



Town Junior School

Teaching & Learning Policy

Adopted: June 2016

To be reviewed on: June 2017

Teaching and Learning Policy

The minimum expectation for the quality of provision in each class is good. Management action including coaching and individual support will be offered to staff working below this level of provision.

Rationale

The vision of Town Junior School is 'Caring about learning, proud to shine'. We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We expect that the children will learn respect for others, resilience in dealing with life's challenges and will take responsibility for their own actions. We celebrate the success of all the children and will always endeavour to seek new ways to improve the quality of learning opportunities for our children. Learning should be a rewarding and enjoyable experience for everyone.

Through our teaching we equip learners with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate experiences help learners to realise their worth and lead meaningful lives.

To develop and support this we believe that effective learners

- have appropriate self-confidence and a positive self-image;
- need to feel that their basic physical needs are being met;
- need to feel emotionally secure, safe, relaxed and mentally healthy;
- take responsibility for their own learning;
- are actively engaged, independent and reflective;
- are self-motivated and self-evaluating;
- are independent, show initiative and are willing to take risks;
- understand what they need to do to move forward in their learning;
- listen and communicate well;
- are able to access information, resources and the environment appropriately;
- are able to express their needs and feelings appropriately;
- interact with others positively;
- interpret and transfer skills in new contexts and remember and apply them to their learning;

We also want our children to develop a growth mind set. When a child has a growth mind set, they understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it. As a result, we have identified twelve characteristics that we want our children to show that will help them to develop a growth mind set. We think that successful learners:

- Concentrate
- Don't give up
- Are cooperative
- Are curious
- Have a go/take a risk
- Use their imagination
- Keep improving
- Enjoy learning
- Ask questions
- Are proud of their work
- Learn from their mistakes
- Inspire others

As the children progress through the learning process we want to

- ensure that all children are competent in basic skills;
- ensure that children experience a rich and challenging curriculum that allows them to apply and further develop basic skills;
- enable children to become confident, resourceful, enquiring and independent learners;

- enable children to become better thinkers so that they can solve problems creatively;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent citizens capable of making a positive contribution.

Part 1 Teaching

At Town Junior School, we know that the quality of the school cannot exceed the quality of its teachers. We also know that an effective school is full of effective classrooms. As a result, we believe that in an effective lesson:

- children are content and secure and are able to experience a sense of achievement;
- children understand what they are learning and how to achieve their learning intentions – the objectives are shared with children;
- everyone is included and all needs are met - provision is inclusive and lessons differentiated well;
- all children learn and make good progress - children achieve;
- all children, including those with gifts and talents, face an appropriate degree of challenge;
- children with AEN/SEN are supported well;
- activities are pitched to match children's skills, knowledge and understanding - we start from where the children are;
- the pace promotes high performance and allows thinking time;
- activities are fit for purpose - activities are carefully chosen to optimise learning;
- active learning is promoted through a variety of tasks;
- children have opportunities to improve and move forward;
- children have opportunities to be independent in their thinking and learning, make choices and take risks;
- children are engaged and motivated;
- behaviour is good and any inappropriate behaviour is dealt with effectively;
- adults and children have high expectations of children's learning;
- misconceptions are dealt with and are used as opportunities for learning;
- resources are accessible, selected carefully, are appropriate and of a high quality;
- teaching assistants and other adults are deployed well and impact positively on learning;
- children receive effective feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection.

To achieve this, our teaching will be characterised by:

Good planning and preparation, which will be clearly linked to the New Primary National Curriculum.

This will include:

- o Clearly identified Learning Intentions and Success Criteria
- o Clear continuity and progression from previous lessons
- o How teaching assistants will be deployed
- o What resources are required and how they will be used, including learning/working walls
 - The delivery of the lesson, which will show:
 - o Excellent subject knowledge
 - o An awareness of the learning needs of the pupils in the lesson
 - o An appropriate pace to facilitate excellent learning
 - o A range of activities to engage the children and cater for different learning styles

- Positive behaviour for learning through:
 - o Encouraging high levels of engagement
 - o Redirecting low level disruption
 - o Giving children time to talk about their learning through paired or group work
 - Contextualised learning to ‘hook’ the children into a topic or lesson and make them curious
 - A range of high quality questions which can elicit responses and help to reshape learning for children, as well as making the children think
- Enthusiasm over the subject areas which will translate to children visibly enjoying their learning.

