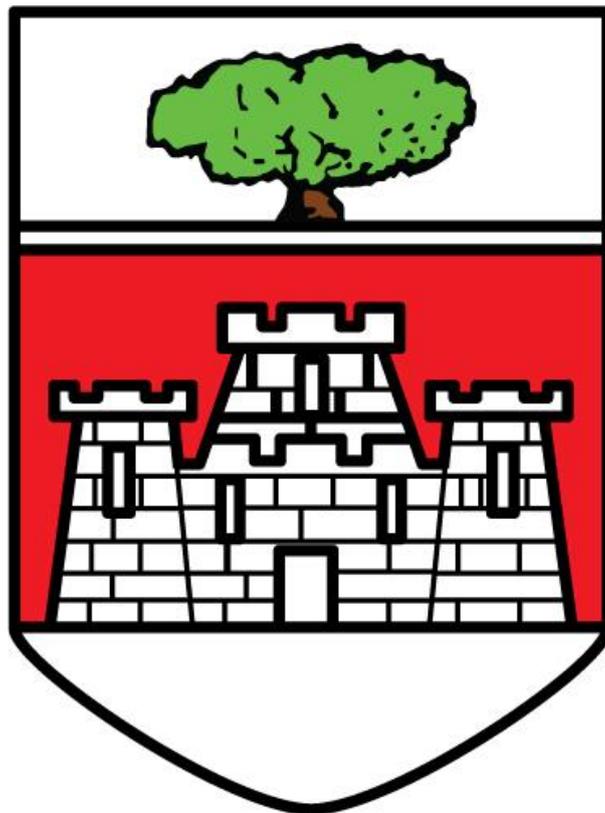


CASTLE BROMWICH JUNIOR SCHOOL

**LEARNING AND TEACHING
POLICY
OCTOBER 2014**



At CBJs we aim to teach the children to do the best they can, so that they learn the most they can, and develop academically, socially and physically to be as happy and as healthy as they can.

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The curriculum at Castle Bromwich Junior School aims to promote and reflect our school values of the 3 A's:

- Aspiring
- Accepting
- Achieving

These values are based upon promoting personal development and aspiring to achieve goals, equality of opportunity, a safe and healthy life style as well as an understanding and appreciation of others.

These values relate to:

- developing children as individuals including spiritual, moral, social and intellectual growth and development
- developing relationships , being able to get along with other, celebrating similarities and differences in order to live happy and healthy lives to the good of the community and our society, which is shaped by the contributions of a diverse range of people, cultures and heritages
- an appreciation of our environment as a source of wonder and inspiration that needs to be protected.

Our curriculum policy is in line with the New National Curriculum 2014. To ensure that effective learning and teaching takes place in line with these expectations we give pupils the opportunity to: -

- Work in a variety of contexts.
- Work co-operatively and independently on their own and in a variety of groups.
- Experience a range of teaching styles.
- Work in conditions that are secure, clean, orderly, stimulating and safe.
- Work with sophisticated information processing systems.
- Benefit from constructive feedback.
- Be creative.
- Work on tasks that are challenging and stimulating.

We believe that the key elements from these influences on our approach to learning and teaching are: -

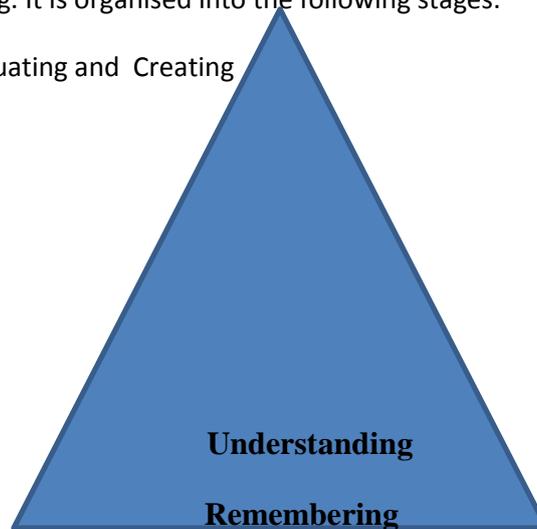
- A positive approach to pupil progress and personal development.
- Creating an emotionally secure learning environment for all pupils including the most challenging.
- A belief that all children can succeed.
- A need to make learning interesting, fun and for children to be active participants in their own learning.
- That the curriculum needs to be broad and balanced meeting the needs of all learners.
- That children need to be motivated by their learning experiences.

