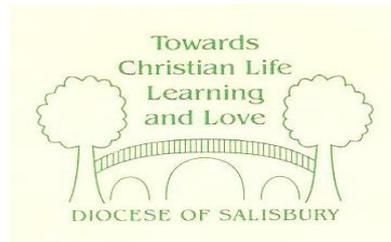


Signed.....

Date.....Jan 2016.....

Review...Spring 2018.....



Our Whole School Learning Policy

WOODFORD VALLEY CE PRIMARY ACADEMY

This school is committed to creating the ethos in which children can grow towards Christian life, learning and love.

Introduction

Learning for all is embedded in our whole school ethos. We believe that people learn best in different and personal styles. At our school, we provide a rich and varied Christian learning environment that allows children to develop their skills and abilities and be confident, independent learners.

Culture of our learning environment

We believe that learning is the acquisition of new skills and knowledge, which generates a desire for lifelong learning.

We believe that children learn best when:

- ◆ there is an expectation on the part of both teachers and children that learning is important and enjoyable and everyone can improve
- ◆ teachers are ambitious for all children and expectations of learning are high and confidence is inspired
- ◆ the learning process is valued and there is an emphasis on shared learning, analysis and discussion
- ◆ there is a supportive atmosphere which allows children to make mistakes and learn from them
- ◆ they receive feedback on their learning in a range of ways
- ◆ they know what 'good' looks like and are motivated to be 'the best that I can be'
- ◆ they are involved in both setting and evaluating their short and long term targets
- ◆ they are given time to rehearse and practise learning and to improve their work in response to feedback
- ◆ they are involved in designing success criteria linked to the learning objective
- ◆ they are encouraged to evaluate and improve their own work during a learning activity, making effective use of success criteria
- ◆ they work individually and then with a response partner to identify success against the learning objective
- ◆ they are able to articulate their success in relation to their own targets



In our teaching, we aim to:

- ◆ ensure that pupils understand the learning objective, vocabulary, steps to success and success criteria – WHAT-WHY-HOW-WHAT NEXT
- ◆ explicitly link the learning, both to previous and future learning
- ◆ maintain pace in lessons and use mini-plenaries to review learning
- ◆ use scaffolding, to give those with barriers a structure and a start
- ◆ teach pupils to ask thought-provoking, interesting, relevant questions
- ◆ use pupils' questions and responses and adapt the lesson if necessary
- ◆ make self- and peer-assessment integral to the learning process
- ◆ display learning prompts around the classroom
- ◆ ensure that feedback makes a difference – prompt, constructive, specific, helpful and clear
- ◆ allow pupils time to read, reflect upon and respond to feedback
- ◆ ensure that our TA is an active partner in the learning process, working with pupils on their personal targets, making observations and assessments and reinforcing learning where necessary

Through our teaching, we aim to:

- ◆ enable children to become confident, resourceful, enquiring and independent learners
- ◆ foster children's self-esteem and help them to build positive relationships with other people
- ◆ develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- ◆ show respect for all cultures, and in so doing, promote positive attitudes towards other people and British Values
- ◆ enable children to understand their community, especially their Christian community, and help them to feel valued as part of this community
- ◆ help children to grow into reliable, independent and positive citizens with an awareness of economic values
- ◆ encourage children to view their mistakes positively

Our children have asked:

- ◆ that learning is fun: that there are plenty of opportunities for 'doing' things and that learning is linked to 'real' situations
- ◆ to know how and when their learning will help them in the real world
- ◆ to be involved in determining the success criteria: What will it look like? Can teachers model it to us?
- ◆ to use questions and questioning to help learning
- ◆ to work in varied learning environments: noisy/quiet, vibrant/minimal, inside/outside etc.
- ◆ to be able to work individually, in pairs, small groups and as a whole class
- ◆ to use ICT to support and enhance learning
- ◆ to have plenty of resources available
- ◆ to know when and from whom to seek support, and how to access it
- ◆ to have planned opportunities to return to learning and try something more than once
- ◆ to be allowed more time to read written feedback and have an opportunity to find out what it means
- ◆ to be able to step back regularly and reflect on what learning has taken place-



Equal Opportunities

In accordance with the school's Single Equalities Policy all children at Woodford Valley must be given full access to our school's curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

Management of the School Day

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------------|---------|---------|-----------|----------|----------------------------------|
| 8.45am | | | | | |
| 09.55am Infants | B | R | E | A | K |
| 10.10am Juniors | B | R | E | A | K |
| 10.25am | Worship | Worship | Worship | Worship | |
| 11.00am | | | | | |
| 12.00pm(Inf) 12.10pm(Jun) | | | | | |
| | L | U | N | C | H |
| 1.00pm | | | | | |
| Infants 2.00 – 2.10pm | B | R | E | A | K |
| 3.00pm(Inf) 3.05pm(Jun) | | | | | 2.15pm Celebration worship |

Total Hours per School Day: 5 hours 5 minutes (Key Stage 1)

Total Hours per School Day: 5 hours 30 minutes (Key Stage 2)

Total Hours per Week: 25 hours 25 minutes (Key Stage 1)

Total Hours per Week: 27 hours 30 minutes (Key Stage 2)

Time Allocation

Curriculum time can be planned as continuous study throughout the term, as blocks of study or as focused themed days or weeks. Work will be planned using the Whole School Long Term Curriculum Map. Teachers will ensure that programmes of study are effectively covered.

