



Teaching & Learning Policy

Revised: March 2018

Review date: September 2020

Signed: _____
Headteacher

Joydens Wood Junior School Teaching and Learning Policy

This policy should be read in conjunction with the following:

- **Pay and Reward Policy**
- **Behaviour Policy**
- **Teacher's Standards (DFE 2012)**

Introduction

Joydens Wood Junior School believes in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. The School aims to provide a caring, supportive and stimulating environment with high quality teaching.

This teaching and learning policy is intended to promote consistency and high standards and the achievement of each school's aims. It outlines the minimum professional standards expected from staff. The teaching and learning policy also outlines how we work and organise ourselves to ensure that provision in our school meets the needs of all of our children. We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and emplacing values such as resourcefulness, resilience and co-operation. We aim to ensure that our children are exposed to consistently high quality learning experiences that lead to consistently high level of pupil progress and achievement. We recognise the importance of making learning irresistible, enjoyable, meaningful and memorable. We want our children to be waking up every morning excited about coming to school. At our School we develop teaching and learning approaches to promote consistent and effective practice through which we offer a curriculum that is broad and balanced that meets the requirements of the National Curriculum.

Purpose

Teaching and learning is a co-operative process involving the staff, pupils, parents, governors and members of the community. We will jointly work towards the school aims by:

- Providing a safe, secure and stimulating environment where everyone is aware of behavioural expectations;
- Valuing each child as an individual and respecting their individual rights, values and beliefs;
- Engaging children with a high level of literacy and numeracy that enables our children to become confident, enquiring and independent learners;

- Developing children's self-respect and encouraging children to respect the ideas, attitudes, values and feelings of others;
- Fostering excellent relationships and a sense of belonging to the school community;
- Developing planning that is catered for the needs of our pupils based upon effective assessment to ensure high standards;
- Developing children's imagination and creative expression through a wide range of media;
- Working as a unified team supporting and encouraging one another;
- Helping children to understand and show an appreciation of British Values
- Promoting a sense of pride in achievement and a desire to succeed in our children;
- Offering equal opportunities and inclusion in all aspects of school life and recognising the importance of different cultures;
- Helping children grow into reliable, independent and positive citizens for the 21st century;

We teach for progress. We work to ensure that all pupils are improving skills, knowledge and understanding across the entire curriculum. We recognise the need to consolidate existing skills and knowledge; however we maintain a vigilance of preventing lessons involving unnecessary repetition or low levels of challenge.

The key characteristics of teaching and learning

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Some experts say there are as many as seven different learning styles; but it's easier to narrow it down to three types of learning:

1. Listening learners (Auditory)
2. Seeing learners (Visual)
3. Kinaesthetic (Touch / experience learners)

We offer opportunities for children to learn in different ways. These include:

- whole class work,
- group work,
- paired work,
- independent work,
- investigation and problem solving,
- debates, role plays and oral presentations,
- participation in physical activity,
- creative activities,
- use of ICT,

- designing and making things,
- practical activities using a range of resources,
- fieldwork and visits to places of educational interest,
- visitors to the school,
- research and finding out,
- questioning,
- reflecting on what has been learned.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Next-step target setting, developmental marking, self-review and peer review strategies are used, as well as planned plenaries throughout the lesson to review the key learning objectives and to assess the level of understanding.

1. Subject knowledge:

Teachers can deliver high quality lessons when they are well-informed, knowledgeable and confident about what the children will be learning. It is the responsibility of each class room teacher to ensure they maintain their own professional development to consistently deliver high quality teaching. Our curriculum planning; our use of subject leaders; our CPD programme and our staffing patterns ensure that all learning is led by staff with excellent subject knowledge.

2. Planning:

Our planning is based on systematic and accurate assessment of our pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the levels they are working at and towards.

3. Interventions:

We plan interventions that will support, motivate and move pupils on with their learning. These interventions are based on our own knowledge of pupils' previous learning and what we know they need to ensure they reach their full potential (and beyond). We evaluate the impact these interventions have on our pupils in regards to the difference they have on their learning. Based on these evaluations we adapt our teaching when and where it is appropriate.

4. Homework:

We believe the impact of learning at home (outside of school) is just as great as the impact of learning in school. We recognise that our pupils can consolidate and extend the learning they are exposed to while at school through the help and involvement of their families and communities. Our homework policy outlines the arrangements that we make to plan appropriate homework. We evaluate the effectiveness of our homework by the impact it

has on our pupils' learning.

5. Assessment for learning:

We use a range of techniques to systematically check our pupils' skills, understanding and knowledge throughout each stage of our lessons. We anticipate the most likely areas of understanding prior to the start of the lesson and plan for differentiated tasks that support and extend children's learning. We are ready to adapt our approaches spontaneously when we meet unexpected misconceptions or difficulties.

