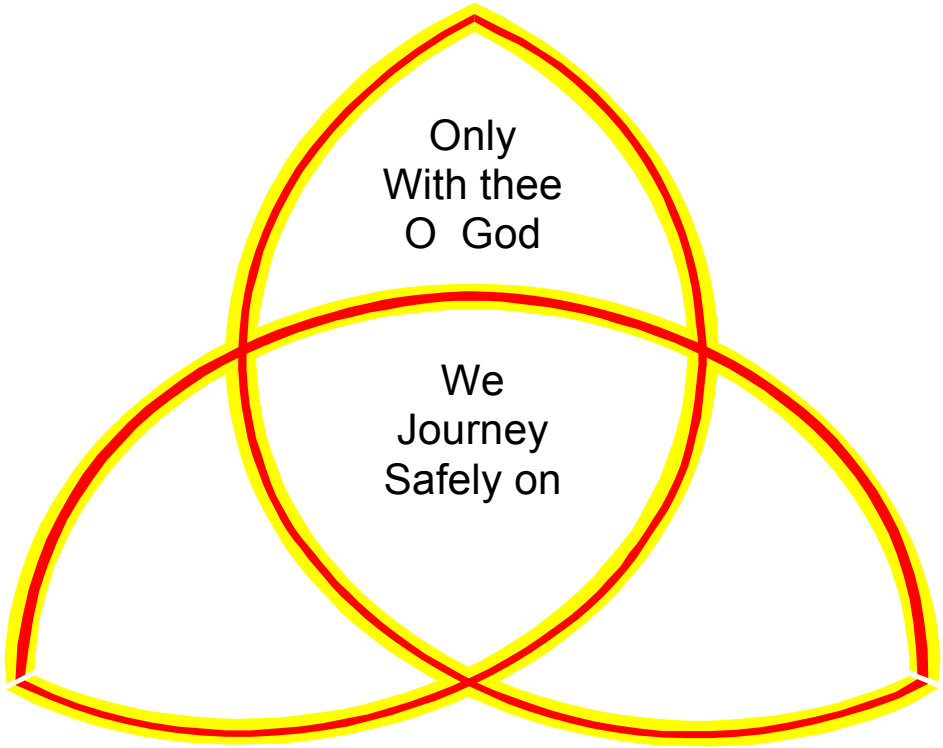
Holy Trinity CE Junior School



Policy for: **Teaching & Learning Policy**
Written by: **Mrs S Gruffydd**
Review Date: **Autumn 2017**
Next review: **Autumn 2020**

Policy

Holy Trinity Junior School

Teaching and Learning Policy

Principles

The purpose of this policy is to ensure a high quality and consistent approach to teaching and learning at Holy Trinity CE Junior School. We aim to meet the needs of all the children at Holy Trinity Junior School by offering teaching and learning that engages all pupils and enables progress.

Staff at Holy Trinity CE Junior School will take into account, in all the work they undertake, the aims and values of the school.

Aims

At Holy Trinity Junior School we aim for excellence

Excellent Engagement

Learners at Holy Trinity have the most appropriate resources and challenges which suit their needs. Therefore, the learners are: attentive, curious, excellent listeners who ask intelligent questions, able to independently stay on task, help others and can enthusiastically explain their learning.

Excellent Enjoyment

Pupils at Holy Trinity enjoy being at school! Pupils are: absorbed, highly focussed, respond well to challenge, have high aspirations, laugh at their mistakes, show resilience, cooperate and support each other. Teachers enjoy teaching! They have excellent rapport with pupils, spot anxiety, promote resilience and teach with enthusiasm and warmth.

Excellent Empathy

Our community recognises that learning is an emotional, spiritual, moral, social and cultural experience. In our school wellbeing is promoted through: valuing all contributions, building confidence, an open culture, teaching healthy and safe choices, having high expectations for behaviour for learning.

Excellent Progress

We aim that every child makes excellent progress from their individual starting points. Through teachers' excellent subject knowledge and skilful teaching pupils are: able to discuss, assess and improve their learning; can work independently or cooperatively; are highly motivated and want to learn. Progress is tracked carefully and regularly by all staff to ensure that support and challenge allow each individual child to seek to achieve their potential.

We aim:

- to make sure that this broadly based curriculum will provide as much first hand experience as possible
- to foster in our children those positive qualities which will enable them to realise their potential and become integrated members of society, with consideration for others and for the environment
- to foster co-operation between the school, home, local, national and international community

- to help children develop lively, enquiring, rational minds and to be able to apply themselves to all manner of tasks in order to achieve their full potential
- to help children to understand the world in which they live and to value human achievements and aspirations
- to provide equal opportunities for all children,
- to encourage understanding, respect and empathy for others
- to encourage children to think about the big questions of life within a spiritual framework, considering their own view and the Christian view.
- to understand and enjoy the learning process and explain how they can use it to develop their own learning
- to encourage moral, social, cultural and spiritual understanding through all of our curriculum, our behaviour, PSHE studies and opportunities for reflection

Practice

We use research based on the work of Shirley Clarke to inform best practice

The **LEARNING ENVIRONMENT** is organised and consistent throughout the school so that:

