



The Federation of West Leigh Infant School and Backwell C of E Junior School



www.backwellfederation.co.uk

westleigh.inf@n-somerset.gov.uk 01275 463274_or backwell.jun@n-somerset.gov.uk 01275 462632

Executive Headteacher: Mr Nick Webster

Policy Statement For Teaching and Learning

Learning Without Limits – Together We Aspire, Achieve and Celebrate

Rationale:

In our Federation, we enable our children through teaching and learning to develop the skills, knowledge, understanding and attitudes they will need to become lifelong learners. Teaching staff will provide quality and enriching learning experiences which are stimulating and rewarding for all.

Aims:

1. To provide rich and varied learning environments which takes into account the needs of all children regardless of gender, disability, race or culture.
2. To provide all pupils with opportunities:
 - to develop their skills and abilities to enable them to reach their potential.
 - to become resourceful, enquiring and independent learners
 - to develop self-respect, resilience, confidence and to build positive relationships
 - to respect the ideas, attitudes, values and feelings of others, including the wider community

Learning Without Limits

- We aim to enable our pupils to fulfil their potential by not setting limits on their attainment and progress through:
 1. Child-led learning opportunities, including regular self-selection of challenge
 2. Effective and regular reflection opportunities such as feedback dialogue and 'Purple/Goldilocks Learning Reviews' (pupil led learning reflection) to offer pupils more opportunity to self-reflect.
 3. Ensuring all learning styles and abilities are accommodated
 4. Celebrating pupil success and attitude
 5. Developing an aspirational culture and environment





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Guidelines:

Effective Teaching will:

Deepen Thinking

- based on thorough subject knowledge and covering fully the requirements of the EYFS and National Curriculum
- through regular self-assessment and reflection opportunities

Role Model

- through regular peer assessment
- with the use of WAGOLLs (What a good one looks like)
- with excellent subject knowledge of teaching staff
- Through the development of resilience across the curriculum

Have Measurable Impact

- by offering regular guidance on what has gone well and what could be developed through Pink and Green marking and feedback (please see separate policy)
- regular tracking of pupil progress and agreeing clear next steps

Be Challenging

- by having clear targets and next steps
- by offering pupils regular opportunities to select their own level of challenge
- develop independence
- will be clearly and effectively differentiated to accommodate all learners

Be Engaging

- through teaching staff's enthusiasm and energy
- by having high levels of expectation towards pupil attitude and behaviour
- by adopting a variety of teaching and learning styles
- showing an adaptable and flexible approach
- with an appropriate use of ICT to enhance curriculum delivery





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Effective Learning will:

- develop children's ability to self-evaluate and engage in their own learning by challenging themselves
- take place individually, in pairs, groups or as a whole class
- take place through:
 1. an enriched and exciting curriculum
 2. investigative and problem solving opportunities
 3. regular opportunities for creativity and exploration
 4. effective questioning
 5. the provision of resources to engage and inspire, e.g. WAGOLLS
- is enabled by:
 1. regular enriching experiences both in and outside of school
 2. trips and visits
 3. an aspirational attitude and level of challenge

Assessment for Learning will:

- build opportunities for the pupils to effectively evaluate their own play and learning to develop next steps through:
 1. peer assessment
 2. self-assessment (including end of term report comments)
 3. regular pupil voice questionnaires and conferencing
 4. regular pupil self-selection across the curriculum
- teaching staff are to use a range of Assessment for Learning strategies to inform assessment, planning and teaching through:
 1. observations
 2. pupil conferencing and discussion
 3. regular responsive and dialogue feedback opportunities
(please see separate policy)





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Summative Assessment

- teaching staff are to complete on-going assessments to inform next steps in learning, track progress and make accurate overall judgments through:
 - class records – reading, phonic, times tables etc
 - regular tracking using Target Tracker assessment tool
 - termly Rising Stars assessments in Reading and Maths
 - on-going assessment of writing
 - statutory assessments – EYFS Baseline, phonics screening, KS1/2 SATs
 - pupil progress review meetings x 3 per year
 - SEN meetings

