



UNITE – INSPIRE- EXCEL

Teaching and Learning Policy

Contents

1. School Philosophy
2. Aims into Practice
3. Key Principles for Children’s Learning
4. Organisation of Teaching and Learning
5. Time Allocation
6. Classroom Organisation
7. Target Setting
8. Assessment
9. Whole School Focus
10. Equal Opportunities
11. Children with SEND
12. Gifted, Able and Talented
13. Learning Support (LSAs and HLTAs)
14. PPA Cover
15. Homework
16. Strategies for Ensuring Progression and Continuity
17. Excellence
18. The Role of the Subject Coordinator
19. Resources

Appendix 1: Children Learn Best when... (An agreed set of Key Principles)

Member of staff responsible

for this policy in consultation

with staff and governors:

Jo Redman

Governing Body Committee

responsible for review:

Children & Learning

Date of next review:

January 2019

Ratified by Governing Body:

January 2018

1. School Philosophy

At our school we aim to stimulate each individual to constantly achieve their potential within an environment that prides itself on its caring approach. We provide a rich, broad and balanced curriculum that meets the needs of each child and which prepares them to be lifelong learners and achievers.

2. Aims into Practice

We aim to achieve this philosophy by:

- all members of our school community understanding and following our Respect Charter
- respecting each member of our school community as an individual and catering for their individual needs;
- promoting the development of lively enquiring minds, enabling the children to become progressively self-motivated and developing their ability to be self-critical;
- enabling the children to acquire knowledge and develop the understanding, attitudes and skills appropriate to their stage of development through the National Curriculum and our extended curriculum;
- encouraging self-discipline by an agreement structure (Class Contracts) which the children help to create and which encourages them to become responsible, independent and confident young people;
- working in close partnership with parents;
- encouraging an understanding of all members of the community and the wider world by respecting difference and diversity;
- developing high self-esteem and a positive, considerate attitude towards others;
- helping the children to understand and respect their immediate surroundings and the wider world in which they live.

We aim to provide a range of experiences and activities to develop each individual become independent, confident learners who:

- are secondary ready;
- read fluently and accurately with understanding, discrimination and enjoyment;
- communicate clearly in speech and writing in ways appropriate to various occasions and purposes;
- write legibly and neatly with high standards of spelling, syntax, punctuation and usage;
- are numerate;
- apply mathematical skills and concepts in a variety of everyday settings;
- have developed an enquiring mind and scientific approach to problem solving;
- are able to work independently and in collaboration with others to investigate, interpret and solve problems;
- possess a degree of agility and co-ordination leading to confidence in a range of physical activities;
- have an appreciation of, an enthusiasm for and an involvement in all forms of creativity;
- have an appreciation of their place in time and the world around them;
- appreciate the value and importance of IT in a modern technological society.

3. Key principles for children's learning

As teachers and learning support assistants we give children the opportunity to:

- experience and learn from direct teaching;
- work collaboratively with their peers;
- experience quiet, purposeful individual activities - as appropriate to the task in hand;
- investigate, problem solve, discover, predict and hypothesise;
- manage their own learning in terms of time, approach and purpose;
- become reflective and self-evaluative and appreciate how to go about improving their work(cold and hot tasks);
- experience and enjoy a wide range of first hand experiences both within and outside the classroom;
- take part in challenging activities, well matched to their individual ability and interests;
- record experiences in a variety of ways;

- re-draft and craft a piece of work to the best of their ability in consideration of the verbal or written feedback given;
- spend sufficient time in which to produce an extended piece of work;
- apply, reflect upon, question, practise and reinforce previously learnt skills, concepts and knowledge;
- have access to a wide range of resources;
- take responsibility for their learning environment;
- build secure relationships with their teachers, support staff and peers;
- become excited and enthused about their work;
- talk passionately and knowledgeably about their learning experiences and skills.

Our learning environment is:

- stimulating and well organised;
- comfortable and secure;
- calm, supportive, controlled and disciplined;
- well resourced, with easily accessible and appropriate books, materials and equipment;
- organised so that all children can see, hear and participate to the best of their ability.

