

Priory Junior School

TEACHING AND LEARNING POLICY

Policy Date: June 2022

Review Date: June 2023



Priory Junior School

Teaching and Learning Policy

Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. We believe 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.

This policy sets out clear expectations, can be easily monitored and ensures equality of opportunity for all our pupils.

Aims and Objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to develop children's ability to:

- be confident, resourceful, enquiring and independent learners
- be good communicators with the ability to work co-operatively
- be open-minded and imaginative
- be resilient and self-disciplined
- develop a good level of self-esteem and able to build positive relationships with others
- develop self-respect and encourage children to respect the ideas, attitudes values and feelings of others
- take a pride in their work and the work of others

Our core principles for teaching and learning are to:

- set high expectations and give every learner confidence they can succeed;
- establish what learners already know and build on it;
- structure and pace the learning experience to make it challenging and enjoyable;
- inspire learning through a passion for the subject;
- make individuals active partners in their learning;
- develop learning skills and personal qualities, including basic skills of literacy, numeracy, ICT.
- meet the needs of all learning styles ie visual, auditory and kinaesthetic styles
- provide rich, flexible and varied experiences
- provide real, meaningful, purposeful contexts which engage, enthuse and motivate
- raise questions and provide the opportunity to question

Curriculum Organisation

Effective learning only comes about from effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plans to guide our teaching. This details what is to be taught to each year group.

The curriculum plans aim to provide units of work that establish clear links between subjects. Teachers use and share their expertise to plan and deliver activities which are interesting, stimulating and enjoyable. Across the unit we vary the different experiences for pupils so that they can learn in different ways, which could include:

- real-life examples
- problem solving and investigations
- role play and drama
- first hand experiences
- visits off site and visitors to school
- research and finding out
- guided work
- group work
- pair work
- independent work

- whole-class work
- asking and answering questions
- use of ICT, including computers and digital resources
- creative activities
- designing and making things
- participation in athletic or physical activity
- creative/themed days or weeks
- opportunities for learning outside the classroom

How We Teach

For effective Quality First Teaching to take place there are a number of 'ingredients' that we feel are necessary . Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons must contain most of the following:-

- a purposeful, well prepared plan
- a clear learning objective shared with the children both visually and auditory – this is shared as a 'We Are Learning To.... (WALT)'
- success criteria shared with / or created with the children
- appropriate challenge for all children
- teacher modelling
- good, probing questioning – based on Bloom's Taxonomy
- interaction between teacher and pupil and pupil and pupil, including the use of response partners
- pace
- a clear focus for guided group work
- a clear link to previous and future learning
- a clear outcome to be achieved at the end of the lesson
- appropriately and readily resourced
- enthusiastic delivery
- fun
- involvement of all the children, including self and peer assessment
- effective use of ICT in teaching and learning
- a review of the learning at the end of the lesson

Inclusion

Planning should clearly identify how a lesson will be differentiated to enable all levels of ability to access their learning at the right level. This planning should also identify children with SEN and how learning is being tailored for them.

Plans also identify where children will be working in a guided group. Guided group work is integral to Quality First Teaching and begins with assessment to identify needs of the class. Children should be grouped on the basis of ability and need. As a result, guided groups will be flexible and numbers in each group will change regularly. Guided work is a carefully planned intervention with a clear focus to address a specific identified development need of the group. Guided sessions should build confidence and encourage active participation. Children should be given clear feedback on progress made.

Some children may require further support to address their needs identified through assessments. Children at this level onwards will have been identified through our regular pupil progress meetings. These half-termly meetings identify where children might be at risk of under-attaining, and strategies are agreed to ensure support is swift and appropriate. This may be a tweaking of classroom practice or agreeing an intervention.

Where an intervention is agreed, these are identified on the school's provision map. Wave 2 provision is small guided group work led by a teacher, teaching assistant or HLTA in addition to classroom learning.

Wave 3 and 1:1 Tuition are the final steps of the intervention programme. These address the targets identified on the child's One Page Profile, and guidance from other professionals. The class teacher works alongside the SENCO to discuss how these can best be delivered.

Continuity and Progression

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment for learning is a powerful means of helping teachers and practitioners to tailor their teaching and to get the best improvement for each child. Key elements include:

- Learning Intentions clearly identified and shared with pupils and reviewed at the end of a lesson – this is shared as 'We Are Learning To.... (WALT)'
- Success Criteria clearly identified on planning, and shared in lessons
- evidence of continuous assessment taking place in lessons and informing planning: use of individual whiteboards, informal checks on learning and discussions with pupils
- identification of next steps for learning and discussion with children
- marking for learning – improvement comments with opportunities for pupils to respond
- involving pupils in peer and self-assessment within their units of learning using target pencils
- time for reflection and discussion of learning strategies
- 'talking learning' on a regular basis
- school, cohort and class based assessments tracked regularly

The marking of pupil's work should be carried out in line with the schools marking and feedback policy.

