision

Pinner Wood's vision is to be an exceptional school. We strive to be at the heart of our community, delivering a high-quality, broad, balanced, exciting and knowledge based curriculum for all our children.

We are committed to providing an all-round education. We aim to inspire children's minds (with a love of learning and *academic knowledge*), hearts (enhancing their *well-being and character education*) and hands (developing *problem solving, critical thinking and practical skills*). We encourage children to think and 'dream big', to become life-long learners, ready to impact and make a positive contribution to our world.

We endeavour, as a whole school community, to instill a love of learning and a thirst for curiosity in our children, both in and out of the classroom, harnessing a variety of teaching techniques and approaches to stimulate, develop and nurture inquisitive minds.

We pledge to provide our children with a wealth of opportunities and unforgettable experiences throughout their journey with us to inspire and challenge. We encourage everyone to 'step up', take responsibility for their development and contribute to the community in which they belong.

Everyone at Pinner Wood embraces individualism and diversity, celebrates differences and shows respect, kindness, care and compassion for all.

A Pinner Wood learner will grow in confidence. Their curiosity and resilience will blossom, readying them for the next stage of their educational journey. They will develop lifelong transferable skills, important values and qualities in order to live a happy and fulfilling life

Teaching and Learning

At Pinner Wood we understand that children will only make good and outstanding progress from their starting points if they receive high quality teaching and learning.

Our children need a blend of explicit basic skills teaching taught in a rigorous and systematic way by adults who have the skills and knowledge to enable them to make progress and a broad, balanced, knowledge based and exciting curriculum full of meaningful learning opportunities that interest and enthuse them.

All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies.

Curriculum

At Pinner Wood, we have worked collaboratively to create a high-quality, ambitious curriculum that is inspiring, exciting and relevant to all of our pupils. The curriculum has been planned to enhance the pupils' interests and inspire them so that all the pupils want to engage with the learning and all pupils can access it.

The context of the school was an important consideration when planning the curriculum (see Curriculum Rationale) as well as National Curriculum guidance and our Pinner Wood Values.



Our aim is that the curriculum will support our development of these values where curiosity and resilience will blossom, readying them for the next stage of their educational journey.

They will develop lifelong transferable skills, important values and qualities in order to live a happy and fulfilling life

Roles and Responsibilities

We believe that every pupil has the right to access good and outstanding teaching every day.

Learning and teaching is a shared responsibility and all members of the school community have an important part to play

All members of the school community should work towards the school's aims by:

- Esteeming children as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well ordered environment in which positive behaviour is promoted
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviours and work;
- Working as a team, supporting and encouraging one another.

Our expectations are as follows:

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' standards - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Provide a challenging and stimulating curriculum designed to encourage all children to dream big and reach the highest standard of achievement;
- Recognise and be aware of the needs of each individual child according to ability and aptitude;
- Ensure that learning is progressive and continuous;
- Be good role models, punctual, well prepared and organised;
- Keep up-to-date with educational issues;
- Provide clear information on school procedures and pupil progress;
- Actively engage parents/carers in their child's learning via weekly newsletters and two way regular communication via Seesaw (or Tapestry EYFS)
- Have a positive attitude to change and the development of their own expertise;
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.
- Meet the school expectations set out in our curriculum, behaviour and marking and feedback policy.

Support Staff at our School will:

- Know pupils well and scaffold learning to meet their 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 have 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 our curriculum, behaviour and marking and feedback policy.

Subject Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- 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/phase, 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 weaknesses 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 curriculum, behaviour and marking and feedback policy.

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 curriculum, behaviour and marking and feedback policy.

Pupils at our school will:

- Participate as fully as possible in the learning opportunities and help other children to do the same
- Be organised by bringing necessary kit, returning reading books regularly, working hard and to try their best
- Behave appropriately in school according to the school's values
- Take good care of the school environment
- Complete home learning regularly and bring it back to school
- Tell the teacher, TA or an adult at home if they find any aspect of school difficult.