- That children need to be encouraged by appropriately challenging expectations.
- That their learning needs to be supported by their family and the wider community
- That children have equal opportunities to succeed and enjoy school regardless of their ability, gender or ethnic origin.
- That children are able to develop socially, morally, culturally and spiritually.
- Working towards being a healthy school

Promoting Thinking skills

The new curriculum encourages depth of understanding across all subjects. For us to ensure that our children are able to develop their thinking skills and have a deeper understanding of a subject we are using the 'Blooms taxonomy' approach. This approach is staged approach to enable breadth and depth of understanding. It is organised into the following stages:

, Applying, Analysing, Evaluating and Creating



Effective Teaching
Teachers should

- Focus on the children as learners with clear learning objectives in every lesson. The potential outcomes should be shared with the children at the beginning, referred to during and reviewed at the end of the lesson. The learning outcomes form the basis of teachers' ongoing assessments. **[See assessment policy]**
- Have high expectations and be continually challenging children to improve.
- Have a well-organised classroom leading to a sense of purpose.
- Use a variety of teaching strategies chosen to match the purpose of the lesson and the intended outcome.
- Plan tasks matched to the age and ability of the children and cater for the range of ability in the class. All children should be able to make progress in every lesson. Assessment is an essential part of ensuring that work is correctly matched to the ability of the child.
- Use good quality resources matched to the needs of the children and appropriate to the intended outcome. These resources should be readily available and easily accessible.
- Manage children in a positive praising atmosphere in which all children are valued. Positive relationships are an essential element in successful teaching and form the basis from which successful learning can take place.
- Give regular feedback to children on their progress. This can be done at the beginning of the lesson making links to previous lessons, during to keep the children on task and at the end as part of review. This feedback will be to individuals, to groups and to the class and will be both oral and written in the form of constructive marking. **[See marking policy]**

- Plan lessons with a good pace linked to a clear structure that includes direct teaching, time for independent working and review. It is important that the timings of the various activities contribute to the achievement of the learning outcomes.
- Use a range of questioning techniques to assess children's existing knowledge and to develop their learning.
- Provide children with clear structures for problem solving, for completing work and for challenging them to achieve at higher levels.
- Link individual lessons to a series of lessons that gradually build children's learning. Progress should be made both within a lesson and across a series of lessons.
- Have the relevant subject knowledge to teach the required lessons. Teachers have access to the necessary expertise through their own training, the shared expertise of other teachers particularly those in their own year group and subject leaders, and through continuing professional development. The school has a responsibility to give teachers opportunities to develop their subject knowledge.
- Model the learning process for children. They should be enthusiastic about learning themselves and convey this enthusiasm to the children.
- Be reflective practitioners continually evaluating the reasons for successful lessons and identifying how less successful lessons could have been better. This process is worth doing with other colleagues where possible so developing the school as a learning organisation.

It is important that teachers and assistants share a common understanding of the characteristics of effective teaching and seek to incorporate these features into their teaching. It is also important that we have a clear understanding of what characterises effective learning and seek to promote these qualities in all children.

Effective Learning

We believe that pupils need to understand what good learning looks like and promote the LEARN model for them to understand and demonstrate the skills to enable good learning and progress to take place.

- L** - Look and Listen
- E** - Engage with the Environment
- A** - Ask and Think
- R** - Reflect
- N** - Never give up

Children should be: -

- Interested in their lessons. They should be good listeners, well-motivated, able to concentrate and active participants in the learning process.
- Ready to learn and on task throughout their lessons.
- Happy and confident, willing to ask questions and offer opinions and answers.
- Able to apply and use previous knowledge.
- Relate positively to other children. They should be able to share ideas, offer support and help each other.
- Able to talk with others about their work and take pride in its appearance and its content.