We are committed to raising standards of Basic Skills at Woodford Valley. By Basic Skills, we mean the ability to read, write and speak in English and to use mathematics and ICT at a level necessary to function and progress at work and in society in general.

Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through:



- the provision of appropriate resources
- planning extension activities, which can be carried out by individuals or groups of pupils
- cross-curricular activities that cover more than one subject i.e. P4C (Philosophy for Children)

Time Allocation per Week

Foundation Stage

There are seven elements of the Foundation Stage profile.

Key Stage 1

| | |
|---------------|-------------------------------------|
| Literacy: | 5 hours (5 x 1 hour sessions) |
| Numeracy: | 5 hours (5 x 1 hour sessions) |
| Extended | |
| Basic Skills: | 3 hours (4 x 45 minute sessions) |
| Science: | 90 minutes (2 x 45 minute sessions) |
| ICT: | 45 minutes (1 x 45 minute session) |
| Humanities: | 90 minutes (2 x 45 minute sessions) |
| Art: | 45 minutes (1 x 45 minute session) |
| Music: | 45 minutes (1 x 45 minute session) |
| P.E.: | 90 minutes (2 x 45 minute sessions) |
| P.H.S.E: | 45 minutes (1 x 45 minute session) |
| R.E.: | 45 minutes (1 x 45 minute session) |
| D.T/F.T: | 45 minutes (1 x 45 minute session) |
| M.F.L: | 30 minutes (1 x 30 minute session) |

Key Stage 2

| | |
|---------------|--------------------------------------|
| Literacy: | 5 hours (5 x 1 hour sessions) |
| Numeracy: | 5 hours (5 x 1 hour sessions) |
| Extended | |
| Basic Skills: | 3 hours (4 x 45 minute sessions) |
| Science: | 90 minutes (2 x 45 minute sessions) |
| ICT: | 45 minutes (1 x 45 minute session) |
| Humanities: | 90 minutes (2 x 45 minute sessions) |
| Art: | 45 minutes (1 x 45 minute session) |
| Music: | 45 minutes (1 x 45 minute session) |
| P.E.: | 120 minutes (2 x 60 minute sessions) |
| P.H.S.E: | 45 minutes (1x 45 minute session) |
| R.E.: | 45 minutes (1 x 45 minute session) |
| D.T/F.T: | 45 minutes (1 x 45 minute session) |
| M.F.L: | 40 minutes (1 x 40 minute session) |

In the Foundation Stage and in our Resource Base these time allocations do not apply.

The allocation of time for the ICT curriculum will be incorporated into the planning for other areas of the curriculum, alongside planning of explicit ICT lessons and Basic Skills lessons.

Classroom Management and Organisation



Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs:

- whole class teaching
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc.)
- one-to-one teaching
- collaborative learning in pairs or groups
- independent learning
- independent learning
 - indoor classrooms
 - outdoor classrooms and Forest School provision
 - education visits and residential stays

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 skills, concepts and knowledge.

Learning support assistants, learning support teachers and external agencies will be employed to support children as appropriate, especially those with Special Educational Needs.

Behaviour Management

This is outlined in the whole school Behaviour and Discipline Policy. Each class will display the class's Golden Rules.

Planning

As we are an Academy, curriculum planning will take place termly with reference to the National Curriculum 2014, the Foundation Stage Curriculum and the Whole School Long term plan.

The Head Teacher reviews plans termly.

Differentiation

Teachers will differentiate the curriculum by:

- task
- outcome
- teacher / adult support

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching.



Record-keeping and assessment

Regular assessments are made of pupils' work in order to establish attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy.

Assessment:

- All Reception pupils will be assessed by the reception teacher against the Reception National Baseline Assessment within the first six weeks of starting school. Progress will be tracked termly against the Development Matters bands and final assessment against the Early Years Foundation Stage Profile in the summer term.
- Year 1 pupils will be assessed in phonics using year 1 Statutory Assessment tests
- Year 2 pupils will be assessed for Mathematics and English using the Key Stage 1 Statutory Assessment Tests and Teacher Assessments
- Year 3, 4 and 5 children will be assessed across the year using a range of assessment tools, such as teacher assessment against National Curriculum expectations and Rising Stars
- Year 6 children will be screened for Mathematics and Reading and SPAG using the Key Stage 2 Statutory Assessment Tests. Teacher assessment will be used for Writing. Science sampling may be requested.