Parents and carers at our school are encouraged to support their child's learning by:

We believe that parents, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health;
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- Providing support for the codes of behaviour within the school and for the teacher's role;
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- Participating in discussions concerning their child's progress and attainment;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- Support the school's homework policy and give due importance to any homework;
- Ensuring that all contact addresses and telephone numbers are up to date and correct;
- Allowing their child to become increasingly independent as they progress throughout the school;
- Informing the school of reasons for their child's absence;
- Actively supporting the Home-School Agreement.

The community is invited to support the school by:

- Contributing to activities, such as assemblies, specialist outings, clubs, etc;
- Presenting themselves as positive role models to be emulated;
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- Voluntarily helping in the classroom.

Governors 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 Headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Planning

At Pinner Wood School we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHE and RE.

We believe that a knowledge and skills-based curriculum provides the structure to enable pupils to learn most effectively, make connections and developing cognition.

For all subjects, there are clear whole-school and year group overviews as well as knowledge and progression documents for each year group that build and develop an appropriate sequence of knowledge and key skills for each subject as pupils move through the school.

Short term plans are flexible and responsive. They are adapted according to pupil's prior understanding and are designed to build on previous learning. They are matched to the needs of individual pupils which enables all pupils to make progress in every lesson

Subjects are taught as discrete subjects throughout the week. Some subjects are blocked over a period of time as this allows for children to study them at greater depth. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Medium Term Planning takes place termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan.

The teaching of core skills in English and Mathematics are delivered daily at Pinner Wood. EYFS, Y1 and Y2 have a dedicated phonics teaching session (Read, Write Inc) which all pupils' access. Pupils are taught in small groups matched to their abilities.

Pupils are actively encouraged to develop a love for reading. Writing activities are linked to the class reader. Class readers are chosen based on interest and so that children are exposed to a range of high-quality texts across their school journey.

Writing is taught via Talk for writing methods. This encourages children to talk about a subject before they write it.

Maths teaching is based on the maths mastery method of teaching which allows pupils to gain a deeper understanding of mathematical concepts.

Teachers embed reading, writing and communication and, where appropriate, mathematics, exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. The standard of writing in foundation subjects is expected to be of the same high standard as in English.

Children are explicitly taught oracy skills and these are brought into other curriculum areas. This teaches the children have to communicate and listen effectively and in turn build confidence.

Science knowledge is delivered with scientific enquiry as a key element. Pupils are encouraged to use deeper thinking skills and curiosity to question and predict.

Swimming instruction with specialist teachers takes place at the local swimming pool for Year 4 pupils and catch up in Year 6.

Our curriculum has built into it many enrichment opportunities. Whole school events and special days are carefully planned and support our curriculum aims.

Pupils are taught music. In addition, pupils have access to specialist teachers via Harrow Music Service. Pinner Wood also runs choirs and an orchestra.

We provide a range of extra-curricular activities and many opportunities for families to get involved in learning are planned throughout the year.

Through our School Council, Head Squad, Eco Warriors and Prefects pupils have a strong voice within school and develop into confident and well equipped lifelong learners.

Termly plans are submitted to the Assistant Headteacher who will check and provide feedback to the team.

Teaching

Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that they take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

Pupils have the right to receive outstanding teaching to enable them to access outstanding learning. Our child centred approach, linked with a determination that every pupil should be given the best possible opportunities to succeed, guides all our teaching and learning. Effort is praised and the link between effort and success is made clear to pupils. Good quality work is expected and celebrated through display and the reward system.

Positive reinforcement and developing self-belief and self-esteem are key features of the vocabulary we use with pupils. The learning opportunities we give promote curiosity and a love of learning and the challenge element helps pupils develop resilience.

At Pinner Wood, we have clear and consistent systems to ensure high quality teaching and learning and clear progression throughout the school. We also recognise that every teacher has their own style of teaching and that this should be nurtured and encouraged across the school. Teaching styles need to be adapted for different cohorts with different learning needs and styles. We recognise that there are specific pedagogical features of a lesson and strategies that support excellent learning in the classroom.

