



Whitstable Junior School

TEACHING AND LEARNING Policy

Governors' Committee Responsible: Strategy Committee

Policy Originator: Headteacher

Status: Non-Statutory

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Date approved: November 2021

Next Review: November 2023

Signed: _____ **Chair of Governors**

Signed: _____ **Headteacher**

Whitstable Junior School

A POLICY FOR TEACHING AND LEARNING

Whitstable Junior School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially.

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 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 will jointly work towards the school aims by:

- providing a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognising the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensuring children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- providing rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- providing a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- developing individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encouraging all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- developing children's confidence and capacity to learn and work independently and collaboratively;
- developing enduring values of Respect, Trust, Fairness, Responsibility, Caring and Determination;
- encouraging children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encouraging children to value the diversity in our society and the environment in which they live;
- encouraging children to become active and responsible citizens, contributing positively to the community and society.

As a school, we are committed to our mission statement – ***'Learning today, for life tomorrow'***

The school's Curriculum Drivers (***adventure, resilience, community, independence, challenge and curiosity***) alongside our ethos and caring atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through ensuring:

- high quality teaching and learning experiences that support children to be able to lead happy and rewarding lives, now and in the future;
- teaching equips 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;
- learning is a rewarding and enjoyable experience for everyone, enabling children to become independent and motivated learners who make expected or accelerated progress;
- high expectations of learning behaviours are evident through explicit teacher modelling.

Aims

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

- promote positive self-esteem and well-being for children as individuals; respecting their rights, values and beliefs;
- fostering a culture of curiosity and wonder about learning for all members of the community;
- 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;
- offer equal opportunities in all aspects of school life and recognising the importance of different cultures;
- provide a well ordered environment in which all are fully aware of behavioural expectations.

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 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 wide 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, stimulating, 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:

- promote a positive atmosphere and relationships where praise and encouragement are paramount
- promote positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others
- develop pupil independence
- encourage creativity and curiosity for learning
- provide a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential

- provide a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of *all* of the children
- create in children a sense of themselves as life-long 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 to embed learning
- value diversity and different values and cultures

The effective teacher / teaching assistant

To support the aims of the school through:

- maintaining and developing their pedagogy
- forming positive and respectful relationships with all stakeholders and supports all children in their learning
- clearly communicating to pupils at the beginning of each lesson the Learning Intention and Success Criteria for that session
- using effective strategies to ensure that children are focused and on task
- using informed and effective planning to adapt their teaching
- varying teaching styles according to pupil needs and/ or lesson content
- providing equal opportunities for all pupils to access the curriculum at their level or need (differentiation)
- promoting and developing the use of outdoor learning experiences
- having high expectations of pupil behaviour and learning
- ensuring children's levels of work and progress are regularly assessed and recorded
- being adaptable and open to change

See also Appendix I Teaching Strategies.

The effective pupil

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;
- exhibiting good listening skills and is attentive
- knowing what they have to do to make progress.

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

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
- being understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement
- attending and contributing effectively to Teacher Consultation Meetings
- supporting their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, or knowing the multiplication tables (please refer to Homework Policy)
- praising their children for the good things that they do in school

- communicating and working with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding
- ensuring their child arrives at school well fed, well rested and has access to a healthy diet throughout each day
- ensuring their child arrives at school on time
- providing and promoting the wearing of school uniform, including PE kit
- maintaining a high level of personal hygiene in their child
- ensuring that all contact addresses and telephone numbers are up to date and correct
- allowing their child to become increasingly independent as they progress through the school
- providing appropriate equipment for learning

Effective Learning takes place when:

At Whitstable Junior School we believe 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
- they 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 broad, inspiring and balanced full coverage of the National Curriculum is maintained
- Subject leaders work together to ensure skills and knowledge are connected, revisited, reinforced and successfully remembered by children
- schemes of work are developed to enable teachers access to detailed weekly lesson plans that reflect our Curriculum Drivers and outdoor learning ethos
- planning and preparation takes into account individual needs, IPP's and provisions maps
- regular staff meetings are used to discuss various aspects of curriculum development, to ensure consistency of approach and standards, to ensure continuous professional development
- 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 (see feedback marking policy)

- 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, head teacher awards 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
- ensure that skills and knowledge are being maintained and remembered, that links and connections are made clear
- development of close links between Year 3 and KS1 settings and Year 6 and Year 7
- be adaptable/flexible
- discussion and questioning (open & closed as appropriate)
- 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