- Show trust and respect for other people particularly their own teachers, assistants and supervisors and be able to work cooperatively and collaboratively.
- Organised in their thoughts and in the way they use resources and personal equipment.
- Comfortable with a range of approaches, flexible in their own thinking and able to vary their responses to suit different circumstances.
- Understand clearly what is expected of them, respond accordingly and work well to achieve the planned outcomes for their learning.
- Good communicators, able to demonstrate their knowledge and understanding, orally and in writing to a variety of audiences.
- Enthusiastic and willing to share their enthusiasm with others.
- Able to work to time constraints and deadlines.
- Able to sustain interest and serious minded study over an extended period where necessary.

Teaching Strategies

At Castle Bromwich Junior School we use a variety of strategies for effective teaching and learning. It is school policy to vary the use of these strategies to ensure effective learning.

1. Questioning

Importance of Questioning

Questioning can help facilitate learning by: -

- Focusing attention
- Arousing interest
- Stimulating thinking
- Finding out what children know
- Engaging everybody in discussion
- Probing understanding
- Diagnosing difficulties and misunderstandings
- Helping to make learning explicit

Question should encourage creativity and persistence in thinking and learning.

Open-ended questions

Closed questions have a purpose for testing recall but learning will be enhanced if teachers improve their use of open-ended questions. Examples of open-ended questions that invite children to think are: -

- What do you think...?
- How do you know...?
- Why do you think that...?
- Do you have a reason...?
- How can you be sure...?
- Is this always so...?
- Is there another way/reason/idea...?

- What if...? What if... does not...?
- Where is there another example of this...?
- What do you think happens next...?

Allow thinking time when using questions that are open-ended. Increasing waiting time will result in children giving longer answers, enable more children to offer answers and result in children becoming more thoughtful and creative.

Alternatives to Questions

- Withhold judgement [respond in a non-evaluative fashion; ask others to respond]
- Invite children to elaborate [say more about...]
- Challenge children to provide reasons [give reasons why]
- Make challenging statements [supposing someone said...]
- Use think, pair, share – talk partners allow thinking time, discuss with a partner then with a group]
- Allow rehearsal of responses [try out the answer in your head or with a partner]
- Don't ask for show of hands [expect everyone to respond]

2. Explanations

Explanations are a very important aspect of effective teaching and learning. They can help to clarify understanding at their best or they can sometimes confuse or puzzle the learner. Good explanations often contain some of the following elements:

- Structure; ideas are broken down into sections and linked together logically.
- Good subject knowledge; the teacher knows what they are talking about.
- Adaptation to the audience; language is carefully chosen.
- Use of exemplars; the explanation is illustrated with examples related to learners' existing knowledge.
- Engaging learners and supporting understanding; visual aids, analogy and metaphors; graphic organisers [e.g. charts and tables].
- Responsiveness to feedback; explanations are amended in the light of feedback from the learner.
- Effective use of voice and body language; delivery sustains attention and interest
- Length; to the point and fairly brief, broken up with questions to check understanding.

3. Scaffolding

Scaffolding involves offering support when new ideas and concepts are introduced. Examples of this are:

- Shared and guided writing
- Support through frameworks and prompts
- Working alongside groups and individuals

The teacher is sensitive to the amount of support children need so that children don't become over dependent. Scaffolding the learning involves moving a child from dependence to independence as they gain in expertise.

4. Demonstration and modelling

Demonstration and modelling are key learning and teaching strategies that support children's learning to take them from what they know into new learning. Teacher modelling involves the teacher showing how to do something while, at the same time, describing what they are doing and why they are doing it. It involves slowing down the process so that it can be seen clearly. It offers children the opportunity to ;

- See and hear the process
- Ask questions if something is unclear
- Discuss what they have seen and heard with other children and the teacher
- See that processes can be modified and corrected as they are undertaken

Demonstration and modelling, as in shared reading and writing activities, are interactive teaching processes that involve investigation, experimentation and co-operation with other children as they all contribute and try things out.

