



TEACHING AND LEARNING POLICY 2016

Thames View Junior School

Date of Review: Sept 2017
Sara Rider- Head Teacher

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School Aims and Implementation

Thames View Junior School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standards and expectation of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Teaching and Learning Policy Introduction

Teaching and learning are the key functions of our School.

- At Thames View Junior School we work towards the aims of the School through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the School environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.

We believe that:

- Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
- Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
- High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
- High expectations of learning behaviours are evident through explicit teacher modelling.

a) General

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at Thames View Juniors and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

School Staff

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;

- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

Children

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

Parents and Carers

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement;
- To attend and contribute to Teacher Consultation Meetings;
- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables (please refer to Homework Policy);
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- To appoint a designated link governor who will:
 - meet with the Head Teacher and Deputy Head Teacher at least once a year to find out about;
 - the school's systems for planning work, supporting staff and monitoring progress;
 - the allocation, use and appropriateness of resources;
 - how the standards of achievement are changing over time.
- Visit School and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Report to the governing body with recommendations, if appropriate, annually;
- Work with Senior Leaders to review the School's Learning and Teaching Policy annually.

Implementation of the Teaching and Learning Policy

What is 'good learning'?

At Thames View know that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;

- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

B. What is 'good teaching'?

At Thames View we deliver good teaching by:

- Forming positive relationships with the children in their class and other members of the school community;
- Planning lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insisting on high expectations of learning and social behaviours;
- Ensuring that effective direction and support is given in order that the children make good progress;
- Demonstrating excellent subject and pedagogical knowledge in order to inspire children and build their understanding;
- Applying a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Developing and sustain good links and focused communication with parents/carers in order to support the children's learning;
- Developing and maintaining safe, secure and inspiring classroom and learning environments;
- Demonstrating effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Using resources effectively, including other adults, to support children's learning;
- Using technology and working walls effectively in order to support children's learning;
- Developing the range of reading skills required to access all the curriculum effectively;
- Using questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Being reflective regarding their professional practice and the overall provision the School offers.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

At Thames View Juniors, we demonstrate good teaching through:

- Adults and children demonstrating mutual respect;
- Adults and children developing a good rapport with one another;
- Adults demonstrating respect and consideration for themselves and others;
- Adults understanding that their behaviour is a model for the children in the school and therefore ensuring that their behaviour is exemplary;
- Adults working with children to establish and meet rules and targets for both learning and behaviour;
- Adults demonstrating support, encouragement and praise to children and other adults and encouraging this to be reciprocal within the School community;
- Adults taking pride in shared and personal successes;

- Adults taking an active part in the life of the school by acting professionally and with sensitivity;
- Adults working and communicating effectively with children, colleagues at all levels and parents/carers in order to maximise children's learning;
- Adults being keen, able and confident to tell their colleagues about their school-day in an honest way.

At Thames View Junior School we ensure that teachers are reflective practitioners. This ensures improved practice and the best outcomes for our children.

Senior leaders, and all staff are aware of the need to be both reflective and proactive in developing both the School and themselves in order to develop and sustain effective provision and practice. This is exemplified through effective and robust School systems and structures within the accountability process including:

- a. School self-evaluation practices;
- b. The Staff Appraisal Cycle;
- c. Weekly book looks and learning walks
- d. Whole, group or individual staff Continuing Professional Development
- e. Informal support from colleagues at a variety of levels.

