



## **WALTHAMSTOW SCHOOL FOR GIRLS**

### **LEARNING AND TEACHING STATEMENT**

#### INTENTION

The Learning and Teaching Policy aims to articulate, clarify and exemplify our:

- learning culture and ethos;
- commitment to developing curriculum skills, knowledge and understanding;
- collective understanding of best practice;

Learning and Teaching at our school aim to:

- encourage all students to become confident lifelong learners through the development of student independence
- inspire students to enjoy learning by ensuring that all lessons develop their curiosity, skills, knowledge and understanding;
- enable all students to achieve their full academic potential through careful strategic monitoring of progress, appropriate interventions and support, and informed communication with other colleagues, parents/carers and the student;
- develop students as effective independent and interdependent learners who understand themselves as learners, appreciate mistakes as an inevitable part of learning and are equipped with the skills in metacognition and learning strategies to empower them to embrace learning challenges;
- provide a safe, stimulating and motivating learning environment for all;
- provide a range of different teaching and learning approaches which respond to the varying learning needs of the students, both within subject content and wider learning to learn skills; and
- continually seek to research, innovate and improve the learning experience for all our students



## WSfG Learning Principles

At Walthamstow School for Girls, our learning vision statements underpin what excellent Learning and Teaching is for us, for all members of our community.

They reflect our school values of: *Courage, Compassion, Aspiration and Integrity.*

They support all members of the school community to reach our school vision:

*Foster a lifelong love of learning*

*Look after ourselves and treat others with kindness and respect*

*Embrace our diverse community and value our environment*



*Empower everyone to make courageous choices*

*Celebrate each unique gift.*



<b>Learning</b>	
A large blue question mark with a small blue character with eyes and a mouth at its base.	<b>Questions get students thinking and working hard</b> - Teachers use a range of questioning strategies (including no hands up) to help all students develop their thinking and make better progress. Questions often cause students to stop and think.
A colorful globe with various colored dots scattered around it, representing global diversity or metacognitive strategies.	<b>Promote independence, curiosity and courage</b> - Teachers use metacognitive strategies to develop students' resilience and support independence, including risk-taking and stepping out of their comfort zone.
A blue watering can pouring water onto a small green plant growing in a pot.	<b>Feedback for growth</b> - Feedback (including peer and self-assessment) helps students to understand where they are with their learning and what their next steps are.
<b>Teaching</b>	
A tree where the leaves are represented by many small, colorful icons of various shapes and colors.	<b>Rooted in secure subject knowledge</b> - Teachers have a secure knowledge of the relevant subject, including recent developments, foster and maintain students' interest in the subject, and address misunderstandings.
Three black arrows pointing to the left, stacked vertically, symbolizing backward planning.	<b>Teach for the long term</b> - Teachers plan backwards from the intended outcomes, so learning is focused and challenging.
A circular diagram with four arrows forming a loop. The top arrow is red and labeled 'Assess', the right is green and labeled 'Plan', the bottom is blue and labeled 'Improve', and the left is blue and labeled 'Do'.	<b>Assess to plan</b> - Teachers use assessment and feedback (verbal and written) to understand/diagnose the needs of students and to promote progress.
<b>Environment</b>	
Three stylized human figures in orange, yellow, and blue are interacting with large, colorful blocks (red, blue, green).	<b>Build empowering relationships</b> - Consistent routines and clear expectations, as outlined in the Behaviour for Learning Policy, which is based on mutual respect and excellent learning relationships. Teachers ensure that students are engaged from the beginning of the lesson, for example, by providing 'Do Now' or starter activities for students to complete while the register is being taken.



	<p><b>Give learning purpose</b> - Teachers communicate learning objectives and intended outcomes with students at the start of each lesson. Teachers plan a variety of activities which promote engagement, curiosity, collaboration and a love of learning, relating to real life when possible.</p>
	<p><b>Leave no child behind</b> - Teachers regularly check students' understanding, employing adaptive teaching strategies which enables them to meet the needs of all learners, including those with SEND.</p>