



# Policy for Teaching & Learning

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## Mission statement

*“To be the best that we can be”*

*High Expectation, Consistency, Team Work, Security, Community,  
Passion, Respect*

## **Rationale**

At Johnson Fold School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day.

*“Every state funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental, physical development of pupils at school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”*

(Statutory Guidance for the National Curriculum; Key Stages 1-4; Dec 2014)

At Johnson Fold School we acknowledge that these are interdependent and that without the personal development of pupils, spiritually, morally, socially and culturally, their ability to learn and to achieve will be restricted.

## **Introduction & Relationship to Mission Statement**

At Johnson Fold CP School, our mission statement *“To be the best that we can be,”* clearly illustrates all that we are about as a school and learning community. This is underpinned by our values - *High Expectation, Consistency, Team Work, Security, Community, Passion, Respect*. We provide a positive, nurturing environment so that all our children may grow into contented, confident individuals able to reach their full potential.

At our school we believe that all our children have gifts, abilities and talents of which they can be proud. We aspire to provide “challenge for all,” and in so doing, acknowledge that some children may be deemed to have specific gifts or talents over and above those of other children of the same age academically, creatively and artistically or of a sporting nature. The desire to meet the individual needs of each learner is central to our aims and reflected in this, our Teaching and Learning Policy.

## Our school aims are:

- *We aim to develop a Professional Learning Community and deliver the outcomes of learning to be safe, healthy, enjoy and achieve and make a positive contribution.*
- *We want children to love learning, know how to learn and what helps them to learn. We want them to look upon learning as an adventure and a challenge; children will never say “I can’t” but “I can’t yet!”*
- *We want children to be challenged, supported and receive feedback in order to have as high achievement and attainment as possible.*
- *We want staff to have the opportunity to grow, learn, develop and help others to be assertive, be personally effective and proud of their achievements.*
- *We want children to be happy, kind to others and have a sense of responsibility to themselves, others and their environment.*
- *We want children to have a “suitcase” of happy and stimulating memories and leave Johnson Fold feeling loveable and capable i.e. having high self-esteem.*
- *We want children to be introduced to a wealth of experiences that appeal to, or develop multiple intelligences – music, nature, literature/drama, social, physical, artistic, science maths, citizenship, first aid, cookery/crafts, humanities...*
- *We want children and staff to enjoy coming to school and feel safe, healthy and confident.*
- *We want visitors to remark on the wonderful atmosphere in the school, the fabulous environment (in and out of school) and the beautifully behaved and well-mannered children.*
- *We want to have an effective and supportive relationship with Parents, Governors, the local and wider community and the LA.*
- *We want Johnson Fold to be forward thinking, self-improving and spoken highly of by others.*

### **Achieving Our Aims**

In order to achieve our aims, consistent, high expectations of work and behavior are shared by all. The Headteacher, Leadership & Management Team visit classrooms regularly. Curriculum subject leaders also monitor the quality of teaching and learning. We carry out lesson observations; look at pupil books; analyse data; discuss the children’s progress, achievements and attainment.

Information gathered is used to celebrate success; evaluate performance; identify priorities for staff training and development, (Joint Professional Development – JPD) and drive the school forward through self-evaluation and the School Improvement Plan. Our staff share good practice; are keen to learn, and are supportive of each other. Johnson Fold is a school where everyone is welcomed and valued.

### **What is unique about our curriculum?**

In light of our context, we deliver a curriculum tailored to the needs of **our** children. We ensure there is balance between the need to ensure that our children have secure skills in literacy and numeracy and providing access to a multi layered curriculum, rich in learning experiences that reflects the requirements of the 2014 National Curriculum.

Particular emphasis is given to developing the skills for lifelong learning ie pupil welfare and development through Personal, Social and Health Education (PSHE); emotional, mental health and wellbeing, and the 5Rs (Resilience, Relationships, Reflective, Risk Taking, Resourcefulness). We aim to raise standards of attainment; promote the progress of all our pupils across all subjects, so that they grow into well rounded citizens of the future.

# Understanding Teaching & Learning at JFCPS

Teaching and Learning are interdependent. At JFCPS this is underpinned by:

1. **Effective Learning**
2. **Effective Teaching**
3. **Positive Teacher/Learner Relationships**
4. **Supportive Learning Environment**
5. **Planning**
6. **Assessment, Reporting & Recording**
7. **Feedback to Pupils**
8. **High Expectation of Standards**
9. **Homework**
10. **Roles & Responsibilities**

## 1. Effective Learning

Children learn best when they:

- Have their basic human needs met.
- Are motivated, interested and engaged in the activities they undertake.
- Understand what and why they are learning.
- Are provided with time to reflect.
- Are able to bring their experiences to the lesson and see them used to establish a relevance to the learning.
- Have the opportunity to demonstrate what they now know, understand and can do.
- They can build on their prior learning to ensure progress is being made.
- Have their efforts recognised and rewarded.
- Feel safe enough to take risks.
- Experience good positive relationships within the class.
- Are challenged and supported
- Have their specific needs and abilities met

We recognise that people learn in different ways and make sure we offer learning activities that enable our children to do this. We celebrate these differences through our “*Smart Rewards*” - word smart, maths smart, nature smart, art smart, body smart, music smart, people smart, and self-smart.

