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1. Statement of Policy

- 1.1 It is the aim of Windlesham House School (“the School”) to provide educational excellence through the provision of effective and inspiring teaching, encouraging enthusiasm for learning and enabling each pupil to achieve their potential. Encouraging pupils to be self-confident, self-motivated and self-disciplined within a safe, nurturing and caring community ensuring they progress to their chosen senior schools as successful individuals.
- 1.2 This policy also applies to our Early Years Foundation Stage and after school care and should be read in conjunction with the following policies:
Curriculum policy
Assessment policy
Marking and Feedback policy

2. Teaching

- 2.1 Through our teaching, we aim as a school to develop a background of understanding that will:
- Enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - Foster in pupils the application of intellectual, physical and creative effort, interest in their work, and the ability to think and learn for themselves;
 - Encourage pupils to become self-motivated, confident, resourceful, enquiring and independent learners.
 - Show respect for other cultures and, in so doing, promote positive attitudes towards other people.

- Encourage children to understand their community and help them feel valued as part of this community.
- Encourage children to grow into reliable, independent and positive citizens.

2.2 This will be achieved by:

- Using the Habits for Learning that have been identified to explicitly and systematically inform pupils of how they are learning and how their learning skills can improve.
- Each department providing schemes of work (Long term and Medium Term Plans) which take into account the age, aptitudes and needs of all pupils, including those with an EHC Plan (as detailed in the Curriculum Policy)
- Well-planned lessons, effective teaching methods, suitable activities and organised management of class time;
- A good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons;
- Good knowledge and understanding of the subject matter being taught;
- Effective classroom resources of a good quality, quantity and range;
- Assessing pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- Tracking the progress of the pupils and inform the reporting process by using the progression frameworks in each subject;
- Utilising effective strategies for managing behaviour and encouraging pupils to behave responsibly;
- Precluding the promotion of partisan political views in the teaching of any subjects in the school.
- The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance being actively promoted.
- Not discriminating against pupil's contrary to Part 6 of the Equality Act 2010;
- Actively promoting tolerance and harmony between different cultural traditions, enabling pupils to acquire an appreciation of and respect of their own and other cultures;
- Taking such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils, political indoctrination is prevented:
 - while they are in attendance at the school;
 - while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
 - in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
 - they are offered a balanced presentation of opposing views.

2.3 When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the subject curriculum plans to inform the parents of our teaching and our Schemes of Work to guide our teaching.

3. Learning

3.1 We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them; to this end, we take into account these different styles of teaching and learning in our planning. These may include but are not limited to the following strategies:

- investigation and problem solving;
- group work;
- paired work;

- independent work;
 - whole-class work;
 - asking and answering questions;
 - use of ICT;
 - fieldwork and visits to places of educational interest;
 - creative activities;
 - using audio visual resources;
 - debates, role-plays and oral presentations;
 - designing and making things;
 - participation in athletic or physical activity.
- 3.2 All lessons are planned with clear learning objectives and success criteria. Our schemes of work and planning contains information about the tasks to be set, the resources needed, and the way we assess the children's work.
- 3.3 We encourage children to take responsibility for their own learning and to be involved as far as possible in reviewing the learning process. The Windlesham Habits for Learning are bespoke to the school and have been designed in consultation with staff and pupils.
- 3.4 The ACE habits for learning (see Appendix)
- Active
 - Involved
 - Questioning
 - Critical thinking
 - Creative
 - Reflective
 - Explorer
 - Risk taker
 - Resilience

4. Differentiation / Inclusion

- 4.1 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability.
- 4.2 When planning work for children with special educational needs, we give due regard to information and targets contained in the children's additional learning plan and/or behavioural and emotional support plans.
- 4.3 Each group has a class learning profile which has SEND provision that details specific requirements for individuals.
- 4.4 We have high expectations of all children, and we believe that their work here at the School is of the highest possible standard. Reasonable adjustments are made to ensure inclusion.
- 4.5 Assessment for Learning (AFL) is at the core of all our teaching. Lessons are planned with clear learning objectives that are based on a teacher's detailed knowledge of pupils within their class, so that appropriate tasks are set. The needs of every individual child are addressed when planning for the next lesson, using the flip charts to link the learning. This

information is kept as a record of the progress made by the class. There is physical evidence in the classroom with the wonder walls and working walls.

5. Monitoring of Teaching and Learning

- 5.1 The monitoring of teaching and learning is the responsibility of all teaching staff. It is on-going and achieved through a variety of procedures, as outlined in detail in the Assessment Policy and Marking Policy.
- 5.2 Teachers are required to ensure that all teaching and learning is evaluated so that we can modify and improve our teaching in the future and achieve the best for all pupils. Such evaluation varies in method from teacher to teacher but needs to be reflected in the planning and in records (such as planning sheets, teacher planners and mark books).
- 5.3 Above all, the use of assessment must be effective in supporting pupils to make progress. Consistency in all classrooms is expected with the use of wonder walls and working walls which facilitate active assessment of progress and learning. Phase learning walks, appraisal observations and peer observations in addition to school visits allow staff to reflect on their teaching and learning strategies.

6. The role of Staff

- 6.1 Teachers are responsible for planning the teaching and learning within their own areas of responsibility. Heads of Department oversee this to ensure continuity, high standards and coverage of the SOW. Departments discuss planning at weekly departmental meetings.
- 6.2 We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.
- 6.3 Our classrooms are active learning environments with working walls that reflect the lessons being taught from the medium term plans. We believe that an environment that reflects the learning is essential.

7. Roles and Responsibilities

7.1 Governors

- 7.1.1 Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:
 - Support the use of appropriate teaching strategies by allocating resources effectively.
 - Ensure that the school buildings and premises are best used to support successful teaching and learning.
 - Monitor teaching strategies in the light of health and safety regulations.
 - Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
 - Ensure that staff development and performance management policies promote good quality teaching.
 - Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes.

7.2 Parents

- 7.2.1 We believe that parents have a fundamental role to play in helping children to learn and we welcome parent involvement in order to support their children's learning.
- 7.2.2 We believe that parents have the responsibility to support their children and the school in implementing school policies.
- 7.2.3 We would like parents to:
- Ensure that their child is equipped for school with the correct uniform, P.E. kit and stationery.
 - Inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
 - Promote a positive attitude towards school and learning in general.
 - Be supportive of staff in their approach to teaching, learning and discipline.
- 7.2.4 We do all we can to inform parents about what and how their children are learning by:
- Holding parents' information evenings
 - Presenting information for parents on the parent portal in which we outline the topics that the children will be studying during that year at school in year group curriculum plans
 - Sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further
 - Explaining to parents how they can support their children with work at home. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work
 - Sending home an information letter each week informing parents of upcoming events and equipment required.

8. Policy Review

The School will review and monitor the effectiveness and compliance of this policy (and appendices – if appropriate). This policy will be kept up-to-date and amended to take account of legislative and regulatory changes.

9. Reporting on Compliance and Effectiveness

This policy will be reviewed as a minimum every two years. The School Committee will monitor progress against its implementation

Learning Habits

Active Learner

Critical Thinker

Explorer



Involved Questioning

Creative Reflective

Risk Taker Resilience