Teachers ensure that they:

- establish a classroom environment which meets the stated needs for effective learning and teaching to take place;
- teach the National Curriculum for the core and foundation subjects within a broad and balanced curriculum;
- set clear child friendly learning objectives and identify appropriate differentiated success criteria;
- carefully plan and differentiate work according to the needs of the children and which enable them to make good progress;
- give detailed verbal and written feedback that celebrates the learner's effort and achievement and provides examples of scaffolding to inform the child of the pathway to progress;
- plan for formative assessment as an integral part of day to day teaching;
- regularly record children's attainment, according to the requirements of the school's Assessment Policy;
- work closely with colleagues so that continuity and progression of learning is achieved across the curriculum and throughout the school;
- establish an atmosphere of care and trust within which children can accept constructive criticism with confidence;
- explore and adopt different ways to deliver the curriculum in order to give the learners a variety of teaching styles and approaches;
- provide all children with their full entitlement to the curriculum, regardless of their differences and thus ensuring equality of opportunity;
- endeavour to work closely with the adults who have care of the children to promote their well-being and obtain the maximum benefit from the education provided;
- work to establish attitudes of tolerance, respect, understanding and perseverance;
- value and celebrate the work of all children and respect each one as an individual.

4. Organisation of Teaching and Learning

The curriculum is organised through an integrated cross-curricular approach. This is usually topic based although it is often necessary to teach some elements of the programme of study in a discrete manner.

We use a variety and range of teaching styles in order to give visual, auditory and kinaesthetic learners the best opportunities to experience success. We believe that no single style of teaching will be suitable for all purposes; sometimes it will be appropriate to teach the class as a whole, sometimes to teach small groups or individuals and sometimes pupils should carry considerable responsibility for deciding the direction of their own work.

Children are arranged in a variety of groups, some of which are ability based but all dependent upon the purpose of the activity and its learning objectives. Different groupings can influence what is learned as well as how it is learned.

5. Time Allocation

Either through a cross-curricular or in a discrete teaching approach, the balance of the curriculum is allocated as set out below. English and Mathematics are taught daily and P.E., Computing, R.E., PSHE, Music, MFL and Art are taught throughout each week. The remaining subjects may be taught throughout each week but it is more usual for them to be taught through the cross-curricular topic and therefore may have to be taught more significantly in one term than another. The balance of teaching content therefore may be over a year rather than a week or term.

1% = 15 minutes

	Key Stage 2	
English (Writing and Grammar)	20%	5 hours
Reading	7%	1 hour 35 mins
Mathematics	20%	5 hours
Science	10%	2 hours 30 mins
Computing	4%	1 hour
Art and Design	4%	1 hour
Design and Technology	4%	1 hour
Geography	4%	1 hour
History	4%	1 hour
Physical Education	8%	2 hours
Personal, Social and Health Education	4%	1 hour
Religious Education	5%	1 hour 15 mins
Music	4%	1 hour
Foreign Languages	2%	30 mins
Total	100%	

6. Classroom Organisation

All classrooms are structured differently and the organisation of furniture etc. is left to the discretion of the teacher who has to take many points into consideration: safety, size of room, age of child, number in class, ability of children, social/behavioural mix.

No two classrooms will ever look exactly the same, however, there are many similarities between the rooms that echo the philosophy of the school:

- when necessary, every child has a place to sit at a table;
- tables are grouped for ability and/or social mix;
- our Respect Charter and classroom agreements, as defined by the class teacher and the children, are on display and referred to;
- each room has a variety of stimulating reading material (although the majority of reading resources are in our jungle themed Library);
- a variety of two and three dimensional items are displayed around the room. The majority of material should be produced by the children and these are mounted with interactive labels. The classroom displays should stimulate, encourage, remind and celebrate achievements of the children;
- each room has a wide range of appropriate resources that are easily and independently accessible with an IWB and whiteboard to facilitate and model learning and good practice;
- each room has a 'celebration area' where children's achievements are celebrated e.g. classroom points chart, names of children who have received a star of the week etc (See **Classroom Essentials List** for full details...)

Children will spend the majority of their time, within school, in their classroom and they should share a pride in it. It should inspire them to take a pride in their work and to achieve the highest standard in all they do.

7. Target Setting (see Assessment Policy)

Comprehensive targets for Reading, Writing, Maths and Science are set for each child at the beginning of each year. These are based upon the achievements of the previous year and the progress we expect the children to achieve. Ongoing assessments of the children's individual

attainment is recorded in OTrack. Formative assessments are carried out throughout each term and measure the progress each child is making towards the end of year target that has been set. As a reflection of these, teachers identify key targets for each individual pupil which are monitored and shared with parents and pupils alike (recorded on the Attainment and Progress Document distributed each half term). They also form the focus of discussion at the termly meetings with parents. In addition, children with SEND will have an individual education plan (IEP) with targets matched to their specific needs.