We offer opportunities for children to learn through:

- Investigation, finding out, problem solving, research.
- Group, paired, independent and whole-class work.
- Asking and answering questions.
- Making use of a variety of resources, artefacts and ICT.
- Fieldwork, visits to places of educational interest and visitors to school.
- Creative activities, designing and making things.
- Watching quality video clips and responding to music.
- Debating, poetry reciting, role-play and oral presentations.
- Participation in athletic or physical activity.

We encourage children to take responsibility for their own learning by;

- Encouraging them to question the learning eg “why are we learning...?”
- Allowing them to reflect on how they learn best – what helps them to learn and what makes it difficult for them to learn.
- Promoting the “Learning to Learn” skills of being Reflective, having good working Relationships, being Resilient, Resourceful and Risk taking.

## 2. Effective Teaching

Our teachers are expected to demonstrate:

- Excellent knowledge for the subjects they are teaching.
- Effective planning and preparation to meet the learning needs of all pupils based on the school's curriculum and schemes of work.
- Accurate identification of children with SEND or specific Gifts, Abilities & Talents.
- Where, when and how support is provided for children with SEND.
- Where, when and how challenge is provided for children with Gifts, Abilities & Talents.
- Discipline that is based on the school's Behaviour & Pastoral Care Policy
- Clear learning intentions and success criteria that have been shared each lesson in a language that children understand. WALT: We Are Learning To; and WILF: What I Am Looking For; EBI: Even Better If, and can be made prior to children starting work; whilst work is in progress, or at the end to summarise.
- Excellent questioning skills to assess children's knowledge and challenge thinking.
- Developing thinking, role modelling, impact, challenge, engagement
- New learning that is introduced using a variety of stimuli suitable for different types of learners.
- An appropriate balance between instruction, explanation, discussion, questioning and task setting.
- A mix of grouping strategies including whole class, small group or individual as appropriate.
- Excellent lesson management that ensures that the tasks are organised, resourced and lessons start efficiently.
- Effective, planned deployment of other adults in the classroom.
- An appropriate range of assessment techniques.
- Well established classroom routines providing minimal disruption to tasks and teaching.
- Ensure progress is regularly assessed and recorded.

## 3. Positive Teacher/Learner Relationships

All our staff teachers and non-teachers alike, make a special effort to establish good working relationships with all children in the class:

- We treat the children with kindness and respect.
- We treat them fairly and give them equal opportunity to take part in class activities.
- We insist on good behaviour at all times and follow the school policy for Behaviour Pastoral Care as an integral part of classroom management.
- We follow our school code of conduct that is based on "Rights & Responsibilities." We expect all children to follow these rules to promote the best learning opportunities for all.
- We praise the children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general.
- We encourage relevant discussion and set some periods of the day aside for silent work.
- We provide pupils with Special Educational Needs & Disabilities (SEND) with their own Individual Education Plans (IEPs). In addition they may be withdrawn for extra support. They may also receive specialist adult support within the classroom if they have a Statement of Educational Needs.
- We challenge children with specific gifts and talents to extend their learning.
- We support pupils for whom English is a second language.
- We tailor specific interventions for pupils who have been identified as needing extra support, that are carefully monitored and evaluated.
- We identify vulnerable groups of children very carefully and their needs are catered for by staff.

## 4.Supportive Learning Environment

Our classrooms are well organised, attractive learning environments. We believe that a stimulating environment sets the climate for learning. Our classrooms include the shared areas.

See *Policy for Learning Environment*.

## 5. Planning

Planning appropriate challenging and supported work for the children is the responsibility of each teacher.

See *Policy for Planning; Policy for Inclusion*

## 6.Assessment Reporting & Recording

Assessment is seen as central and integral to the teaching and learning cycle.

See *Policy for Assessment*

## 7.Feedback to Pupils

Effective feedback helps children to understand what they need to do next in their learning and how they can improve as well as enabling them to see where they have come unstuck.

See *Policy for Marking & Feedback*.

## 8.High Expectation of Standards

See expectations within *Policy for Marking and Feedback*

## 9.Homework

Homework is a valuable element of the teaching and learning process. Homework is set each week and a Homework Club provided by every teacher to support our children in school.

See *Policy for Homework*

## 10.Roles & Responsibilities

### The Role of the Pupil

We believe that children should be involved in the learning process and this is evident throughout the whole of this policy. However, in order to do this they should;

- Be well behaved and follow the school's code of conduct.
- Be ready to learn when they come into school,
- Be prepared to do any homework they are asked to do
- Always do their best.

### The Role of Governors

**Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:**

- Support the use of appropriate teaching strategies by allocating resources.
- Ensure that the school buildings and premises are best to used to support teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising attainment.
- Ensure that staff development and performance management policies promote quality teaching.
- Monitor the effectiveness of the school's teaching and learning policies through the school self review processes. These include reports from subject leaders and Head Teacher's report to Governors as well as a review of the in-service training attended by our staff.

## **The Role of Parents**

**We believe that parents have the responsibilities to support their children by;**

- Ensuring that their child/children have the best attendance record possible.
- Ensuring that their children are equipped for school.
- Do their best to keep their child healthy and fit to attend school.
- Support us in the Behaviour & Pastoral Care Policy.
- Inform us if there are matters outside of school that are likely to affect a child's performance or behaviour in school.
- Promote a positive attitude towards school and learning in general.
- Attend parent information evenings and be aware of their child's targets for learning.

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