All results from these assessments will be analysed using a variety of systems such as the Wiltshire Tracker system and used to inform future short and long term planning and target setting.

Monitoring and evaluation

- Pupils' work will be monitored and a sample will be moderated at least termly in each of the core curriculum areas by the class teacher. Concerns will be shared, where necessary, with the Head Teacher and, where necessary, the Curriculum Co-ordinator. A termly review is held by the Head Teacher and TLRs, and shared at staff meetings, using the Wiltshire Tracker.
- Curriculum Co-ordinators will regularly monitor children's books.
- The Head Teacher or SMT will observe each class teacher as part of their Performance Management review. Other observations by subject leaders and governors may take place throughout the year.

Teaching Strategies

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- pre-admission visits to initiate contact and build a relationship between parent, child and teacher will be offered to all children both in mainstream and our Resource Base.
- provision of an integrated curriculum, and outdoor learning areas for Early Years
- development of close links between Reception and the nursery group.



- teachers work together to ensure continuity and progression between Reception and Key Stage 1, in individual curricular areas
- teacher observation
- discussion and questioning (open and closed as appropriate)
- previewing and reviewing work
- interactive teaching
- listening
- mind mapping
- providing opportunities for reflection by pupils
- demonstrating high expectations
- providing opportunities for repetition-/reinforcement
- providing encouragement, positive reinforcement and praise
- making judgements and responding to individual need
- intervening, as appropriate, in the learning process in order to encourage development
- provide all children with opportunities for success
- use a range of communication strategies both verbal and non-verbal
- encouraging independent learning

Teachers will use a range of strategies in any one session.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject co-ordinators, specialist teachers and other visitors i.e. music, modern foreign language and sport.

Resources

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource area. Consumables will be replenished as necessary by the Curriculum Co-ordinator. Staff may contact Curriculum Co-ordinators with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care, respect; and regard for Health and Safety and waste.

Resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Learning Processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- investigation
- experimentation
- listening
- observation
- talking and discussion
- asking questions
- practical exploration and role play
- retrieving information
- imagining



- repetition
- problem-solving
- making choices and decisions

At Woodford Valley opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. These processes aim to develop competency and mastery of key skills.

Learning Styles

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- collaborative learning in small groups, or pairs
- one-to-one learning with an adult, or more able pupil
- whole class learning
- independent learning

Governors' Role

It is the Governors' role to monitor and review the policy and its practice through:

- regular visits to oversee the delivery of their scheduled subject
- reporting to the Head Teacher and teachers
- reporting to the curriculum sub-committee
- reporting to the Full Governing Body

And as detailed in the Governors' Document:

- to receive reports from the Head Teacher and/or the Teacher Governor
- to attend INSET
- to receive reports from the Head Teacher on relevant issues, in particular Health and Safety, and to follow up any relevant issues
- to promote and ensure at all times that the Single Equalities Policy is adhered to and alongside British Values
- to promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' Role

Parents are encouraged to support their child's learning by:

- ensuring that their child comes to school feeling confident and positive
- supporting the school's aim for a healthy lifestyle by sending a healthy packed lunches and snacks (or they can pre-order a hot school dinner)
- ensuring that their child arrives at school punctually and attends regularly
- sharing with the teacher any problems in school that their child is experiencing
- supporting their child by attending Parents' Evenings and other meetings
- supporting their child and the teacher by becoming actively involved in relation to any Special Educational Needs
- ensuring that all contact addresses and telephone numbers are up-to-date and correct



- ensuring that their child arrives at school wearing the correct uniform and has the appropriate P.E. kit.
- agreeing to the Parent-/Teacher contract concerning their child's behaviour
- agreeing to, and supporting, the school's homework policy
- contributing relevant information to the reception teacher's initial assessment
- attending all medicals and health interviews when invited
- responding to letters and emails sent home from school promptly
- informing the school of reasons for their child's absence
- informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour
- supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs

Community Role

The community is invited to support the school by:

- contributing to activities, such as assemblies, artistic events, specialist outings, and clubs
- presenting themselves as positive role models to be emulated
- providing positive role models with regard to behaviour
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills.
- supporting school events
- voluntarily helping in the classroom

The School's Role

In relation to each of the above areas the school will reciprocate by:

- responding to all offers of support as far as it is appropriate
- respecting all information given in confidence
- giving clear information on the aims and objectives of the curriculum and school procedures
- setting up curriculum meetings
- sharing the long term and Class Curriculum Plans and Curriculum Policies.
- giving reasonable-/appropriate access to teaching staff
- working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

This policy should be read in conjunction with all other policies and in particular our Happy School Policy and Single Equalities Policy.