

## Teaching & Learning Policy (v1.1)

Date	Review Date	Coordinator	Nominated Governor
05-02-17	05-02-18	Bill Aylett	

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2002

We believe we provide all staff with a framework for the highest quality teaching and learning to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will help to prepare them to make a mature and critical contribution to society as an adult.

### **We believe that the following are essential in striving for high quality teaching & learning:**

- To set **high expectations** for all pupils.
- To **talk regularly with learners about their learning** and to listen to them.
- To ensure pupils understand **how well they are doing** and what they **need to do next to improve.**
- To help pupils see the **'bigger picture'** with their learning and to know where a single session sits in this picture.
- To constantly promote the principles within **Growth Mindset** thinking.
- To ensure pupils know the **Learning Objectives** of all lessons and to know if they have achieved that objective through access to quality **Steps to Success.**
- To be knowledgeable about what we are teaching and consider **evidence based research** when planning and teaching.
- To **reflect on our practice and challenge our own thinking.**
- To **effectively model** key learning and **provide pupils with the support** they need to succeed.
- To **assess pupils' prior knowledge** to ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.
- To organise our classroom activities to encourage children to become successful learners through **understanding how they learn.**
- To deliver **interesting** and **purposeful** lessons with **appropriate pace** and **challenge.**
- To **link lessons** to real life situations and problems and with other subjects whenever possible.
- To use effective **questioning** techniques.
- To use paired and group learning opportunities when suitable to provide opportunities for **collaborative learning.**
- To **assess** the attainment of our pupils formally and informally. **To use this information to inform future planning.**
- To use the **outside environment** as learning opportunities whenever possible and as appropriate.
- To use **IT** to support and develop learning.
- To, whenever this is suitable, expect pupils to undertake tasks at a level **appropriate to their age-related expectations.**

We believe quality learning is reflected in the outcomes of the education experienced by the children and this is evident in their response, attainment and progress.

We believe high quality learning is achieved when pupils are:

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- enthusiastic, attentive, responsive and on task;
- aware of classroom rules and school 3Rs and abide by them;
- talking confidently and ask appropriate questions;
- confident in asking for help and support;
- aware of their achievements and what they need to do to improve;
- producing good quality work;
- knowledgeable about their learning;
- aware of the characteristics of a good learner and apply these in class;
- confident in helping others to learn

We are committed to providing challenge for all learners to enable them to succeed and reach the highest level of personal and academic achievement possible. Pupils will achieve this if we allow them to learn in a variety of ways, with differentiated activities as appropriate to their ability and/or the subject being learnt, with pupils learning at different rates and who have different interests and abilities.

We want to develop an awareness and belief that all learners have the **right to be challenged**. We want to develop children to be resilient and excited learners who understand the need for challenge to progress. We want to develop a curriculum that provides effective challenge and a learning environment where children are encouraged to take risks and work hard to succeed.

We believe the learning environment makes a significant contribution to the quality of education provided. Therefore, we have created a learning environment in which:

- space is used effectively;
- layout accommodates movement;
- resources are clearly labelled and accessible;
- display reflects current learning (working walls for English and mathematics) and is changed regularly;
- the needs of the children are catered for;
- resources are well maintained;
- children are encouraged to be creative independent learners and thinkers

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged **at least good** in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that relates to this policy.

### **Aims**

- To maximise children's opportunities to learn.
- To promote high quality effective teaching.

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- To achieve high quality learning.
- To develop an effective learning environment.
- To recognise and celebrate achievement, attainment and effort.
- To foster creativity, enthusiasm, enjoyment, motivation, independence and co-operation.
- To stimulate a desire for lifelong learning.

### **Responsibility for the Policy and Procedure**

#### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

#### **Role of the Headteacher**

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the governors;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- ensure a continuous professional development programme is in place for all teaching and support staff to develop teaching and learning throughout the school;
- ensure teaching staff have their statutory planning, preparation and assessment time;
- ensure all teaching and support staff are line managed;
- arrange professional development meetings throughout the year;
- ensure all lessons are free from unnecessary interruptions;
- monitor teaching and learning across the school by using any of the following:
  - reviews & lesson drop-ins
  - questioning pupils
  - scrutiny of planning
  - scrutiny of pupil books
  - scrutiny of marking
  - professional development meetings
  - consulting parents
- analysing and comparison of pupil performance data with school, triad partner and national data
- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy.

#### **Role of the Senior Leadership Team**

The Senior Leadership Team will:

- monitor the quality of teaching and learning across the school in conjunction with core subject leaders;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy.

### **Role of Subject Coordinators**

Subject coordinators will:

- comply with all aspects of this policy
- undertake appropriate training;
- monitor and evaluate the quality of learning for their subject;
- report the main findings of monitoring to teaching staff and the head teacher;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role Class Teachers**

All teachers will:

- adhere to the teaching and learning policy;
- plan lessons which are interactive, engaging, challenging and of a good pace;
- will plan lessons that have clear learning objectives, well designed Steps to Success and will provide challenge;
- plan learning which takes advantage of strong and meaningful links between subjects and to 'block' work to make effective use of time when this works best;
- use IT and interactive whiteboards when this appropriately enhances learning;
- inform parents during mentoring consultations of their child's progress;
- provide detailed annual report pupil reports;
- set regular homework for all pupils in line with the school's guidelines on this

### **Role of Pupils**

Pupils will be encouraged to be effective learners by being:

- enthusiastic, attentive, and responsive;
- well-behaved;
- confident;
  
- aware of how well they are doing and what they need to do next to improve;
- knowledgeable about their learning

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the School Council Co-ordinator;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the School Council Co-ordinator

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to support their children;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent mentoring consultations
  - class assemblies
  - school concerts
  - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Monitoring the Implementation and Effectiveness of the Policy**

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The practical application of this policy will be reviewed annually or when the need arises by the headteacher and senior leadership team.

**Linked Policies**

▪ Assessment	▪ Curriculum
▪ Safeguarding and Child Protection	▪ Homework
▪ Monitoring and Evaluation	

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

