



Barnes Junior School

Teaching and Learning Policy

Proud to learn
Proud to achieve

Date: December 2017

Person Responsible: D Scott/R Whiteside

Review Date: December 2018

Links to other policies: Staff Induction, Reporting to Parents, SEND, Inclusion, Marking and Feedback, Assessment, Educational visits, Curriculum policies

RATIONALE:

All pupils, given high quality instruction, corrective teaching, time and the right learning experiences, are capable of achieving success. **Barnes pupils will have many and varied opportunities to consolidate and deepen their knowledge and understanding through our teachers adhering to the following principles:**

- Making sure objectives and instructional goals are clearly stated to all
- Making clear links between learning objectives, teaching activities, and assessment
- Communicating high expectations
- Breaking down the curricular goals into small units
- Adopting corrective / formative assessment approaches
- Setting clear standards of achievement and success criteria
- Giving students access to their progress in a form they can relate to

Teaching engages and includes **all** pupils with work that is challenging and that meets the pupils' needs as identified by teachers and other agencies, e.g. Speech and Language therapists, Educational Psychologists, etc. Teachers monitor pupils' responses in lessons and adapt their approach accordingly. Teachers monitor pupils' progress over time and use the information well to adapt their planning to ensure **all** children reach their potential. Pupils understand clearly how to improve their work, which leads to a deeper understanding of key concepts taught.

AIMS:

We will:

- Deliver a rich and varied curriculum which provides children with a range of opportunities and experiences
- Aim to create an environment that provides the best possible opportunity for learning
- Teach lessons which meet the needs of all children
- Ensure lessons engage and motivate the children
- Have high expectations of all children in their learning, behaviour and attitude
- Enhance learning through a wide range of visits and visitors

- Encourage the children to become independent learners
- Use a range of strategies to deliver lessons
- Use **effective questioning** to elicit what children know and understand and to accelerate progress - learning has to be challenging and give children something to discuss or respond to and the planning for questioning in lessons is critical to this success. Questioning needs to be planned for at the beginning of the learning sequences, as well as it responds to the flow of learning mid lesson through incidental opportunities to probe and explore. The relationship between the incidental and planned questioning guides and facilitates deeper learning. For both to happen though, it has to be modelled, planned in advance and rehearsed multiple times
- Prepare our children for the next stage in their learning
- Celebrate achievements inside and outside of school
- Use assessment effectively to narrow gaps in learning, provide targeted interventions and build on rate of progress

PLANNING:

- Staff plan in year groups using the National Curriculum documentation
- Plans show the Learning Intentions for each lesson, along with tasks appropriate to all abilities and support available
- Teacher assessment is used to inform planning
- Long-term plans are used to break down into writing medium term plans on a half-termly basis and weekly plans are taken from that

EFFECTIVE TEACHING:

- Lessons are motivating and children are enthused
- Lessons are planned well
- Staff have secure subject knowledge
- **Learning environments** promote children's work and scaffold their learning - the learning environment is critical to the success of enabling quality feedback. This takes on many forms, including:
 - supporting children's understanding in the process of learning
 - providing a visual resource and a reference to scaffold learning
 - supporting current learning and pertinent prior learning
 - representing the work in progress, the learning journey steps
 - modelling specific skills for children to reference, including children's examples.
 - helping independent learning
 - showing progress in learning concepts or steps

For children to develop the language for learning we want and to see visually the relationship between topic choices and learning, it helps to provide an environment in which the vocabulary, questions asked and reference points for learning are clear and transparent.

- Visits and visitors enhance the teaching
- Real-life experiences are provided
- Resources are appropriate and accessible
- Allows all children to access the curriculum
- Teachers assess children during each lesson and use this to plan future lessons

- Groups within classes are fluid and children are moved around according to their understanding of concepts/skills
- Intervention and extra support within class are clearly targeted to meet the children's needs
- Marking is appropriate and relevant to moving the children's learning on or providing support. We work with pupils to become self and peer evaluators. When pupils see themselves as evaluators of their own learning, it has the double advantage of:
 - *Making learning processes visible and tangible, ensuring teachers see the misconceptions or gaps in learning.*
 - *Capitalising on peer collaboration and pupil critique, building a common language for learning improvement.*
- Is child-led
- For those children with additional needs, support plans are used to ensure they make good progress relative to their starting point

EFFECTIVE LEARNING:

We want to deliver an education which will ensure learning is effective and moves children on. Our children will show this is happening by:

- Doing their best at all times
- Listening to explanations/instructions
- Explaining what they are learning and how they are doing it
- Using a range of resources to enhance their learning
- Responding to what is learned from visits and visitors
- Contributing to class/group discussions
- Enthusing about the curriculum in our school
- Sharing their learning with parents, other staff and visitors
- Displaying their work around school
- Creating a working atmosphere with a 'buzz'

LEARNING ENVIRONMENT:

- We fully believe that our learning environments should be stimulating and bright.
- Children's work will be displayed throughout school in a range of ways, celebrating achievements.
- Resources will be easily accessible and used to support and challenge children.
- Each classroom has a working wall for Maths and English which will change accordingly to link in with the areas being taught at that current time.
- Support for learning is provided in classrooms through displays and resources
- Expectations, eg behaviour, are displayed consistently across the whole school

EVERY CLASSROOM WILL HAVE:

- An interactive whiteboard to promote effective teaching and learning
- Accessible resources
- Appropriate furniture for the age range of the children
- A reading area for children to read and share books
- Designated resources appropriate for the year group
- Furniture laid out in a manner where it is accessible and appropriate for children, including tables and chairs.

