

Willow Grove Primary School



Teaching for Learning Policy

Adopted by the Governing Body on:

Signed: _____(Chairperson)

Review date: September 2025

The Policy.

This policy is about practice, not theory.

The content of this policy comes from the beliefs held by all the staff throughout the school and will be the ethos expectation for everyone in the future.

Definition of Teaching.

At Willow Grove School we define teaching as:

- Building upon and enriching the pupil's knowledge and understanding of our community and the wider world.
- The sharing of experiences to ensure inclusive learning for all learners.
- The building of positive, supportive relationships that foster trust and teamwork.

Definition of Learning.

At Willow Grove School we define learning as:

- Engaging with the offer of the school around academic and relational development.
- The process of building new concepts, knowledge, skills and attributes through a variety of experiences.
- The refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications;
- A learner's intrinsic motivation to engage and to further their own knowledge.
- The development of personal characteristics to make sense of the world around us and where we fit into it.
- A continuous, lifelong process of social and emotional growth and development.

Principals of Effective Learning.

At Willow Grove School we believe that children learn best when:

- They can trust and engage with the adults and their peers around them.
- The environment is supportive of complex social and emotional needs that are individual to each child.
- Their basic needs are met and they are physically and emotionally ready to be in the classroom environment.
- When positive relationships with adults support them in learning and in their emotional development.
- They are actively engaged in their learning.
- There is a calm stimulating environment that feels safe and secure with people they trust.
- The expectations of behaviour and learning are positive and explicit.

- They can see the relevance of the work and there is a balance of activities to cater for all learning styles.
- The lessons and activities on offer are well planned, differentiated and use high quality resources and equipment.
- When they are motivated by the content of the curriculum within the school day in lesson time and in the time around the lessons.

The children in school feel they learn best when:

- The teacher is helping them.
- Everyone is sitting down and working.
- They are helping each other.
- Everywhere looks nice.
- Everyone is sharing.
- The teachers are helping everyone with their jobs.
- The teachers are letting me think.
- They ask for help.
- They are being kind to everyone and being positive.
- They are tolerant.

Strategies We Will Use to Promote Effective Learning.

To ensure that children have their basic needs met and that they are emotionally and socially ready to be in the classroom environment we will:

- Always use attachment and trauma theory to support our interactions at all times.
- Monitor our children closely in school
- Offer families the opportunity to engage with the Family Partnership Service.
- Maintain strong links with families and carers using home/school diaries, telephone calls, letters, face to face conversations.
- Listen to our children when they talk to us
- Attend morning briefing led by SLT where relevant information will be shared as quickly as possible
- Continue to provide a high level of nurture within every classroom
- Ensure medical needs are given a high priority and families are supported where needed.

To be positive role model to support children in learning and in their emotional development we will:

- Strive to achieve positive relationships at all times
- Always model the expected behaviours both within the staff team and with the children.
- Maintain consistency of approach to all children
- Use reflective, minimal and appropriate language to have our conversations with children.
- Respect all our children

- To ensure children are actively engaged in their learning we will:
- Plan effectively and deliver stimulating, fun, exciting and informative lesson.
- Use appropriate and exciting resources.
- Provide a range of stimulating activities.
- Ensure all learning styles are considered.
- Use the children's own interests to motivate children to learn.
- Ensure the lesson structure is varied.
- Ensure differentiation is central to individual children's needs.
- Monitor our children within lessons.

To ensure there is a calm stimulating environment that feels safe and secure with people they trust we will:

- Strive to build a positive relationship with each child that develops trust.
- Strive to keep timetables and routines as consistent as possible.
- Encourage the use of restorative solutions between children and staff and children and their peers.
- Actively listen to each child when they want to talk with us.
- Respond with appropriate actions.
- Work on the principal of a fresh start for each child.

To ensure that the expectations of behaviour and learning are positive and explicit we will:

- Use all aspects of relational strategies available to us at all times in school.
- Use every opportunity to reflect on behaviours and learning opportunities in the classroom.
- Take every opportunity to praise, offer commentary and consistently discuss the expected behaviour.

To ensure that the children can see the relevance of the work and there is a balance of activities to cater for all learning styles we will:

- Involve the children in displaying work produced by the children in their lessons.
- Celebrate our learning as a whole school community.
- Use real life opportunities to learn.
- Encourage the children to have a voice in their own learning and to plan their own learning pathway.
- Talk to our children about their learning and listen to what they have to say.

To ensure the lessons and activities on offer are well planned, differentiated and use high quality resources and equipment we will:

- Share our PPA time with our colleagues and encourage PPA time to be used effectively by all staff in school.
- Prepare all resources before the lesson.
- Organise our planning to deliver the best lesson possible.
- Use our knowledge of our children to engage them in their learning.
- Build a bank of outstanding lessons delivered to different year groups.
- Share outcomes of lesson observations to enhance peer development.