



Whitstable Junior School

TEACHING AND LEARNING Policy

Governors' Committee Responsible: Strategy Committee

Policy Originator: Headteacher

Status: Non-Statutory

Review Period: Annual

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Next review date: Annual

Signed: _____ Chair of Governors

Signed: _____ Headteacher

Whitstable Junior School

A POLICY FOR TEACHING AND LEARNING

The school develops its teaching and learning approaches to promote consistent and effective practice. At Whitstable Junior School the expectation is that teaching is at least of a good standard and strategies are in place to support teachers who are judged to be working below this (see Appendix 3). This is seen as both an entitlement for teachers and for pupils who deserve to receive the best possible teaching and learning environment in order to make at least age appropriate progress.

The staff at Whitstable Junior School believes that teaching and learning is a co-operative process involving all of the staff, governors, parents and pupils within the school community.

We will jointly work towards the school aims by:

- providing a safe, secure and stimulating environment in which everyone is aware of behavioural expectations
- valuing each child as an individual, respecting their individual rights, values and beliefs
- careful planning and assessment in order to maintain high standards
- fostering good relationships and a sense of belonging to the school community
- working as a team supporting and encouraging one another
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures.

The Effective Teaching & Learning Environment

The management of the **classroom resources** is the responsibility of the class teachers who ensure that:

- all pupils have full access to the KS2 National Curriculum
- there is a range of appropriate, accessible and labelled resources available from which pupils can select resources suitable for the task in hand
- all children know where the resources are kept and the rules about their access and use
- all pupils know what they must not touch for reasons of privacy and safety
- pupils are encouraged to act independently in choosing, collecting and returning resources where appropriate
- pupils and staff act together to establish an attractive, welcoming and well organised environment, engendering respect, care and value for all resources
- pupils should be able to use ICT effectively as a tool for learning

The teacher is responsible for creating an effective **class climate**, which should, in addition to the above, aim to:

- value children and contribute to raising their self-esteem
- promote a positive atmosphere where praise and encouragement are paramount
- develop pupil independence
- encourage creativity
- promote learning as a positive, fun experience using a range of teaching styles and strategies
- create in children a sense of themselves as learners

- enable children of all abilities to show respect for themselves and others and in particular recognise that in making mistakes they are learning
- encourage 'connective' thinking, where children draw connections between skills, concepts and subjects

The effective teacher / teaching assistant

- has good subject knowledge
- forms good relationships with children and supports them in their learning
- clearly communicates to pupils at the beginning of each lesson the Learning Intention and Success Criteria for that session
- uses effective strategies to ensure that children are focused and on task
- uses informed, effective planning
- varies teaching style according to pupil needs and/ or lesson content
- provides equal opportunities for all pupils to access the curriculum at their level (differentiation)
- has high expectations of pupil behaviour and learning
- ensure children's levels of work and progress are regularly assessed and recorded
- is adaptable and open to change

See also Appendix I Teaching Strategies.

The effective pupil

- is punctual
- is well equipped and organised for each lesson
- understands appropriate behaviour and maintains this in class
- exhibits good listening skills and is attentive
- demonstrates that learning matters - is conscientious
- interacts appropriately with peers and staff/adults
- is a responsible learner
- is self-motivated and has high self-esteem
- is aware of their own levels of achievement
- knows what they have to do to make progress

Effective pupils are supported by **parents** who:

- encourage and support their child/ren to become effective learners/school members
- ensure their child arrives at school well fed and has access to a healthy diet throughout each day
- ensure their child arrives at school on time
- provides and promotes the wearing of school uniform, including PE kit
- maintains a high level of personal hygiene in their child
- provides appropriate equipment for learning
- supports the school's aims and policies, in particular behaviour and homework

Effective Learning takes place when:

- children are aware of the Learning Intention of the lesson and the Success Criteria
- children are involved in the task – 100% participation
- work is well matched to pupil ability
- lesson pace is appropriate
- children are confident in themselves and view mistakes as a normal part of learning and 'road signs' to making progress

- children have the confidence to ‘take risks’

See also Appendix 2 Learning Process & Styles

Planning, Evaluation and Review

Whitstable Junior School is committed to the principle of effective, informed planning which enables the best teaching and learning to take place but which does not have a negative impact on work load for teachers.

