Teaching and Learning
Policy

Date  Minute No.  Review date

Approved by Governors  ____________  ______________  ____________
Reviewed by Governors  ____________  ______________  ____________
Reviewed by Governors  ____________  ______________  ____________
Reviewed by Governors  ____________  ______________  ____________
The Woodland Federation
Teaching and Learning Policy

Teaching and learning are at the heart of what we do at The Woodland Federation. We are committed to ensuring the children in our schools receive high quality, inclusive learning experiences in every sense, be they academic, social, spiritual or physical. As a result, we hope our children leave our school with:

- An ability to reflect, discuss, evaluate and think critically
- An ability to be an engaged and effective life-long learner
- Respect and tolerance for themselves and others
- Enhanced understanding and knowledge of the world, both locally and globally
- An understanding of how one’s own character and social, cultural, spiritual and moral development are key to becoming active and useful members of society

This policy will aim to summarise this and has three appendices; our approach to feedback and marking and our approach to assessment as we believe these two areas are fundamentally linked to our teaching and learning policy, not separate from it.

The third appendix guides what good learners and high quality teachers should do before, during and after learning as we believe that children learn through their total experience. This guidance demonstrates that our schools are organisations that create an effective and well-managed learning environment in which the individual needs of each child can be met.

At The Woodland Federation, we continually strive to develop our teaching and our learning and the learning of the children by reflecting on our practice and evaluating the children’s progress. We then use this information effectively to change and develop our practice to ensure the children make progress in all areas.
We aim to reflect current practice and innovation in our teaching if we can see it is of benefit to the children and have rigorous procedures to ensure our teaching is of high quality (work scrutiny, proactive planning which changes to meet the learners’ needs, learning walks, discussions with children, staff, parents & governors and judicious use of assessment.)

We believe that strong relationships with parents and carers are fundamental to every child’s progress. We have an open door policy so any parent who is concerned about their child’s progress can speak to their child’s teacher almost immediately. We also have two formal opportunities at parents’ evening and an informal opportunity at the annual end-of-year Celebration of Work evening. Parents’ views are also sought annually through questionnaires. Half-termly newsletters also inform parents about teaching and learning in school.

We believe that children learn best when they are happy, secure and appropriately challenged. The learning environment should be well organised where the children are able to use their initiative and develop their independence. Our children know the boundaries of appropriate behaviour and these are set within the terms of the school’s behaviour policy.

Finally, we believe that everyone should enjoy these values regardless of race, colour, religion, political or other opinion, national or social origin, and property, birth or other status. Children will be given extra support if they need it to help them progress.

Please also see:

Appendix 1 Feedback and marking

Appendix 2 Assessment

Appendix 3 Learning Behaviours

This policy has been approved by the school’s Governing Body on 03/05/2018 and is subject to a biennial review.