Resources

All areas and resources of the school including the classrooms should be clearly labelled. Children should be made aware of these resource areas at the beginning of each year. The learning environment should be organised to ensure that the children have the opportunity to learn in different ways.

Our classrooms are attractive learning environments. Displays are changed regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work they are proud of at some time during the year. All classrooms have displays/working walls relating to literacy and numeracy that support, guide and celebrate success. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

Appendix One sets out the expectations for displays in classrooms and central areas.

Health and Safety

Risk assessments are completed for general classroom routines. These can be found in the office Health and Safety file. Subject-specific risk assessments are completed by subject leaders.

Assessment, Recording and Reporting

In order for teaching and learning to be effective it is important to track the progress of children throughout the year. The school has adopted HfL's assessment framework, which allows teachers to track each child's progress against the curriculum.

Careful analysis of our data helps to:

- guide future planning
- inform curricular targets
- highlight under-achieving pupils
- identify pupils who need intervention
- track the progress of groups and cohorts

Class teachers maintain their assessment data in their Class Assessment files, and use these to record assessments on SIMS and the foundation subject spreadsheet. These files include assessment grids for each child. The front of each assessment file contains a contents page, and information regarding the expectation of data to be maintained and used in each section.

Termly progress updates are provided to parents each term. Parents are also informed of progress at our Autumn and Spring term parents evenings. An annual report for parents details the attainment and effort of children in all subjects.

Monitoring

Teachers are supported by subject leaders and the school leadership team to plan and deliver excellent teaching and learning. Subject leaders and the school leadership team should:

- offer support and guidance
- encourage and motivate
- ensure good resources support teaching and learning
- monitor the quality of teaching and learning through observations, learning walks, drop-ins, work scrutiny and discussions with pupils and staff
- provide quality INSET and development opportunities
- be up to date with the latest developments and initiatives
- ensure appropriate learning support is available

Governors monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include:

- visits to the school and attendance at a variety of activities
- reports from or discussions with subject leaders
- discussions with pupils
- reports from the head teacher

Policy Date

June 2012

Reviewed

February 2017

Reviewed

June 2022

Appendix One

Displays in Classrooms

1. Working Walls

All classrooms should have working walls for English and Maths. These should be at the front of the classroom.

Working walls should have the following on them:

English	Maths
<ul style="list-style-type: none">• Focus for Unit of Learning• Book Cover• Thoughts About the Text (Book / Author Talk)• Capturing Ideas• Genre Checklist• Vocabulary banks• Grammar• Spelling• Writing – modelled / shared / planning	<ul style="list-style-type: none">• Focus for Unit of Learning• A reflection of learning journey through the unit, including:<ul style="list-style-type: none">- Vocabulary for the unit- Models and Images- Physical representation (practical equipment modelled) <p>It should be built up lesson by lesson – so can refer back from learning in previous lesson to next lesson.</p>
Can include children's contributions related to current learning eg. post it notes, sugar paper, children's whiteboards, scribing, speech bubble laminates	

Working walls are not a celebration of children's work; they should be an integral part of your learning journey for that week / unit, which teachers refer to in their lessons, and children refer to as a scaffolding support for their independent work.

2. Phonics Display – to aid spelling / key words
3. A display linked to the theme for learning currently – which can be built up with children's learning too – one for science and one for history/geography. This display should show a map of the relevant part of the world being studied. Geography / history and science displays should contain:
 - Key questions for unit of learning – with children's learning added to these throughout unit
 - Key vocabulary for unit of learning
 - Maps of places being studied – detailed map of place, of where it is in country, continent and world.
 - Timeline (which builds on learning from previous years)
4. A reading corner – which is well-presented, has a good choice of books and promotes reading for pleasure. It could have interchangeable recommendations – which the children are involved in.
5. Growth Mindset display for the half-term
6. Our School Values
7. Restorative Conversations

Displays in Central Areas

There are many central areas around the school – the entrance area, hall, stairwells and cloakrooms.

Displays in these areas should be of high quality work, and be a reflection of the standards expected for learners at Priory Junior School, and help children to take a pride in their school, and learning.

As such, the displays in these areas should be presented well. It should always be mounted. The work should be attached to the wall using staples in the corners of work. Each Year Group should be clearly marked.

There should be an explanation of the learning, and identification of key features.

Displays here should be changed on a regular basis. The entrance area, and hall will be changed to reflect the end of curriculum themes.