In mathematics models give children a picture or image to help them understand and set out the steps involved in finding a solution to a problem. Demonstration should be short, clear and precise.

Children must always have the opportunity to practise and apply the processes and structures that have been modelled or demonstrated. When following up demonstrating and modelling emphasis should be placed on quality questioning.

An effective lesson where all pupils make progress

Teachers should aim to create exciting, stimulating learning opportunities for the children. The following provides a useful checklist to ensure that all lessons are effective.

- Well planned with appropriate differentiation.
- Connected to previous learning.
- Start positively and crisply and delivered enthusiastically.
- Children told what, when, how and why and this is displayed visually.
- Explanations are focussed and to the point.
- Working groups are organised appropriately
- Voice and body language are used positively and effectively
- Children and staff have learning conversations
- Concentration breaks are clearly defined.
- Quality intervention and feedback are ongoing.
- Learning is recapped and lessons end on a high.

Enhanced Learning

We believe at Castle Bromwich Junior School that pupils' learning is enhanced when they:

- Play some part in making decisions about their work.
- Work on tasks that require exploration and investigation.
- Solve problems, which have either specific outcomes or several possible outcomes.
- Work in a variety of groupings; chosen with reference to the lesson's learning outcomes.
- Present work to a variety of audiences.

Teachers should look for opportunities to enhance pupils' learning in these ways. The Primary Strategy encourages teachers to explore opportunities to introduce creativity into the curriculum. Teachers at Castle Bromwich Junior School have the freedom to take risks, to experiment, initiate, innovate and make learning challenging and enjoyable.

Learning Styles

In order to respond to children's different learning styles and to give them a variety of experiences teachers need to plan a range of different types of learning opportunities. Lessons can be varied and interesting to engage children in using visual, auditory and kinaesthetic modes [VAK]. Different subjects can promote and develop particular ways of learning. Mixing different types of materials, elements and explanations can aid children's attention and help them learn more effectively.

Visual learning takes place through seeing pictures, charts, diagrams, video, ICT images, demonstrations and the written word.

Auditory learners learn best through listening including both listening to explanations and taking part in discussions. They also enjoy giving oral presentations.

Kinaesthetic learners learn best when physically engaged in a task. Role-play, simulations and practical tasks appeal to these learners.

All children should experience a range of different learning styles if they are to develop well as good learners in all situations.

Another reason for encouraging a wide variety of learning experiences is the concept of different types of intelligences. This idea also suggests that the curriculum should be balanced to include the arts, self-awareness, communication, physical education, musical performance, co-operative learning, reflection, story telling etc.

Planning

There is an expectation in our school that learning experiences are planned most effectively when teachers work together collaboratively to adapt medium term plans. The driving force behind this process is the weekly year team meeting, but this approach will also involve teachers working at times with subject leaders as part of a key teacher network and also informally on a day-to-day basis reflecting on the success of aspects of the learning programme. Although teachers are part of a team approach, the weekly plan should be adapted to suit the needs of their classes, groups and individual children and should be adapted also as children respond in different ways to the lessons that have

been planned. Although the year team will discuss the learning objectives as a whole group teachers have the professional responsibility to plan their own lessons to meet their children's needs.

Effective and robust planning and assessment systems and the delivery of a creative, broad and balanced curriculum aim to ensure the inclusion and achievement of all children in our school.

Planning is structured in 3 phases;

- The Skills and Knowledge continuum outlined in the revised national curriculum. (Statutory in 2014)
- Medium term planning
- Weekly/ daily planning

Subject managers and the Senior Leadership Team monitor planning regularly

Long Term

Teachers plan the year through topics which include the spectrum of expected skills in their year group cohort, reflect the pupils interests and which capture rich and meaningful learning opportunities.