Part 2 The Classroom

The classroom should promote effective learning. We expect that all children will experience consistently high quality learning environments. We expect that every aspect of the classroom should promote learning.

Consequently we do not expect to see anything in classroom that is not related to the children’s learning experience

Our school we expect that every classroom should have:

The School vision displayed

The Schools key values displayed

A visual timetable in use

Reading/Book Area

Literacy Resource Area

Maths Resource Area

Also there should be the following:

- Quality displays celebrating the children’s work and interactive displays that relate to current learning,
- Working walls,
- All classrooms will be clean, tidy and uncluttered. Everything in the room will promote learning, so we don’t expect to see graffiti/stickers on trays or anywhere else in the classroom,
- Everything should be stored in the correct storage units, no carrier bags of resources, e.g. under teachers’ desks.

The Reading /Book corner should;

- Promote calmness
- Be inviting
- Have somewhere to sit
- Have quality storage
- Have books in good repair
- Have an extensive range of books – fiction, non-fiction, picture books, encyclopaedias, comics, magazines, newspapers
- Have a variety of different books at different levels
- It should be clean and well kept
- Have a range of dictionaries and thesauruses
- Have a range of comics, newspapers and magazines
- Books written by the class and individual children

The Literacy resources should include

- Whiteboards (clean)
- Dictionaries
- Reference to VCOP
- Literacy targets

The Maths resources should include

- Age and ability appropriate resources
- Well labelled resources
- Age and ability appropriate number lines and number squares
- Calculators
- Protractors

- Maths targets

Other classroom resources should include

- Flipchart/static whiteboard for teacher use
- Whiteboard pens for teacher use
- Whiteboard pens to loan to children

Display

In the classroom there will be:-

- Celebration of children's best work: this will include
 1. Captions identifying the learning process and where the work originated from
 2. Captions will be written in "role model" handwriting" (following school policy or typed also in accordance with policy)
 3. Work that is mounted to a high quality that shows the work to its highest level

Outside the classroom

We expect...

Corridor

- All surfaces are clean and uncluttered.
- There is no litter.
- Displays change every half term.
- They reflect and celebrate learning that has taken place in the classroom.
- "One off" displays e.g. "Sports day" should only be up for *no more than a term*.

Hall

- Should always be left ready for the next teacher. We expect clear surfaces, no food left overs, PE equipment stored correctly and generally no clutter so that all children can use the hall in a clean and safe environment.
- Displays in the hall should celebrate the work of the school.

Playground

- Should always be clean and tidy and safe for use.
- Equipment should be out ready for children to use and tidied away after each break.

Part 3 **Children's Work**

Children's Books/Folders

- All teachers will be expected to use the agreed books as laid down by the Leadership Team annually
- Books and folders are labelled using white stickers with first and last name, class, and subject and year group. It must be legible and spelt correctly
- Children will not embellish their books at all.

Inside Books

Every piece of work will have:

- Date (long for literacy, short/numerical for maths)
- Learning intention written by the child or typed and stuck in the book for younger and less literacy able children.
- Pencil for all maths work.
- Pen (not biro) to be used for writing when children have been awarded their pen license.
- All maths calculations/ working out should be in the books.

Assessment/feedback

All work must be marked as the following:

- Green pen – to give positive feedback on a piece of work
- Green pen – to give children their targets and next steps to work on
- Comment or symbol relating to LO/success criteria/targets
- Age-appropriate feedback

- Clear demonstration of children 'reflecting' and responding on prior learning & comments – e.g.
- opportunities evident to develop skills further, time given to revisit if found task difficult
- Clear adult handwriting following school's handwriting policy/scheme.
- There should be evidence of self-/peer-assessment.
- There should be evidence of observation by adults.

Planning: All planning should always be based on prior learning

- Links to class provision map & class profile of need.
- Planning meets all learners' needs
- Variety of learning styles planned for.
- Where appropriate there should be clear differentiation – at **least** 3 ways.
- Clear links to prior learning/APP/AfL.
- Clear signs of peer support & peer assessment
- Progression in learning evident throughout week
- It should be obvious that that the plenary is used as part of the assessment process

There should be clear written signs of daily communication between the teacher and other adults working in the classroom in accordance with the feedback and marking policy.