

STANLEY PARK JUNIOR SCHOOL



Teaching and Learning Policy

Mission Statement

"We believe that every child and adult matters. At Stanley Park Junior School, we work together as staff, parents, carers and governors, in a fun, safe and inclusive environment. We strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they aspire to become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school"

Policy shared with Staff:

March 2018

Policy agreed by Governing Body:

February 2018

Next review date:

February 2020

AIMS

We aim to nurture:

- Emotional well being and provide experiences that support children towards making choices that lead towards a healthy and active lifestyle.
- Children's understanding of safe and secure environments, managing risks and equipping them with strategies to build positive relationships and to cope with peer pressure, including safe and responsible use of the internet.
- Positive attitudes towards learning, through a stimulating and challenging curriculum which motivates children through enjoyable learning experiences, thus promoting high achievement for all.
- Children's commitment to making a positive contribution towards other people and the world in which they live.
- Confident and successful children who have developed knowledge and skills that create an enthusiasm for life and learning in the 21st Century.

EFFECTIVE LEARNING WILL TAKE PLACE WHEN:

- A The physical and emotional environment is conducive to learning
- B The learning and teaching process is rich, varied and challenging
- C The learner has a positive attitude to learning
- D Learning enables appropriate and pertinent aspects of personal, social, moral and emotional development within both overarching and explicit provision

A. The physical and emotional environment will be conducive to learning when:

- the learner is working in a physically comfortable setting
- the learner is in a good physical state to learn
- appropriate resources are available to assist the learning process
- the physical environment is stimulating to the learner
- there are no external distractions or interruptions to the learning
- the learner does not have other overriding emotional concerns
- there is no danger of ridicule or destructive criticism
- there is encouragement and praise from teachers, peers and parents
- the learner has confidence in the teacher's competence and sensitivity
- the learner feels valued and included in the setting

This can be evidenced through:

- pupil surveys
- observation of pupil participation
- actions linked to identified pastoral care needs ~~e.g. response to PASS data~~
- merit system
- challenging inappropriate laughter / comments
- children sharing concerns
- class displays
- well organised and differentiated resources
- book scans showing positive responses where appropriate.
- attendance

B. The learning and teaching process is rich and varied when it includes:

- content that takes full account of and celebrates the diverse experiences and backgrounds of the learners
- activities that are clearly explained, demonstrated or modelled to the learner
- clear explanation of the teacher's expectations and assessment criteria
- good knowledge and understanding of the subject on the part of the teacher
- activities that are linked to a skill or knowledge previously learnt/acquired
- explanation of how this piece of learning fits within a bigger picture
- a sequence of learning that is well planned
- activities which are differentiated effectively by either prescribed outcome, support given, resources or task; or a combination of any of these, to match the needs and extend their learning
- opportunities to exploit unexpected routes into further learning
- adaptation in response to on-going assessment
- activities with appropriate pace and challenge
- appropriate and imaginative resourcing
- opportunities for the learner to use her/his own preferred learning style
- activities designed to develop a variety of different learning styles
- opportunities for the learner to experiment and try out possible solutions
- time for the learner to ask and answer questions about the activity
- opportunities for the learner to actively discuss the task with the teacher or other learners
- periodic reinforcement and application of the learning in different contexts
- opportunities for the learner to evaluate her/his own performance and to identify areas for improvement
- constructive feedback to the learner
- motivation, inspiration and challenge from the teacher

This can be evidenced through:

- teaching observations against the above criteria
- enriched curriculum planning
- collaborative learning opportunities
- outdoor learning opportunities
- effective use of assessment for learning to inform planning for different learning styles and abilities
- book scans showing regular constructive feedback involving the learner
- children can identify what they need to do to improve
- regular and relevant teacher feedback that provides support and challenge to issues identified within the teaching session and through marking

C. Learners will have a positive attitude to learning when they:

- realise the relevance of the skill or knowledge being learnt
- independently organise their own learning resources and are quickly able to begin their work
- enjoy learning new things
- can relate the learning to their own personal, social or cultural experience
- have developed a positive view of themselves as learners
- have developed a range of different learning styles and know how they learn best
- seek their own strategies to solve problems
- are happy to ask for help or to ask questions about the task
- are prepared to take a risk or attempt a difficult challenge

- use feedback from teachers to improve their work
- are willing to change an opinion when presented with clear evidence to the contrary
- are willing to persevere when confronted with difficulties in learning
- can work/co-operate with others in pairs or groups
- can explain their thinking to others
- have the opportunity to plan and direct their own learning

This can be evidenced through:

- teaching assistant assessment data (agreed observations)
- class monitoring against the above criteria
- planned opportunities providing a range of learning styles
- planned problem solving tasks
- planned independent tasks for all abilities

D Learning enables appropriate and pertinent aspects of personal, social, moral and emotional development within both overarching and explicit provision;

- Children's personal, social, moral and emotional development is supported through the School's provision; both within the discreet and hidden curriculum, in order that they achieve well academically and can become active, responsible and caring members of the School and wider community.
- Children to develop an increasing awareness of their own spiritual, moral, social and cultural development through actively participating in PSHCE and learning to apply this in their decision making and actions.
- Children to develop an increasing awareness of the School's Values and Skills in their learning and actively participate in demonstrating these effectively.

