

Emmbrook Junior School



Teaching and Learning Policy

Responsibility of: Curriculum and Pupil Achievement (CPA) Committee
Date of Policy: December 2015
Date of Review: September 2017

2014 Mission Statement

The Emmbrook Junior School community works together to further develop each child's abilities by creating a nurturing and motivating environment for learning. Each child's self-confidence will be strengthened, so they make good academic progress, whilst gaining increasing resilience and respect for the community.

Introduction

This policy states the principles on which teaching and learning are based. This policy will be reviewed by the staff and the governing body on a regular basis. The implementation of this policy will be monitored by the senior leadership team and the Head Teacher.

The Nature of Teaching and Learning

High quality teaching and learning promotes enjoyment and achievement for all. Pupils of all abilities at Emmbrook Junior School will be given equal opportunities to learn in order to achieve the best outcomes possible. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles and abilities.

This policy aims to:

- clarify a whole school understanding of what constitutes good teaching and learning and highlight the good practice to which we aspire
- outline the entitlement of all learners to quality education
- provide a basis for identifying teachers' strengths and supporting professional development needs
- advise whole school planning
- promote the school as a learning community working in partnership with learners and their parents and carers

Aims and Objectives

To enable children to develop academically, personally and socially and a rich and varied learning environment will be created to provide appropriate learning opportunities.

Through our teaching, we aim to enable children to:

- become confident, resourceful, enquiring and independent learners
- understand their own strengths and areas for development
- develop strategies to improve through the process of setting personal goals and self-evaluation
- be able to build positive relationships
- respect the ideas, attitudes, values and feelings of others, including those of different cultures, abilities and disabilities
- become reliable, independent and positive citizens

Effective Learning

To encourage the development of **academic skills**, children will:

- work within a calm, supportive and appropriately challenging working environment
- have access to appropriate teaching strategies
- have opportunities to work collaboratively, in groups and in pairs
- be involved in setting personal learning targets and evaluating progress
- be provided with tasks / activities which match the learning needs of the individual
- work with a wide range of resources which encourage multi-sensory learning
- be taught to select and use resources appropriately
- be encouraged to take risks in their learning, knowing they will learn from their mistakes
- have opportunities to present work in a variety of ways
- have audiences other than just their teacher for their work
- have opportunities to learn in the community and in different environments
- be provided with constructive feedback and support
- be provided with homework to reinforce learning and encourage independent research skills

To encourage the development of **personal skills**, learning opportunities will include:

- Comprehensive PSHE curriculum, including Circle Time, Caught Doing the Right Thing awards and House Assemblies
- Awards e.g. 'Work of the Week' displays; merits for excellent work; house points
- Sharing Assemblies and school productions
- Community productions
- Extra-curricular clubs
- Yr 6 pupils working with Infant Pupils
- Yr 6 pupils taking on the role of Monitors, House and Vice captains
- Year groups taking ownership of specific initiatives
- Setting personal improvement goals and undertaking self-evaluation
- School Council
- Interactive wall displays

Opportunities to encourage the development of **social skills** will be through:

- All staff acting as good role models, being fair and consistent in their approach to encourage pupils to be aware of the needs and feelings of others
- A comprehensive curriculum incorporating school and British values.
- Reinforcing responsible behaviour through class / playground displays
- Working collaboratively within group situations
- The creation of a consistent, positive ethos
- Fair treatment

Effective Teaching

Teachers will:

- Act as positive role models
- Act as a teacher buddy to another colleague
- Follow whole school policies and procedures re
 - Planning
 - Monitoring & Assessment
 - Marking and Feedback
 - Record keeping

Teachers will follow Health & Safety guidance provided within subject schemes of work and follow appropriate risk assessments for:

- Art
- DT
- Science
- PE

See Health and Safety policy for further detail.

Assessment

Assessment is a fundamental part of teaching and learning.

It should help teachers to:

- plan work matched to a child's level of attainment
- identify where specific help is required
- help children progress

If a child is not making expected progress their progress and attainment is reviewed and discussed with the Senior Leadership Team at termly intervals. In addition to this, any teacher or member of staff can raise concerns about a pupil with the Inclusion Manager at any time. We involve parents /carers at every opportunity and, where appropriate, the pupil as soon as we identify a barrier to learning.

See Assessment Policy for further information

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the Head Teacher and Senior Leadership Team.

Teaching and learning in the school will be reviewed against targets in the School Improvement Plan.

Approved by Governing Body

Chair of Governors

Date 01/12/2015

Head Teacher

Date 01/12/2015