Regular planned opportunities to apply skills across the curriculum from English and Maths lessons
Subject leaders have the responsibility to ensure that skills and experiences are built on to provide progression over the key stage.

Medium Term

- The medium term plans outline the scope and sequence of teaching over
- each half term for all subject areas.
- In addition detailed units of work are planned for in English and Maths
- Within their year groups teachers work to embed key skills and learning outcomes across curricular areas with clear outcomes.
- Links between curricular areas are made explicit. They include experiences and outcomes that are shared with parents through the sharing event at the end of the unit.
- Opportunities for learning outside the classroom are explored within units of work to deepen learning. This includes at least one educational visit outside the classroom every term, where possible.
- Opportunities are established for display, assessment and the celebration of pupils work within the Medium Term Plan.

Short Term

- Teachers provide detailed weekly and daily plans for both English and Mathematics
- Learning objectives and success criteria are identified and demonstrate clear differentiation for groups and individuals within the class.
- Deployment of additional adults is made explicit.
- Weekly planning identifies independent activities and guided sessions.
- This is where a group of children work for part of the lesson with the teacher or another adult.
- Medium term, weekly and daily plans demonstrate evaluation through annotations and notes.

Structuring Learning

The way lessons and units of work are structured reflects our understanding of the learning process. Teachers are responsible for all aspects of the learning cycle: creating a safe and stimulating learning environment, assessment for learning and target setting, planning

progressive sequences of lessons, with differentiated and challenging learning objectives, modelling, providing engaging activities, giving effective feedback, monitoring progress and identifying children's next steps in learning.

In planning and delivering learning, teachers:

- make effective use of accurate assessment to build on prior learning
- describe the outcomes and expectations
- ensure learning objectives and success criteria are shared, exemplified and prominently displayed, and referred to as a key element throughout each lesson.
- Model skills required to meet the learning objective and success criteria. Ensure modelling writing is aimed at the highest level in the class.
- Teach and model cursive handwriting in daily practice. Encourage high standards of presentation, effort and achievement

In planning and delivering learning, teachers engage learners by:

- Making learning memorable-use props, stimulating resources and music
- Giving the key information and vocabulary needed for the lesson
- Using a multi-sensory approach, a variety of different learning styles
- Asking open-ended and deeper questions to engage curiosity and assess understanding
- Using ICT and other resources to engage all learners (number sticks and fans, mini whiteboards)
- Using talking partner activities and providing learners with thinking time
- Using the outside environment to inspire learning
- Providing opportunities for literacy and numeracy skills to be applied in other subjects in a meaningful context
- Ensuring support staff are deployed effectively

Groupings

We teach in a mixture of individual, paired, small or larger groups and whole class teaching, depending on the task set, the outcomes sought, and the children's needs. Groups can be ability based, or mixed ability groups; again this is varied according to the tasks, outcomes required and children's needs. Activities are differentiated to best meet the individual learning needs.

The Learning Environment

We believe our school must provide its pupils with a stimulating environment in which to learn. The learning environment must be safe, clean, well organised and resourced. Displays are an integral part of the learning environment and they are expected to celebrate children's learning, reflect the cultural diversity of the school community and support learning.

Learning Outside the Classroom

It is an expectation that Teachers, as part of their classroom programme, explore and apply learning opportunities contextually outside of the classroom environment.

We believe it is important to ensure pupils know how to manage themselves safely in their local community and know how to use public transport safely.

Key to the success of this will be:

- The use of the playground and school spaces beyond the classroom as a learning resource
- The use of the local community
- Opportunities to travel on the range of public transport available in and beyond the local community

- Providing opportunities to enrich, extend and apply school work through home learning.

Inclusive Strategies for Learning and Teaching

Teachers should plan to include all children in the learning. To meet the full range of ability teachers will need to differentiate by task, outcome, and expectation or through support. They need to be aware of the principles for inclusion in the national curriculum:

1. Setting suitable learning challenges
2. Responding to pupils diverse learning needs
3. Overcoming potential barriers to learning for individuals and groups of pupils
- 4.