E WHAT IS GOOD TEACHING?

At SPJS we believe that good teaching is when teachers (and other school staff when applicable);

- Form positive relationships with the children in their class and other members of the school community;
- Plan 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;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective feedback is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate 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;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are 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.

E1 Teachers form positive relationships with the children in their class and other members of the school community;

- 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.

E2 Plan 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;

- Senior leaders develop clear and consistent structures and systems for all aspects of curriculum planning;
- Teachers and school leaders, at all levels, have an understanding of and are able to effectively utilise the complete planning process; including the use of the long, medium and short term plans, to inform both the construction of the curriculum and its delivery;
- All planning is suitably differentiated for all learners with clear learning and steps to success in language the children will understand;
- Planning identifies a range of engaging activities to develop children's skills, knowledge and understanding;
- Teachers have the opportunity to plan together with their year group partner(s) at least weekly.

E3 Teachers (and other adults when applicable) insist on high expectations of learning and social behaviours;

- Senior leaders develop clear and consistent structures and systems for all members of the school community that identify expectations for both learning and social behaviours;
- Teachers and other adults maintain positive relationships with the children without underestimating the need for good behaviour;
- Lessons are well paced, interesting and match the children's learning needs so that all children are encouraged to display good learning behaviours;
- Teachers and other adults consistently but sensitively use the school's Behaviour Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
- Children are praised and rewarded for the good things that they do and sanctioned if they do not do the right thing.

E4 Effective feedback is given in order that the children make good progress;

- Senior leaders develop clear and consistent structures and systems for all members of the school community that identify expectations for both learning and social behaviours;

- Children are given clear consistent direction about their expected conduct both in lessons and around the school;
- Children's work is regularly, diagnostically assessed; verbally or in written form, clearly stating what the children have done well and what their next steps in their learning are;
- Teachers and children, and teachers and senior leaders, have regular discussions about the children's work which affect provision and support arising from this within the accountability process;
- Children and teachers use a variety of accurate, timely and regular assessment strategies in order to assess children's work in relation to the lesson's learning;
- Teachers and children to develop accurate and timely use of the assessment performance descriptors for reading, writing and mathematics in line with the 2014 Primary Curriculum;
- Teachers have a secure understanding of what each child is capable of in their class and will only accept appropriate outcomes for each individual, relative to their ability and moderate work within year groups, phases and across the school in order to support accuracy and consistency;
- Teachers have a secure understanding of progression within each core subject (English, mathematics, science and ICT); including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects.

E5 Teachers demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;

- Teachers have a good knowledge of each subject that they are teaching and an understanding of progression of learning in that subject;
- Teachers engage children throughout the lesson by providing clear and concise explanations and expectations, a good balance of challenging and appropriate activities, questions and discussion points and opportunities to assess what has been learnt and develop considered accurate responses to the next steps in their study or learning;
- Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere;
- Subject Leaders and other designated staff within the school leading CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;
- Undertaking reciprocal peer observations in order to support colleagues, further enhance their own practice and develop a learning ethos across the school.

E6 Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;

- Teachers have a clear understanding of the variety of teaching styles, which ones they instinctively use and plan to utilise the other teaching styles accordingly;
- Teachers have a clear understanding of the variety of learning styles of the children in their class and match their teaching styles accordingly;
- Teachers use this knowledge in order to develop children's learning and sustain the concentration and motivation of the children in their class.

E7 Develop and sustain good links with parents/carers in order to support the children's learning;

- Senior leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours;
- Teachers use the following opportunities to work towards the aim stated above:
 - i. Formal opportunities such as parents/carers consultations, annual reports and meetings organised at the request of either School or parents/carers;

- ii. Informal opportunities such as at the beginning and end of each school day, on educational visits and through extended schools opportunities;
- iii. Inviting parents into School so that they can share their expertise in order to support children with their learning;
- iv. Liaising regularly with parents and carers in a variety of ways including; home/school communication; books sent home and home/school books;
- v. Parents/carers, children and a member of School staff all sign a Home/School agreement in order to establish the roles, rights and responsibilities of all members of the School community.