6. Marking and feedback:

We acknowledge the effective use of marking and feedback to all of our pupils. We make certain that it is frequent and makes sense to our pupils so they are able to respond to it which allows them to improve their learning. We give both verbal and written feedback throughout our lessons to individuals and groups. Our feedback is more often positive than negative. It is sharply focussed on the learning and the aptitudes that we want to improve. The purpose of our marking and feedback is to provide our pupils with information that they can use that is motivating for them to move on with their learning.

We believe children learn effectively when the teacher provides:

- thorough preparation
- opportunities for self-differentiation and mixed ability working
- shared learning objectives which are understood by the pupils
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- opportunities to 'Bring Learning to Life'
- consistent high expectations of what pupils are expected to achieve by the end of the session (success criteria)
- systematic and effective checking of pupils' understanding throughout the lesson, and anticipating where there may be a need to intervene resulting in a notable impact on the quality of learning
- consistent high quality marking and constructive feedback ensuring that pupils make rapid gains
- well-judged and inspirational teaching strategies, including setting appropriate homework, alongside sharply focused and timely support and intervention accurately matched to individual needs.
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference
- a broad and balanced curriculum with an emphasis on ensuring pupils become literate and numerate
- a planned programme of educational visits to reinforce and stimulate learning
- appropriate pace to the lesson
- open-ended, thought provoking, challenging questions of the children
- an atmosphere where children are prepared to take risks
- opportunities to review and reflect on the learning

- incorporates pupil voice

Learning environments and climate

We recognise that for children to enjoy their learning and to make progress the environment they learn in has to stimulate them. We generate high enthusiasm from our pupils by carefully planning imaginative lessons that are based on high quality teaching and good relationships set by high levels of expectations of teacher responsibility. Our teachers are responsible for encouraging all pupils to become active participants in their learning based on structured routines and rewards that support them. By providing these we believe it will create a sense of commitment to their learning from our pupils. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

Pupils can achieve good progress if they are given the skills they need to use resources effectively. Our learning environments will be filled with a range of appropriate, accessible and labelled resources that all pupils can select from based on suitability to the task they are involved with. Our pupils know where the resources are kept and the rules about safely accessing and using them.

Working together, pupils and teachers should establish an attractive, welcoming and well organised environment, engendering respect, care and values for all resources. The uses of bright, informative and interactive displays for all areas of our curriculum are maintained to encourage and support learning and high levels of questioning. They should also celebrate our pupils' achievements.

Each class should foster a safe atmosphere with our pupils where they know it is okay to make mistakes and learn from them. Our pupils should be allowed to take risks as long as it does not place them and others' health and safety in danger. Our classes should be calm but busy working environments, with well-established routines.

Monitoring

The School expects all teaching and learning to be judged at least 'good', as described in the Ofsted framework for school inspection and Ofsted school inspection handbook, with all teaching aiming to be 'outstanding'. 'Good' is the minimum standard of teaching accepted. Therefore, robust action will be taken to address any teaching judged to 'require improvement' or judged 'inadequate'

All teachers are expected to meet the Teachers' Standards. Given support, NQTs are expected to be graded 'good' in their final observation of their induction year.

Classroom observations of teaching and learning will take place as part of the school's monitoring process, including the Performance Management cycle.

How the teaching and learning will be judged

It will be based on observations, book scrutiny, learning walks and post lesson conversations about:

- The lesson itself
- Conversations with the children during the lesson
- Planning (not necessarily a lesson plan – mainly through dialogue so the teacher can justify what they did)
 - Can you justify what you asked the pupils to do?
 - Do your objectives match the needs of the group?
 - Have they done it already?!
- Data
- Evidence of marking and next steps (is there clear response to marking)
- The children's progress – in the lesson but also from evidence that can be seen in their exercise books.

Those observing lessons will mainly focus on the pupils, rather than the teacher, with a clear focus on progress made during the lesson:

- Are they reactive?
- Are they responsive?
- Are they engaged (and not passively engaged!)?
- Is there a buzz about the lesson?
- Is the lesson dominated by the teacher?
- Are the children interested?
- Are they being challenged?
- Are they aware of the expectation on them?
- Can the children explain what they need to do to improve their own work? (Next Steps)
- Is the expectation on them reasonable/appropriate/challenging?

The quality of teaching and learning will also be regularly monitored through:

- Scrutiny of data
- Scrutiny of planning
- Scrutiny of pupil work
- Environment checks and learning walks
- Discussion with pupils, parents and staff
- Triangulation of the quality of teaching, pupil work and assessment data.