8. Assessment

Assessment is an essential part of the learning process and informs future discussions as detailed in our assessment policy.

- Pupils are informed of their own progress and achievement through discussion and effective marking of their work (see Marking and Feedback policy);
- Detailed profiles are kept for each child throughout their school life;
- AfL is integrated into daily practice.

9. Whole School Focus

We believe that a positive focus has to be centred upon the individual's acquisition of reading, writing, mathematical and computing skills. In order to achieve this, we continually evaluate our teaching strategies and give extra support to ensure that all children can be confident in these important areas as well as challenged and inspired. Children who experience weakness in phonics, reading, writing or maths need to have regular teacher support in addition to LSA intervention and support in order to address the shortfalls.

10. Equal Opportunities

All children are provided with their full entitlement to the curriculum regardless of their differences thus ensuring equality of opportunity.

11. Children with Special Needs

Progress of pupils with special needs is regularly monitored and assessed. The needs of children with a statement/EHCP and those on the SEND register for SEND support are catered for within the classroom, with advice and support given by the SENCO. For a breakdown of support given see the school's SEND Policy.

12. Academically More Able

Children identified as being academically more able in any area are given every opportunity to reach their potential. Differentiation and variation within our broad curriculum planning and teaching is explicit to support challenge and extra-curricular clubs and activities are provided to raise the achievement levels of the more able. Children identified as being academically more able are monitored as a group.

14. Learning Support

We value the tremendous support given to class teachers and all children, irrespective of their individual needs, by Learning Support Assistants (LSAs). We do, however, have to remember that LSAs are employed primarily to support the needs of those children who have special needs or are part of the pupil premium group. Under the direct management of the SENCO, all LSAs are requested to work alongside the class teacher and meet the needs of all the children, as far as possible, within the classroom setting.

Very competent and well trained HLTAs are employed to release teaching staff when required. They will use the planning provided by the class teacher and will feedback information about the lesson to the teacher afterwards. The HLTA will take on some responsibility for the planning, teaching and assessment of each class within the school if for a morning or afternoon each week.

14. PPA Cover

Our class teachers are released for 10% of their teaching time by qualified teachers. During this time specific subjects are taught which may include: Modern Foreign Languages, Music, Art, PE, RE and Grammar. PPA Teachers are responsible for the planning, teaching and assessment of the subjects taught.

15. Home Learning

Home learning is considered an important element of our teaching and learning as we feel are committed to working in collaboration with parents to improve outcomes for pupils. There is clear progression as the children move through our school as detailed in our policy.

16. Strategies for ensuring progression and continuity

- The basis for curriculum planning is the National Curriculum;
- Topic outlines give subject outlines for each year group and are carefully balanced to include full coverage of all of the National Curriculum subjects;
- Schemes of work are developed by co-ordinators in collaboration with teachers and governors, to define the progression of learning and expected standards of achievement for each year group;
- Teaching plans are drawn up by individual teachers in conjunction with subject co-ordinators. These include short term, medium term and long term plans. These are evaluated with opportunities for assessment highlighted and commented upon. All plans are monitored by the headteacher, deputy headteacher, members of the SMT and subject co-ordinators;
- Regular Staff and SMT Meetings provide an essential forum for discussion and debate ensuring a shared philosophy and a consistency of approach and high expectations as well as continuing professional development;
- Staff are also encouraged to further their own skills and understanding through personal development opportunities beyond our school through networks, conferences, workshops and training activities (see Performance Management and CPD policies);
- Informal meetings and planning meetings are held within year groups to discuss curricular and organisational items of particular relevance.

17. Excellence

Excellence is celebrated in display and performance where:

- each child is given an opportunity to have work displayed within the classroom, around the school and on the school website
- sustained effort including drafting and reworking is encouraged to enhance standards.
- school events such as concerts, drama and radio shows are seen as opportunities for all pupils to demonstrate their own best performance.
- teachers reward quality work and attitude in a variety of ways: written comments; sharing with colleagues, stickers, texts home, certificates in lower and upper school Celebration Assemblies, marbles/class rewards and Star of the Week nominations.
- the headteacher celebrates quality work by: giving stickers and writing comments in children's books; presenting certificates and awards to individuals (including Ambassador Awards and Gold Book Certificates/Badges); sharing individual achievements in weekly newsletters and awarding certificates to school leavers.