E8 Develop and maintain safe, secure and inspiring classroom and learning environments;

- Senior leaders, at all levels, and all staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them;
- The classroom and learning environments will be managed in a way that supports the development of learning; academic, social and emotional. Features of this will include:
 - i. Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;
 - ii. High quality classroom and corridor display with good balance between the celebration of children's work (double mounted) and annotated with the child's name, class group and an explanation of the work and displays that develop children's learning by providing expectation and/or support;
 - iii. Age and ability appropriate learning resources which are clearly labelled and accessible for all children as appropriate;
 - iv. High knowledge dens which encourage children to have an interest in books and reading, researching and investigating a broad and balanced curriculum;
 - v. All classroom and corridor displays will, as far as is practicable, reflect the cultural and linguistic diversity of the school population including annotations and titles in other languages represented and spoken by the children in the school;
 - vi. The acknowledgement by school leaders, at all levels, and all staff that communal areas within the school environment such as the playgrounds and school halls contribute to the academic, social and emotional development of children and therefore receive due consideration and are developed accordingly;
 - vii. Further expectations for the classroom environment can be found in the School's Display Policy.
- Teachers ensuring that children have the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits.

E9 Demonstrate effective lesson organisation;

- Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning;
- Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children's progress.
- Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the children are organised, in order to match and contextualise the children's learning;
- Opportunities are available for children to engage in practical activities, investigations and problem solving;

- Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities;
- Teachers use appropriate resources, including the use of ICT to support and extend children's learning;
- Resources are clearly labelled, the children can access them and use them with increasing independence;
- Teaching Assistants are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

E10 Effectively assess and monitor children's progress in order that they can affect children's learning both within individual lessons and over time;

- Senior leaders, at all levels, and all teachers maximise the opportunities to impact on children's learning through self-evaluation structures, the school's 'Accountability' structure and on-going classroom assessment and feedback. This will involve senior leaders, at all levels, and teachers engaging in the following activities and affecting practice accordingly:
 - i. The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement;
 - ii. The regular assessment and tracking of children's standards and achievement in reading, writing and mathematics in years 1-6 in relation to individual targets set;
 - iii. The regular evaluation of progress shown by all children in years 1-6 (in the areas noted above) through discussion between senior leaders, including the Inclusion Manager;
 - iv. Class teachers regularly assessing children's understanding and progress both within lessons, at the end of lessons and over time in order to quickly recognise children's barriers to learning and moving swiftly to overcome them and using these assessments to inform the next stage of learning and the planning process;
 - v. Teachers providing encouragement, praise and rewards for the effort, outcomes and progress children make;
 - vi. Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process;
 - vii. Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. self-assessment against the lessons learning steps to success.
 - viii. Teachers liaising with the school's SENCO in the formulation and implementation of any intervention programme including children's Individual Education Plans (IEPs) and evaluating the impact of these on the children's learning.

E11 Use resources effectively, including other adults, to support children's learning;

- Teachers ensure that each classroom has a basic set of age and ability appropriate resources;
- Subject or aspect leaders ensure that specialist resources are stored, maintained and audited in designated areas;
- Children are taught how to use resources correctly and safely and also to respect and maintain equipment;
- Care is taken that resources reflect the cultural and linguistic diversity of the school and that all children have equal opportunities to use these resources;
- Resources used are appropriate to the task and age of children in supporting and engaging them with their learning;
- Other adults are deployed effectively to work with individual children or small groups of children both within the classroom and in intervention activities to maximise learning opportunities.

E12 Use technology effectively in order to support children's learning;

- Senior leaders, at all levels, and teachers use the School's assessment system to record and monitor children's progress against the targets set at the beginning of the year and affect provision accordingly;
- Teachers increasingly use a wide range of technology to support, enhance and engage children in their learning and encourage and support children to use these resources increasingly independently.

E13 Use questioning effectively to gauge and extend children's skills, knowledge and understanding;

- Teachers ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) to children in order to check understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language.

E14 Are reflective regarding their professional practice and the overall provision the School offers.

- Senior leaders, at all levels, 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:
 - i. School self-evaluation practices;
 - ii. The Appraisal Cycle;
 - iii. Bespoke whole, group or individual staff Continuing Professional Development
 - iv. The school's meetings cycle; including governors, senior leaders, teaching staff, phase group, and teaching assistants.
 - v. Informal support from colleagues at a variety of levels.

THE ROLE OF TEACHING ASSISTANTS

We have a number of support staff who play a central and specialised 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;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with IEPs /SEN Support Plans

BEHAVIOUR MANAGEMENT

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

Links with other policies:

This policy impacts upon **all other** school policies and should be used in the preparation and review of all policies.

Monitoring and Review

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