When planning teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from different social and cultural backgrounds, pupils from different ethnic groups and those from diverse linguistic backgrounds **[National Curriculum handbook]**

Teachers should consider issues around inclusion at the medium and short term planning level and annotate and adapt their class plans accordingly.

Planning for Children with Special Educational Needs [see also SEN policy]

This is most effective when:

- It is part of the process of planning for the whole school and is embedded in the usual planning formats.
- It emphasises what children will learn based on an assessment of what they can do and what they know and understand. Some children may need as a result of assessment to track back to earlier learning objectives.
- It determines the teaching methods that will be used; there is a balance of visual, auditory and kinaesthetic learning, a mixture of collaborative, independent and teacher-led work and consideration of the length of the task and a balance of open and closed tasks.
- It establishes how barriers to learning will be reduced or bypassed [e.g. by using pre-teaching, alternative methods of recording, concrete materials]

Planning for Gifted and Talented [see also gifted and talented policy]

This is most effective when:

- It is part of the process of planning for the whole school and is embedded in the usual planning formats.
- It allows for opportunities for children to address objectives more broadly by working at complex tasks which combine objectives or by applying objectives in less familiar contexts
- It allows for opportunities for children to access an objective at a deeper level by providing a greater degree of complexity or abstraction.
- It allows for acceleration by using objectives from those outlined for later years.
- It specifies more demanding criteria for learning outcomes and for assessing these.
- It provides for opportunities for children to work independently, including setting their own tasks, working with minimal support and extending ideas on their own.
- It provides for opportunities for children to make their understanding explicit, reflecting on and evaluating what has been achieved.

Assessment for Learning [see assessment for learning policy]

If assessment for learning is to be effective in promoting learning and raising standards it should:

- Be embedded in a view of learning and teaching of which it is an essential part.
- Involve sharing learning goals with children.
- Aim to help children to know and to recognise the standards for which they are aiming.
- Involve learners in peer and self-assessment.
- Provide feedback that leads to children recognising their next steps and how to take them.
- Be underpinned by the confidence that every child can improve.
- Involve both child and teacher reviewing and reflecting on assessment data.

To support assessment for learning in the classroom teachers should ensure that:

- Learning objectives are displayed and discussed.
- Key questions are displayed and used in lesson starters and plenaries.
- Key questions and prompts are available to support children's talking and thinking about learning.
- Curriculum displays include statements and questions that highlight key learning points.
- Key literacy and numeracy and learning to learn targets are displayed.
- Displays, visual prompts and resources support key curricular target focuses.
- Positive affirmations are displayed in the classroom and referred to regularly.
- They actively foster positive attitudes and behaviours.
- Successes are celebrated.

In order to raise standards curricular targets (from the age-related expectations) should be used to support assessment for learning.

At Castle Bromwich Junior School teachers give a positive response to pupils' learning by:

- Setting achievable targets.
- Supporting their development through self-assessment.
- Making constructive comments that focus pupils' attention on how they can improve as they are working.
- Adjusting planning as a result of ongoing assessments.
- Using a variety of assessment strategies including observation and discussion with pupils.
- Focussing on learning objectives when assessing work.

Record keeping

Class teachers are responsible for keeping up to date Planning Folders which include the following information:

Class lists & pupil information

Information with regard to EAL, Ethnicity, FSM, medical and dietary needs

Attainment data including Targets, pupil Progress data and reviews, IEPs and relevant and appropriate inclusion information

Grouping information

Policies and Procedures (noted in each Folders index)

Class Teachers are responsible for regular Assessment for Learning practices and the marking of books in line with the schools assessment and marking expectations.

The use of ICT

ICT should be used to support learning and teaching. Successful use of ICT can reduce planning time, introduce greater variety and stimuli to capture interest and enthusiasm, provide improved access to different media and resources, overcome barriers to learning and accelerate the pace of the lesson.