18. The Role of the Subject Co-ordinator

- take a lead in implementing change and improvement through an annual subject action plan
- take a lead in the long term planning across the school to promote a broad and balanced curriculum
- monitor planning (short and medium term) to ensure progression and continuity
- support colleagues with planning and implementation of the schemes of work and in assessment and record keeping activities; advise on approach and pitch – be proactive
- monitor provision (eg. Lesson obs, use of IRIS, pupil/staff interviews) and outcomes in pupils' books and gather samples of learning at the expected level or exemplifying certain assessment statements well
- monitor progress in their subject and advise the deputy headteacher/headteacher on action needed;
- identify areas for improvement linked with strategic plan priorities where appropriate
- review resources and complete a budget request form then manage the budget allocated
- keep abreast of current development through professional reading and attending relevant training activities;

19. Resources

Classroom resources are issued to Team Leaders who distribute these across their year group teams. Class teachers should then ensure that:

- there is a range of appropriate, accessible and labelled resources available from which pupils can select material to suit their task;
- all children know where resources are kept and sensibly apply the agreements for their use;
- children are encouraged to act independently in choosing, collecting and returning resources;
- children and teachers work together to establish an attractive, welcoming and well organised environment promoting respect, care and value for all resources.

Children's books and stationery are ordered by the Business Manager by request from the staff and are stored centrally (Aladdin's Cave) with free access for all staff. Central subject specific resources are the responsibility of subject co-ordinators, each of whom manages the organisation, auditing and financial control of their curriculum area.

APPENDIX I

Children learn best when... An agreed set of key principles (Updated Jan 2018)

All Staff

Have a responsibility for the safety and well-being of all children
Are caring and provide emotional support
Know and value children as individuals
Model positive attitudes and behaviour
Provide a curriculum and extended curriculum that is stimulating, creative and... fun!
Have a thorough knowledge of the teaching content
Have thorough, differentiated planning that challenges children of all abilities
Engage children with creative and inspirational teaching (utilising subject specialisms where possible!)
Have clear and high expectations
Ensure pace is appropriate, challenging and supportive
Have clear learning objectives and targets
Share appropriate success criteria (must/should/could – challenge?) and understand the steps to success
Give children a balance of constructive and positive feedback, identifying clear next steps in order to promote progress
Provide targeted interventions to address misconceptions and bridge any gaps
Have consistent approaches to assessment
Work as a team, supporting one another to achieve best outcomes for all
Have clear routines
Encourage and enable children to become independent learners
Maintain and share educational developments and best practice
Promote and support British Values
Communicate and work in partnership with parents and all other stakeholders

Environment

Is safe, accessible and inclusive
Is bright, engaging, welcoming and purposeful with varied and interactive displays
Classroom is well-organised, relevant and stimulating
School and classroom has well defined areas which are consistent throughout the school
Each class has quality resources which can be accessed independently
Celebrate successes and achievements
Is appreciated and looked after by staff, children, parents and visitors

Children

Are proud to belong to the Westfields Junior School Community
Are happy, safe, secure and motivated to learn
Value, respect and trust all members of staff and each other
Have positive self-esteem
Actively participate in lessons and maintain focus
Engage in quality dialogue and communicate effectively
Are recognised, celebrated and rewarded for their efforts, actions and learning
Are aware of the clear and consistent boundaries and use behaviours appropriate to different environments
Have opportunities and skills for independent and collaborative learning
Demonstrate resilience, take responsibility for, and learn from, mistakes; recognise that mistakes are part of learning and making progress
Are challenged and supported
Feel their opinions are valued and that they are not afraid to take a step into the unknown
Take a pride in all that they do and strive to achieve the best that they can at all times

Parents

Are fully informed and warmly welcomed into school
Encourage their children to become independent learners
Take an earnest interest in their child's work and achievements, supporting them appropriately (including with home learning)
Are open and honest and approach school appropriately when concerned
Are supportive of the school, working in partnership with staff
Are involved with and feel a part of the school community
Keep regular communication with school staff