Regular, high quality CPD is delivered to teachers based on a wide range of effective pedagogies, including those focussed on by Rosenshine. These principles also support learning of all pupils but particularly SEND, low prior attainers, learners who have English as an additional language and disadvantaged pupils. (See Appendix 1)
Pedagogical strategies are a key focus in our lesson observation cycles. Teachers are supported to undertake research into different pedagogical approaches.

Early Years Foundation Stage

Pupils in EYFS follow the play-based Early Years Foundation Stage curriculum based on the Early Years Curriculum 2021. As such, pupils can access a broad range of areas of provision- both in and out of the classroom environment. Teaching is topic based but tailored to the interests of the pupils in each cohort. All practitioners in the Foundation stage take on the role of teacher, facilitator and assessor, engaging with pupils in their play in order to move learning on. This is achieved through a combination of targeted teacher-led inputs and free-flow sessions that enable pupils to self-initiate learning, engaging in a variety of well planned, rich learning opportunities.

The EYFS team design a bespoke offering of 'Curricular Goals'. They identify gaps in development not covered explicitly by the EYFS curriculum and plan short lessons and activities to support improvement in these areas.

Pupils learn early reading and writing through talk for writing, oracy and a daily phonics session which builds on prior learning. It is differentiated according to need and highly structured. Phonic skills are reinforced through children's play and provision.

Pupil's early number, calculation and measuring skills are developed through a daily focused mathematics session (using White Rose) and with provision that reflects the pupil's current learning needs.

Please see our EYFS Policy for further information

Learning Environment

Pupils learn best when they feel secure and confident in their surroundings. We expect every area of the school to exemplify our whole school values and be a motivating place where learning can take place.

When pupils are at school, learning will take place in the classroom, outdoor spaces, halls, forest school area, media suite, music room and maker space. All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

All 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
- Book corners will be comfortable, inviting and attractive;
- Areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- Pupils will be involved in the maintenance and care of all equipment and resources.
- Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays

- Posters of material pupils have previously learned about and can be identified

- Accessible resources for learning such as books, worksheets and other equipment

All teachers are given a checklist for good classroom set up – this can be found in the staff handbook.

Adapting, personalising and modifying the curriculum to meet needs

At Pinner Wood School, every pupil has access to Quality First Teaching through which differentiation (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of extension (providing challenges which go more deeply into a topic) or enrichment (providing other activities which run alongside the normal curriculum and go more broadly into specific areas of study). Teachers use a range of flexible learning and teaching strategies to keep the pupils interested and provide them with challenge, such as higher order thinking skills, questioning, researching, investigating, problem solving and independent learning.

Although pupils move through the curriculum at broadly the same pace, some will require support and others greater challenge. The aim of the teacher is to design learning experiences that enable as many pupils as possible to master the knowledge, concepts and skills being taught and apply them confidently.

When pupils encounter barriers to their learning and fall behind, the teacher will first intervene and if further support is needed will discuss the pupil's needs with the Inclusion Lead. A short term intervention may be put in place for the pupil to access, in addition to the usual core teaching. This may take place within the classroom, as part of Quality First Teaching (QFT) provision or may involve short targeted intervention in a small group setting. Targeted interventions where pupils are withdrawn for short sessions during the school day will only take place where there is strong evidence of impact.

The progress and attainment of pupils receiving Pupil Premium will be tracked and monitored closely and they will be offered access to additional learning or pastoral interventions in order to accelerate their rate of progress regardless of their academic starting point.

Our teaching takes into account the needs of all groups of learners- boys, girls, children with SEND, most able, learners with English as an additional language (EAL), learners with social and emotional needs, looked after children and all other specific needs in keeping with our inclusive ethos where we aim to teach in a way that considers all barriers to learning and gives them the best chance of success.

At Pinner Wood School we are all teachers of SEND pupils. Adaptation and modification may happen in the following ways:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Scaffolded tasks will be detailed in weekly planning. All children will have access to the learning.

Please see our SEN policy for further information

Pupil Grouping

Classes in most years are mixed ability. Teachers use a flexible approach to grouping pupils dependent on the intended learning objective. Tasks are matched to the individual and different groups will access guided work alongside the teacher throughout the week. In some cases we will group classes/ group by ability e.g. the teaching of phonics or groupings in year 6. These grouping are flexible and children can move between groups. The teachers will use assessments and prior knowledge of the pupil's needs to decide on the best group for them.

