



Woodview School

Teaching & Learning Non-Negotiables Local Procedure

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Teaching & Learning Non-Negotiables

Local Procedure

All guidance for Teaching and Learning can be found in the Teaching & Learning Local Procedure, which will give detailed examples and direction for each section.

Books - they are a visual model of the ethic in the building

- Presentation must consistently be at the highest standard **across ALL subjects** (mistakes have a neat line through them using a ruler, cursive script is used across the school – intervention is put in place immediately where children are having difficulty accessing this)
- Learning questions and steps to success are stuck neatly at the top of every piece of work **across ALL subjects**
- English and Maths are set out as per the expectation sheets, which are stuck on the inside cover
- Evidence of teacher marking is up to date and uses effective questioning and feedback points to move learning forward
- Self & Peer assessment is evident throughout books **across ALL subjects**

Teaching - “Excellent teachers create climates for learning which engender confidence and motivation among all learners. Critically, there is no fear of failure because teachers and pupils alike support one another’s triumphs and disasters” - Roy Blatchford (The Restless School)

- Build strong relationships with pupils and communicate effectively with parents. Ensure there are opportunities for sharing excellent work – “Catch them winning”
- Highest expectations of all pupils in the way they speak, sit and behave in their learning
- End learning outcome is clear, discussed and modelled on the learning wall
- Assess starting points for children – do not assume what they can/can’t do
- Lessons are carefully planned based on the previous lesson’s outcome
- Steps to success are well-matched to children’s abilities and shared with them so that they understand what they need to achieve
- Misconceptions are addressed and acted upon immediately
- Pace is appropriate to learning and enables all children to explore ideas and concepts

Environment - When children (adults) walk into a run down, ugly building what message do they get? When classrooms are unclean and uncared for? Where learning is displayed in a ‘that will do’ attitude? Where books are upturned and left? Where pencils are chewed and whiteboards are grubby?

We don’t care about you. We don’t value you or what you achieve. We don’t expect much of you. None of this matters.

A clean and well-kept building guarantees nothing about the quality of work children will accomplish within it. But it matters. It’s a message. It’s a visual model of the ethic within the building. The building has to show the children, the teachers and the parents that we care.

- Learning wall expectations (see appendix 1)
- Classrooms are clutter-free and all areas are purposeful
- Modelled cursive handwriting at all times, including vocabulary around the room; computerised words to be kept to a minimum around the classroom

- Model the destination (annotate, discuss, make relevant to real-life context)
- Model highest standards (transitions, behaviour around the school)
- Celebrate work (the very best that they can achieve)
- Classrooms contain topic tables which identify class topic areas, key questions, artefacts and resources which provide children with learning stimulus
- Learning walls use muted tones for backing; this draws attention towards the wall's content

Challenge children and ourselves when thinking: If it's not excellent, it's not finished



Woodview Learning Wall Expectations

Key Message:

The learning environment is the 'second skin' of the teacher. It sets the tone for shared expectations, provides rich learning models to support independent learning and thinking as a resource, and maps the journey of the learning towards excellence.

Learning Walls Will...

- Celebrate children's ideas, learning connections and learning starting points
- Model key vocabulary, sentence structures and handwriting
- Display high quality expectations
- Capture 'live' learning by progressively adding children's thinking and references
- Reflect learning across the curriculum
- Develop the key learning skills being taught during the learning sequences
- Support pupils in self and peer assessment by acting as a reference
- Value children's thinking as learning evolves



What this means for children:

"Learning walls show me what I need to do and how to do it".

"Learning walls give me clues, ideas and words I can use in my learning".

"I feel proud to see my ideas on learning walls".

"Where deep practice builds learning incrementally, planned modeling and representation of excellence, fires signals and subconscious forces that lead us to say 'I can do that too - that is what I want to be'" **Daniel Coyle The Talent Code**