At Thames View Junior School we expect to see the following in every lesson to ensure that it is effective

- Planning – Before the lesson
- Introduction to the lesson
- Main teaching
- Group teaching and independent activities
- Mini Plenaries
- End of the lesson; plenaries
- Use of assessment and evaluation – **before, during and after the lesson.**

Planning - Before the lesson teachers will:

- Use formal and on-going assessments in order to determine where the children are in their learning and their next steps;
- Establish a clear learning objective and success criteria that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these;
- Establish an initial 'hook' that will motivate and engage the children;
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

Introduction to the lesson – A good introduction to a lesson will include:

- Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson and respond to this clearly and appropriately.
- Sharing the learning with the children and referring to at different stages throughout the lesson to keep learning focussed
- Sharing the LO and SC with the children so that they know exactly what they need to do in order to achieve the learning
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;
- Putting the learning into context; explaining to the children why they are learning what they are learning;
- Using appropriate resources, including ICT and other adults, in order to support children's learning;
- Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;

- A wide range of assessment strategies are used by both the children and the teacher in order to ascertain progress made and assessed in line with the National standard from the assessment performance descriptors for Reading, Writing and Mathematics;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

Main teaching - The main teaching part of the lesson will include:

- Informing the children of the LO, SC and specific language to be used;
- Clear teacher modelling of the process and task which is expected of the children;
- Using resources which stimulate, sustain and support children's learning;
- Appropriately differentiated questioning;
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacey enough that children remain engaged;
- Secure subject knowledge demonstrated by the class teacher;
- All children actively involved and engaged in their learning;
- High expectations of children both in terms of their work and their learning and social behaviours;
- Praise for the children when they do the right thing, achieve well and make progress;
- A wide range of assessment strategies which are used by both the children and the teacher;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

Group teaching and independent activities – This part of the lesson will include:

- Differentiated activities through prescribed outcome, support, resources, etc which match the LO and SC
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Effective use of other adults, in order to support learning and/or move it forward;
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- Children receiving positive and diagnostic feedback about their effort and their learning;
- Time reminders to indicate to the children how long they have left to complete activities;
- A purposeful learning atmosphere dependent on the task the children are completing.

End of the lesson – A good plenary or series of mini plenaries will include:

- Reference to the learning that has taken place and LO and SC
- Teachers and increasingly children making assessments which will inform future learning;
- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's SC
- Children receiving positive and diagnostic feedback about their effort and work;
- Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.

Assessment and evaluation – after the lesson good assessments made by the teacher will include:

- Evaluating whether all the children or groups of children achieved the learning and met the lesson's steps to success, and whether the children's learning moved on and if it didn't, why not?
- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;

- Diagnostically marking the children's work, clearly stating what they have done well and what the next stages in their learning are (using the School's marking codes);
- Using assessment to inform future planning and next steps in learning and the assessment performances descriptors for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.

Curriculum Planning

- 1) Thames View Junior School planning is based on the following requirements:
 - The new Primary National Curriculum 2014 using published schemes of work where relevant and through a thematic approach to or topic planning.
- 2) Long Term Planning
 - Our 'Whole School Curriculum Map' and individual Year Maps plots the content covered each individual year group and each curriculum area;
 - It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.
- 3) Medium Term Planning.
 - For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.
 - In English we have adapted the Pie Corbett Talk for Writing approach to support our teaching of writing. Genres typically run over two weeks and are based around a high quality text or key visual.
 - For mathematics we use Collins Maths Scheme as a guidance overview which has been developed in line with the expectations set of the 2014 Primary Curriculum. We have also developed a solid approach to weekly problem solving lessons as well as providing opportunities for daily problem solving.
 - Topics are planned around an overall theme with specific links to foundation subjects in the National Curriculum 2014
- 4) Short Term Planning
 - Detailed, daily short term plans are drawn up by year groups for all subjects each week, The plans identify the LO, differentiated SC where appropriate, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at different levels and resources for learning.
 - Daily Planning is monitored by the SLT on a half-termly basis according to school improvement priorities each term.
 - Plans are also matched to our use of daily boards to support the learning of the class.

E. The Role of Teaching Assistants

We have a number of support staff who play a central role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Preparing resources;
- Supporting children with IEPs / Individual Behaviour Plans (IBPs) or statements of special educational needs.

Monitoring and Review

- The Head teacher, and SLT will monitor the effectiveness of this policy throughout the academic year. The Head teacher and assigned Link Governor will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.