Behaviour Management

The key to managing behaviour successfully even with difficult and challenging children is creating good learning opportunities for them and taking account of all their needs particularly their care, guidance and support. As well as implementing the school policy and guidelines on behaviour teachers should be mindful of the following. Children's behaviour is more likely to be good when: -

- They feel that their teacher and other adults like and care about them as individuals.
- Learning is fun.
- There is a positive and emotionally supportive environment.
- Parameters for behaviour are clear and unambiguous.
- The behaviour management system is overwhelmingly based on positive reward and recognition rather than sanction.
- Every child regularly 'feels' success and achievement.
- There are no favourites and no child ever feels victimised.
- The teacher is always fair and consistent.

Once the conditions for good behaviour exist maintain a culture in which every child wants to behave well. The quality of the personal relationship that teachers develop with every child and especially the most challenging is crucial. To create the conditions for successful learning teachers should pay children compliments, notice when they do things well, praise and speak kindly to them. We should do this especially for the most challenging children. This makes it easier to deal with poor behaviour when it arises.

Expectations between Teachers and Pupils

An essential element of effective learning and teaching is to establish clear expectations of the children usually in consultation with them. Clear expectations can work both ways and teachers may like to consider asking the children what they expect of their teacher.

A joint approach of this type might result in lists like these:

Our teacher expects children to:

Listen when he/she is talking

The children expect the teacher

Treat us as individuals

Avoid laughing at others when they make a mistake	Be fair and not take sides
Always do their best and put effort into everything	Listen to our problems and help us
Have a good attitude to learning and not disrupt others	Be kind and caring
Avoid interrupting when others are speaking	Explain the work carefully
Respect others and their belongings	Be patient if we don't understand
Be kind and helpful to others	Make our classroom a happy and fun place to be
Be honest and truthful	Be firm but always fair
See others' points of view	Mark our work quickly
Look after the classroom and keep it tidy	Be prepared for lessons and be on time

Communication

Within school

- Teachers are expected to regularly share and discuss record keeping information, books and planning at phase meetings.
- Pupils Targets, progress and attainment are monitored and discussed regularly with phase managers, subject managers and the Leadership in line with roles and responsibilities.
- All class teachers carry out a 'Transition Meeting' at key transition points in the year, or when required, to communicate record keeping and planning information with new class teachers.

With parents and carers

- School Staff are in the playground at the end of the day to encourage informal communications.
- Teachers provide termly letters which outline key topics, learning and information for the term.
- Transitional parent consultations are held in September. Parents and carers are given a transitional information booklet to complete with their child. This booklet asks for information about interests outside school, key interests or concerns around school.
- Following assessment weeks in November and March/April, a Record of Assessment (RoA) goes home to parents and carers detailing attainment, learning behaviour and individual targets in English, mathematics, science and behaviour as well as attendance, and information relating to Habits of Mind and Healthy Lifestyles.
- In the Spring Term, parent consultations focus primarily on attainment,

progress, learning behaviours, Habits of Mind and Healthy Lifestyles.

- Annual reports go home at the end of the academic year. Parents are encouraged to meet with teachers and staff working with their child to discuss the report.

With Pupils

- Next steps marking, self and peer assessment are embedded elements of all lessons. Pupils are expected to engage with, reflect on and respond to opportunities to improve their own learning.
- Regular class meetings are held to ensure pupils have the opportunity to exercise their pupil voice.
- A school council, made up of elected representatives from Years 1 to 6, is established at the start of each year to provide a vehicle for pupil voice.
- Pupils are actively encouraged at all times to share thoughts and opinions in the day to day running of the school and wider school development.

Marking

Marking is a valuable and essential part of the teaching and learning process. We can improve learning through effective feedback. Effective marking informs future planning and helps children understand their achievements and what they need to do in order to improve further. Our marking aims to raise standards of achievement of all children by:

- ☑ Motivating children to take responsibility for their own learning;
- ☑ Assisting pupils in understanding what they need to do to move their learning on by providing clear feedback and next steps;
- ☑ Providing a record of pupils' progress to inform accurate assessment
- ☑ Encouraging pupils to strive to improve
- ☑ Informing relevant planning to ensure progress;

Detailed information on this is included in our Marking Policy.