- the classroom environment reflects current curriculum themes in a stimulating, lively and interactive way
- the learning process is in evidence, including prompts to help children to evaluate their learning
- key vocabulary and learning prompts are visible to the children, pertinent to the topic they are learning
- it allows safe movement around the classroom
- the use of space is maximised to create an environment in the school that is welcoming and that communicates the school's high expectations.
- resources for learning are effectively stored and displayed as well as being accessible to children
- children have access to a wide range of learning materials and resources
- children are able to select materials appropriate to the task in hand
- all children are valued
- pupils are enabled to use computing as an aid to learning across the curriculum.
- children discuss and explain their learning often

Teachers:

- show clearly defined, skills based learning objectives in their planning
- use success criteria with the pupils which are in child friendly language and are accessible to all learning needs; often children create the success criteria to show their own understanding
- allow time for children to reflect on their learning and discuss it throughout the lesson
- ensure that they (teachers, themselves) have secure subject knowledge and use the correct terminology in order to encourage high standards of work from the children
- provide motivation to learn
- provide context for learning, making links with other subjects and topics that are relevant and current to the children, including SMSC
- present information in a variety of teaching styles
- use effective questioning techniques to challenge pupil's thinking and assess their knowledge throughout the lesson
- provide information which is relevant and interesting
- involve every pupil irrespective of ability, race, gender, age or attainment, ensuring that they have an opportunity to talk about their learning
- demonstrate by example that learning is an ongoing process and mistakes are part of the learning process

- are effective in the demonstration of key points and ideas, modelling high standards of work for the children to see
- manage behaviour so that there is a positive, calm, firm and fair environment, reiterating expectations, meeting the needs of all children
  are able to maintain an appropriate pace during lessons / activities
- design challenging, differentiated learning tasks
- give opportunities for independent learning and creativity
- use a range of grouping strategies that meet the children's needs
- enable children to confidently apply knowledge and concepts to new learning situations.
- establish clear classroom routines and systems
- set appropriate homework subject to the homework policy
- use technology to support learning
- use talking partners effectively so that any child can answer a question
- have key vocabulary on display for reference, with references to a first language other than English if necessary
- teach children to be independent learners who are able to find ways to help themselves to improve and continue their learning
- use early work effectively

Support staff should:

- treat every pupil equally, irrespective of ability, race, gender, age or attainment.
- be able to explain success criteria clearly and help children make cross-curricular links with their learning
- demonstrate by example that learning is an ongoing process and making mistakes shows the next area of learning
- be able to give clear, accurate exposition and lucid explanation.
- be effective in using questioning techniques.
- contribute to planning challenging, differentiated learning tasks.
- uphold clear classrooms routines and systems.
- assess children's learning throughout a lesson and feedback observations to the class teacher
- scaffold learning to promote learning and independence

Learning

Learning is most effective when:

- pupils are able to connect new learning with previous knowledge and understanding
- teachers explain how new material builds on previous learning
- it is reviewed during the lesson by the children themselves, for them to reflect on what they have learnt and how they have learnt it
- children can explain clearly what they are learning and why

Self- evaluation and co-operative feedback
Together, pupils and teachers should assess learning throughout a lesson.

- **Children:**
- engage in self and co-operative feedback, using the learning objectives and success criteria
- recognise and celebrate reaching goals and targets
- share effective learning strategies with each other
- explain their choices, planning and organising of their learning
- establish positive attitudes towards their learning

- use itechnology as an aid to explain or extend their learning across the curriculum
- use talk partners, taking it in turns to contribute and listen to each other

Special Education Needs (See the SEN policy and process for more detail)

- The learning environment should be organised so that the needs of all pupils are met and follows all school policies
- Teachers must ensure that work is differentiated according to need and refer to Individual Provision Plans when planning.
- Teachers liaise with relevant support staff, PPA teachers and supply teachers (outside agencies, , SENco and teaching assistants) to ensure that work is set to support the child appropriately.
- Teachers should take account of the needs of the most able pupils when planning and ensure that they are challenged sufficiently

Equal Opportunities

- Teachers should show sensitivity to the needs of all children regardless of gender, religion, ethnic origin, physical need, socio-economic needs and looked after children
- All children should have equal access to the curriculum.
- The self-esteem and self-confidence of all children should be positively developed through praise and reward systems for their effort and attainment

Children who have English as an Additional Language (See the EAL guidance)

When children arrive in school with EAL, after a short period (1-2 weeks) of being able to settle in to a new environment, we aim to assess their English.

For those who are in the early stage of EAL, teachers should:

- Provide as much visual support as possible
- Provide support in learning key vocabulary for topics using the Word Aware scheme
- Make sure that the pupil has a buddy
- Give a pictorial timetable
- Encourage the pupil to share their words for certain things
- Involve the pupil with e.g. giving out books
- Allow children to bring in books in their own language for quiet reading times
- Draw attention to key vocabulary in displays around the room
- Highlight key words in sheets

For those in the advanced stages of EAL teachers should:

- Check that the child's comprehension is at the same level as their decoding in reading
- Analyse the child's written work for persistent errors and focus marking and target setting accordingly

Monitoring and Evaluation

Teaching and learning observations are evaluated alongside pupil progress and children's books. Drop-ins to monitor teaching happen weekly. Strengths are recognised and shared as part of CPD for all staff. Areas for development are discussed and followed up in the appraisal cycle. Trends in teaching and learning are evaluated and reported to the pupils and curriculum committee. Inset on teaching and learning is a regular feature to maintain the focus on outstanding teaching