Planning is a process in which all teachers are involved, whereby:

- the School Improvement Plan is reviewed and agreed annually by staff and Governors
- Key Stage planning is undertaken to ensure a balanced full coverage of the National Curriculum
- schemes of work are developed to enable teachers access to detailed weekly lesson plans
- work is linked to IPP's where appropriate
- regular staff meetings are used to discuss various aspects of the curriculum and to ensure consistency of approach and standards
- pupils are given feedback on their work and progress through discussion and a range of marking strategies in line with the ‘assessment for learning’ approach
- positive and constructive comments are used to assist the child to attain the next learning step

APPENDIX I TEACHING STRATEGIES

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a range of strategies in order to achieve the 7 principles for progress:

The 7 principles for progress:

participation
partner work,
praise,
pace,
purpose,
passion,
perseverance

- participation strategies such as Talk Partners, Lolly sticks, spinners etc
- use partner work extensively – 100% participation
- have high teacher expectations of all aspects of learning from all pupils – insist on high levels of:
 - quality & quantity
 - presentation
- and use a range of strategies to ensure children achieve this:
 - verbal praise & recognition
 - rewards (carrot rewards, stickers, stamps, table or group rewards, notes home, phone calls home, messages in contact books etc)
 - sharing of good examples at all ability levels – send to other classes/teachers/staff, outstanding work displays in class, star of week,
- keep an appropriate pace to lessons
- give regular, positive feedback about how as well as what the child has achieved – use formative marking & feedback to extend learning and progress
- show children other children's successful work and/or less successful work and ask what makes it successful or how it could be improved. Be sensitive!
- model how to improve a piece of work
- create opportunities for pupils to evaluate their own learning
- teacher observation - intervene as appropriate in the learning process in order to encourage development
- use 'pit-stop plenaries' – have two or three sessions built into the lesson where children can revisit the LI or SC and peer or self-assess against these
- get children to read out loud their writing to a response partner to enable editing.
- praise effort and achievement and attitude and involve pupils in peer praise
- effective use of teaching assistants
- provide a variety of tasks and allow for different learning styles: visual, auditory, kinesthetic
- vary grouping to suit purpose, considering: ability; gender; friendship; pairs; random; leadership skills.
- providing opportunities for reflection/repetition/reinforcement
- development of close links between Year 3 and KS1 settings
- be adaptable/flexible
- discussion and questioning (open & closed as appropriate)
- Do the 'Jeremy Kyle' – Role play JK and ask 'What do you mean by....? Tell me more.... Can you develop that....?'
- previewing and reviewing work
- listening
- brainstorming
- hot seating
- role play

APPENDIX 2 LEARNING PROCESS & STYLES

Children enter school at different stages of development, learning in different ways and at different rates of progress. Children develop their skills through a variety of processes that include:

- investigation
- experimentation
- listening
- observation
- talking and discussion
- asking questions
- practical exploration and role play
- retrieving information
- imagining
- repetition
- problem solving
- making choices and decision making

Children learn in a variety of ways and for this reason it is necessary for planning to incorporate as many styles as possible. These include:

- individual learning
- collaborative learning in pairs or small groups
- one to one learning with an adult or more able pupil
- whole class
- independent learning
- visual learning
- practical learning
- auditory learning

APPENDIX 3

A system for supporting a requires improvement teacher	
Formal observation	Week 1
Peer observation with phase/subject leader in focus area Joint planning	Week 2
Team teach	Week 3
Follow up Observation	Week 4
Drop In observation I (10-25 minutes)	Within 3 weeks of follow up observation
Drop in observation (10 minutes)	Week 1 - no more than 4 weeks after Drop In Obs I
Follow up Observation (25 minutes)	Week 2
Peer observation with phase/subject leader in focus area Joint planning	Week 3
Team teach	Week 4
Follow up observation	Week 5