Home Learning

Teachers set challenging home learning in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares children for the next stage of their education.

Home learning is set weekly and is available on our online learning platforms. If children cannot access learning at home e.g. they do not have access to a device, parents/ carers should inform the class teacher and appropriate provision can be made. Pupils have a week days (Monday-Monday) to complete their work unless the project requires more research, depth and time allocated in order to complete it.

Home learning includes practice of the basic skills, time tables and reading.

Year groups are set project learning that is linked to their class topic. Pupils are often encouraged to make choices about how their project learning is presented. A high standard is always expected.

Opportunities are given in class to share home learning and rewards and acknowledgement are given for excellent effort.

Celebrating diversity and showing respect

Pinner Wood is a school at the heart of its community. We welcome and celebrate pupils from a range of cultures, religions, heritages and backgrounds.

Teaching and Learning at Pinner Wood supports this value and teaches pupils to understand and respect each other.

Teachers are quick to challenge stereotypes and any use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupil's experiences and provide them with a comprehensive understanding of people and communities whom they encounter and beyond their experiences.

All members of staff expect pupils to show respect to each other and to adults they encounter. They are quick to challenge any behaviour that does not meet the high standards of the school.

Global awareness is a key area of teaching which should permeate all aspects. The school includes teaching of the UN Global Goals as part of the curriculum.

Our assemblies each term are based on our school values that the staff and pupils explore together. This encourages pupils to think deeply about the world and those in it and provides opportunities to develop pupil's knowledge and understanding of big issues and global dimensions.

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.

At Pinner Wood marking and feedback takes many forms. Each week pupils will have a piece of writing fully marked. When they have met the objective it will be highlighted yellow. Green highlighter is used to show areas of improvement, Pupils are expected to respond in purple pen/ pencil.

Each half term pupils will have a piece of foundation writing marked for content linked to the subject area.

Instant feedback is used in maths and pupils expected to respond to any misconceptions in purple.

Homework tasks are acknowledged weekly and opportunities are planned to celebrate learning.

Please refer to our Marking and Feedback Policy for further details.

Assessment, Recording and Reporting

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

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested (If they do not pass in Year 1) in Year 2. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Please see our Assessment Policy for further information.

Monitoring and Evaluation

The Senior Leadership Team and Subject Leaders are required to monitor the effectiveness of teaching and learning. This will be achieved in a number of ways but can include:

- Conducting learning walks
- Reviewing marking and feedback

- Learning conversations with pupils and staff.
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

Review

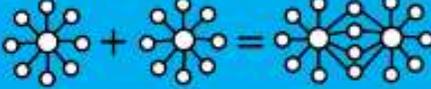
This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives

Appendix 1 (Rosenshine's Principles)

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| <p>01 DAILY REVIEW</p>  <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p> | <p>02 NEW MATERIAL IN SMALL STEPS</p>  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.</p> |
| <p>03 ASK QUESTIONS</p>  <p>The most successful teachers spend more than half the class-time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p> | <p>04 PROVIDE MODELS</p>  <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p> |
| <p>05 GUIDE STUDENT PRACTICE</p>  <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p> | <p>06 CHECK STUDENT UNDERSTANDING</p>  <p>Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p> |
| <p>07 OBTAIN HIGH SUCCESS RATE</p>  <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p> | <p>08 SCAFFOLDS FOR DIFFICULT TASKS</p>  <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p> |
| <p>09 INDEPENDENT PRACTICE</p>  <p>Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p> | <p>10 WEEKLY & MONTHLY REVIEW</p>  <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p> |

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| Sequencing concepts and modelling | Present new material in small steps Provide models Provide scaffolds for difficult tasks |
| Questioning | Ask questions Check for pupil understanding |
| Reviewing material | Daily review Weekly and monthly review |
| Stages of practice | Guide pupil practice Obtain a high success rate Independent practice |