- Working walls for celebrating and supporting learning
- Appropriate furniture and/or specialist equipment to accommodate any pupils with additional needs

ASSESSMENT:

This will be covered in more detail in the Assessment policy

- Staff will use an online assessment and tracking system called Target Tracker. This will identify where all children are at in terms of their planning and any gaps in learning which need addressing
- Staff will provide a copy of updated data to DHT on a half-termly basis. This will be analysed and shared with all staff and governors.
- Pupil Progress meetings will be held with all staff to discuss individuals/groups of children, monitor progress and identify interventions for targeted children
- Regular moderation will take place within year groups, across school and with other schools
- Staff will assess children through questioning and marking work- this will ensure children's needs are being met and children can be moved on in their learning effectively, appropriately and efficiently
- English and Maths leads, along with the SENDCO, will analyse their subjects/areas and provide feedback to the SLT and staff
- Support staff will be used to support/challenge via a range of strategies. Read Write Inc will be used as a targeted intervention to address gaps in learning for small groups of identified children
- Staff across school will follow the Marking and Feedback policy to ensure consistency. Children will also be aware of the policy

DIFFERENTIATION:

Teachers will plan for differentiation to ensure the needs of all of the children in their class are met. This will be evident in long and medium term plans, as well as their daily lesson plans. Differentiation can occur in a number of ways.

- Learning objectives aimed at where the children are in their learning
- Success criteria
- Concrete resources used in lessons to support children in achieving
- Teacher's marking in books and scaffolds used
- Working with peers
- Setting in Maths and English for Y6 children, mixed ability for Y3, Y4 and Y5 children. In our Maths planning we use a Mastery approach.
- Interventions for identified children
- Support staff deployed effectively to support/challenge children.
- Setting appropriate targets
- Regularly assessing progress within a lesson and across a unit of work to narrow gaps.
- Staff use data to effectively plan which will address all children's needs
- In our English planning we aim to meet all children's abilities by differentiating the Learning Intentions, Success Criteria, tasks and levels of support
- Support Plans for children are reviewed on a termly basis. Targets are SMART. They are shared with parents and children at review meetings. They are also used to inform the planning process to ensure work is differentiated accordingly

SUPPORT STAFF:

- To be directed appropriately when working with groups of children/individuals
- To work with class teachers to share assessment information and ensure gaps in learning are being addressed
- To deliver interventions
- Will work with individuals/groups on academic and social/emotional areas as identified by school
- Homework will be supported for children within school

ROLE OF GOVERNORS:

The role of the governing body is to challenge and support the school. It is important for an effective working relationship to be established so that this relationship is maintained and has the best interests of the school and the children at its heart. This is done through:

- Half-termly governing body meetings
- Half-termly school improvement committee meetings
- Regular meetings with the Chair of governors
- Meeting between staff and link governors so that a clear understanding of what is happening in school is created
- Governors are invited into school to have lunch with the children, hold Pupil Voice meetings, observe administration of KS2 tests and experience the curriculum being taught across school

ROLE OF PARENTS AND CARERS

This is such an important relationship for our school and we invite comments from parents and carers on how we can improve areas and how we can support further. It is important to us that parents and carers are invited into school regularly to see first-hand what the children are/have been learning about. This can come in the form of taking part in lessons, watching productions, helping out on visits outside of school, amongst others.

STAFF NEW TO SCHOOL

- All staff new to the school will be given an Induction pack to help them settle into school
- They will be invited into school before they start so that they can start to get to know the staff and take part in training which will be relevant to them
- If an NQT, they will be assigned a mentor within school who will support them through this process. They will be given NQT time and CPD to build on their training

HOMEWORK:

- Homework will be sent home on a regular basis which year groups will share with parents at the beginning of the year
- Homework will be based on Maths and English
- Year groups will specify days on the school website regarding homework
- Tasks for homework will be linked to the children's current learning
- Staff invite comments from parents to inform them about how the children have found these activities at home

- Homework will take various guises- it could be a sheet to work through, a practical task, a project which could last for a few weeks, activities on the computer, etc.

Barnes Junior School Teaching and Learning Checklist

To enable our children to make outstanding progress we need to:

- Be enthusiastic in everything we do.
- Deliver lessons in context to give it meaning.
- Use a range of different questioning techniques
- Have an excellent subject knowledge-so questions can be answered and challenge given.
- Be flexible in our teaching style so that every child is targeted and supported.
- Plan lessons in line with school policy that are reflective and respond to the needs of the pupils.

Our outstanding lessons will:

- Provide appropriate resources for the planned activities-including ICT based activities.
- Use adults in the classroom effectively to support and inspire learning.
- Display and share learning intentions and success criteria.
- Have clearly differentiated tasks to support all abilities.
- Use a range of different questioning techniques that allow learning to progress.
- Make best use of different learning environments where appropriate.
- Plan for a range of learning opportunities that are suitable for different learning styles.
 - ✓ Practical activities
 - ✓ Independent tasks
 - ✓ Child initiated tasks
 - ✓ Include opportunity for mixed ability working
- Include plenaries and review sessions that:
 - ✓ address misconceptions
 - ✓ reinforce the objective of the lesson
 - ✓ moves the children's learning forward.
- Assess and observe the children's learning through strategies such as:
 - ✓ Thinking time
 - ✓ Partner/group talk.
 - ✓ Self-assessment strategies.
- Mark work in line with the school policy that:
 - ✓ Celebrates achievement.
 - ✓ Informs pupils of the next stage of their learning.

MONITORING AND EVALUATION:

This policy will be reviewed annually by the Teaching and Learning lead. Any alterations that come from this review will be discussed with the Head teacher and ratified by teaching staff and appropriate governing body sub- committee.

Presented to Governors on.....11.12.17.....

Chair of Governors.....P. Forster.....

Presented to staff on.....14.12.17.....