The standard of teaching will be judged by the Trust's designated Performance Management reviewers, members of the Senior Leadership Team, Teaching and Learning Advisors and/or external observers e.g. OFSTED or trained Local Authority personnel.

Those involved in making assessments will regularly partake in joint observations to ensure consistency of judgments.

Drop in sessions may occur at any time to monitor the quality of learning, the learning environment or to monitor the implementation of policies etc. This is in addition to the Performance Management Cycle.

Where a teacher has been judged less than 'good', additional observations and discussions focused on support will take place within two weeks of the first judgment with the aim of securing rapid improvement. However, if judgments that fall below 'good' occur twice during the academic year, informal targets will be set and the formal capability procedure used if no improvement is made within the timescale set. This procedure will be in line with the School's Pay and Reward Policy.

Professional Development

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. Teachers are supported in developing their skills, so that they can continually improve their practice.

All staff are responsible for their own professional development and should actively seek areas and opportunities for development. It is the individual's responsibility to seek out suitable professional development opportunities.

Professional development should be focused on the needs identified within the Trust & School's Development Plan and the teacher's own performance management targets.

It is expected that staff attend all relevant in-school training professional meetings. Staff are expected to arrive punctually, take an active role, participate fully and should make positive contributions.

Where training is optional, it is important that teachers attend if the training identified addresses weaknesses within their own practice and/or is a target for performance management.

Assessment, Planning, Teaching and Marking

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for learning:

- Is part of effective planning
- Focuses on how pupils learn
- Is central to classroom practice and requires active involvement by pupils
- Provides effective feedback to shape and develop teaching and learning
- Has an emotional impact by promoting self-esteem
- Is a key professional skill
- Affects learner motivation

- Promotes commitment to learning objectives and assessment criteria, and encourages children to take responsibility for their own learning
- Helps learners know how to improve
- Encourages self-assessment
- Recognises progress from child's previous best

It is expected that:

- All teachers will be aware of all children's attainment and use data and prior learning to inform their planning and teaching.
- Assessment files will be kept up-to-date and used to plan effectively
- All books (or those requested) will be presented at termly moderation or to subject coordinator when requested.
- Data will be compiled accurately and entered onto Target Tracker every term. It is the teacher's responsibility to check the accuracy of their assessments through termly moderation.
- Next- step targets should be challenging yet achievable, shared with the children, referred to in marking and celebrated when achieved.
- All staff to be aware of SEN needs and keep thorough, up-to-date records when necessary.

Progress of all children is the class teacher's responsibility and any concern regarding progress should be raised at pupil progress meetings/1:1* meetings or reported to the SENCO at the earliest opportunity.

**1:1 meetings will be requested when the Headteacher has concerns regarding the data*

TEACHERS' STANDARDS

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

- communicate effectively with parents with regard to pupils' achievements and well-being.

The School's minimum expected standards of teaching and learning include:

Planning

- Provision mapping to be in place and reviewed termly. The provision maps and reviewed maps should be copied to SENCO and TAs.
- To use School templates for planning, found on the shared area.
- Every lesson must be well planned before teaching with a clear lesson objective, extending previous knowledge, skills and understanding of all pupils.
- Success criteria to be used in Maths and English. Teachers will use their professional opinion on how to share this with their pupils.
- All lessons/activities must be differentiated with suitable challenge for all children, to ensure all pupils make progress in every lesson.
- Self-differentiation approaches to be included in teaching where appropriate.
- Planning should include clear use of questioning, which should be differentiated to cater for the varying ability levels in the class.
- All resources, including ICT, are to be well-considered and prepared before the start of the day.

Teaching

- Using planning the teacher must be aware of the 'next steps' of learning and continuously assess during each lesson to ensure all children are learning and challenged, and their independence promoted.
- The lesson should be reshaped in response to pupils' answers to questions and to tackle misconceptions that arise.
- The teacher must display a good level of subject knowledge of every subject taught. In particular, the teaching should enable pupils to develop at least age appropriate skills in reading, writing, communication and mathematics.
- Every lesson should be engaging and delivered with enthusiasm and vigour. It should promote enthusiastic attitude to learning and give opportunities, where necessary, to apply skills across all areas of the curriculum.
- The teacher should demonstrate a good level of pace to ensure the children are engaged, motivated and challenged, and so the learning meets their needs. Time throughout the school day should be used effectively.
- Teachers should make use of the full range of recognised effective pedagogy and resources to promote learning e.g. ICT (computing), speaking and listening, talk partners, open and closed questioning, learning styles, working walls.
- The Teaching Assistant should be well informed and used efficiently and effectively to assist children in making good progress.
- Supply cover/PPA teachers/TAs should be kept well informed of the class's needs and levels and should be consulted/informed when planning or assessing.