The supportive learning environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment, which reflects our school values, in which children are encouraged to be the best they can be.

We create a supportive learning environment by:

- ☑ Encouraging a 'can-do' culture – getting stuck should be seen as a learning opportunity. Scaffolding is provided, and problem solving strategies taught to ensure children know how to move on with resilience and resourcefulness.
- ☑ Provide opportunities for success for all children by pitching and differentiating lessons appropriately
- ☑ Supporting and challenging learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of their learning, including ICT.
- ☑ Celebrating achievement and valuing effort in the display and presentation of children's current learning across the curriculum
- ☑ Promoting an appropriate atmosphere for learning where children are encouraged to ask questions
- ☑ Making expectations and boundaries clear by describing the behaviours we want and challenging all inappropriate behaviours

Classroom organisation

☐ The organisation of the classroom, resources and pupils is of paramount importance if significant and purposeful learning is to take place.

Classroom resources

☐ Resources are stored in easily accessible places, visually labelled, with a system manageable to both children and teachers for distribution and collection. The system used should encourage pupil independence and initiative.

Classroom routines and systems

- ☑ Routines and systems are clearly established at the start of the school year and consistently applied throughout the year.
- ☑ Children enter the classroom in an orderly, quiet manner ready to start the lesson.
- ☑ Lessons start and finish promptly
- ☑ All staff follow the school Behaviour Policy and guidelines.
- ☑ A whole sc

Wow days

Presentation of work

Home Learning opportunities

Teaching Assistants

Each class has an assigned teaching assistant; teachers and the SENCo are responsible for the effective direction and deployment of TA's to support learning. Teachers and TAs discuss planning and feedback daily to ensure learning intentions and activities are clear. T.A.'s work with a variety of children across the week and many are trained in the implementation of second and third wave intervention programmes.

Teachers need to identify a clear role for other adults supporting learning in their classroom. When teachers work directly with classroom assistants or special support assistants, levels of responsibility for individuals and groups need to be established over time and on a daily basis. Their role needs to be targeted at the learning of pupils with clear expectations and outcomes.

Working with Parents

Parents and carers are vital to, and considered as partners in children's learning and progress: we strive to involve them. We have an open door policy, which encourages parents into school to become partners in their child's learning.

Our home/school agreement provides further details of our working relationship.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work

and may fall behind. Parents are asked to inform the school of any absence on the first day so that we know they are safe at home. Further details are available within our Attendance Policy. Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to have DBS clearance before starting work.

Professional development

Teachers are responsible for maintaining excellent subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. Teachers are expected to attend courses, observe good practice, and build and disseminate knowledge and best practice. Weekly CPD and inset days are used to disseminate best practice in teaching and learning.

Monitoring

The Senior Leadership Team are responsible for monitoring the standards of teaching and learning, for supporting colleagues, being informed about current developments and for providing a strategic lead and direction in the school. The SLT are responsible for school self-evaluation and use monitoring and evaluation of teaching and learning to identify the strengths and weaknesses in the school, in order to drive school improvement.

Equal Opportunities

Our aim is that every child is given the opportunity, and support, to learn and develop their potential in every area of school life regardless of sex, race, ability, social class, religion or appearance.

Responsibilities in relation to the policy

All members of the school community have a responsibility for the implementation of the policy including Governors, School staff, Pupils and Parents.

Monitoring and Evaluation of the policy

The implementation of the policy will be monitored through:

- Lessons observations
- Planning scrutiny
- Book Scrutiny
- Pupil progress reviews
- Pupil Interviews
- Parent surveys and feedback following RoAs, consultations and reports.

The policy is reviewed biannually by the SLT and the Curriculum Committee

Policy Adopted: _____ (Date)

Signed: _____

Name: _____

(Please print)

Review date: Autumn 2015