Feedback and Marking

- Pupils should understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment for learning.
- All work to be marked before the next lesson.
- Teacher to model cursive script when marking and when writing on the board.
- Marking should be completed using the pink for think (to improve) and green for great (the good parts) for growth, using accurate spelling, grammar and punctuation.
- Developmental marking strategies to be used, with reference to the learning objective and success criteria.
- Marking should include positively phrased comments, including successes and next steps, linked to the learning objective and success criteria and the children's targets.
- Teaching assistants may annotate pupil work to show support given, achievements and next steps.
- Children to be given time at the start of each lesson to follow up on comments or questions from the marking.
- Plans should be annotated daily by the CT and TA to show assessment and identify areas for development.
- Marking should be detailed enough, especially with writing, so TAs are able to effectively undertake writing conferencing.

Presentation

Where age appropriate:

- Every piece of work to be dated and have title/LO. Long date to be used except for maths when the short date is acceptable.
- Date and title/LO to be underlined using a pencil and ruler.
- Margin to be drawn using a pencil and ruler.
- Previous written work to be underlined at the start of the lesson and the next piece continued on the same page to avoid wasted space in books.
- Blue pens and pencils only to be used in books. Children should only use handwriting pens and/or rollerball pens, biro is not acceptable. Drawing and colouring should always be in pencil.
- Response to marking should be completed, and if appropriate carried out in a different colour so it is easily identifiable.
- In Maths books, numbers should be written with one digit in a square.
- Any work that needs to be stuck into book is should be trimmed to fit and stuck in straight.
- No doodling in or on any exercise book is acceptable.
- All mistakes to be corrected with a straight line.
- Books should be labelled clearly showing the pupils first and last name, their class and year group and the subject. A printed label should be used.
- When pupils are involved in peer or self-marking, they should use pencil and only write in their own book.

Pupil attitudes and expectations

At Joydens Wood Junior School we inspire our pupils to become resilient, confident and independent in their lives. We ensure that the tasks we chose to give to them allow them to develop these aptitudes regularly. We explain to our pupils that learning is a life-long journey and model this to them in our approaches. We praise our pupils when they demonstrate these aspects in their lives and explain to them the benefits and impacts they will have from them. We work alongside all our pupils to build these aptitudes in to their lives.

Pupils are expected to attend school regularly and punctually. They understand the difference between appropriate and in appropriate behaviour. Our pupils take responsibility for their own learning and are self-motivated. They know how to work co-operatively in pairs or teams and understand how the value of unity can have a difference on their learning journey as they learn not just from our staff but from their peers too.

Parents

Our parents support our Home/School agreement by ensuring that their children attend school in good health, regularly and punctually. They support the school's approach to discipline and value the role of teachers and other members of our staff. They are realistic about their children's abilities and offer encouragement and praise where appropriate. They are willing to participate in discussions concerning their child's progress and attainments. Through ensuring early contact, the school will be aware of any matters that will affect their child's behaviour and learning. Our parents promote a positive attitude towards school and learning in general. They also understand the importance of learning at home and will place homework as a valuable tool to their child's learning journey. They will do this by supporting and helping their child with homework where appropriate. Our parents will ensure their child is equipped for school with the correct uniform and PE kit. Parents allow their children to take responsibility for themselves as they advance through the school, as they understand that this will have great impact on their child's progress.

Governors

We expect our governors to be fully involved in the School's expectations of high quality teaching and learning. We expect our governors to fulfil their roles:

- Through the Headteacher's Report to the FGB the Governors provide challenging questions regarding the data, SLT monitoring and teaching profile.
- The governors determine, support, monitor and review the School's policy on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that school buildings and premises are effective in supporting successful 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 pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of teaching and learning policies through the School Termly Strategy Report.

Transition

At Joydens Wood Junior School we understand that change is an important part of life and being able to deal with change in life is a skill that children need to grasp. Teaching and learning can be greatly impacted by the important changes that happen in a child's school life. We support our pupils through their transition of different schools and classes through the use of:

- Liaison meetings with the Year 2 teachers from the Infant School and our Year 3 teachers to discuss the children who will be entering Year 3 in September.
- The encouragement of Key Stage 1 and Key Stage 2 teachers class swaps for experience.
- Year 3 / Year 6 Buddy System.
- Various visits/activities arranged for Year 2 children to the School.
- Liaison meetings with the Year 6 teachers and children with representatives from the secondary school we feed in to.
- 'Taster' days for our Year 6 children.
- Transfer of pupil records of progress and assessment results.