

Emmbrook Junior School



Teaching and Learning Policy

Responsibility of: Pupil Outcomes and Parental Communication Policy
(POPC) Committee

Date of Policy: September 2018

Date of Review: February 2020

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.

1 Introduction

At Emmbrook Junior School, our vision is for all pupils to feel happy, nurtured and inspired to achieve their best and develop a love of learning. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we aim to equip pupils with the skills, knowledge and understanding necessary to be able to become self-directed learners, and to make informed decisions about the important things in their lives. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives whilst being valuable members of their community.

2 Aims and objectives

The aim of this policy is to provide a clear and consistent understanding of what constitutes effective and inspiring teaching at Emmbrook Junior School. This policy represents our view of how our pupils learn and how we intend to encourage and support

that learning. It provides a framework that enables teachers and support staff to be confident in developing their own practice and is used to advise whole school planning.

Through our teaching, we aim to enable pupils to:

- enjoy their learning through experiencing success and by increasing their self-esteem;
- become confident, resilient, reflective and independent learners who take responsibility for their own learning;
- develop active and enquiring minds;
- develop their own personal skills, interests and talents;
- access a rich, balanced and relevant curriculum which suits their individual needs;
- use language and numbers effectively, as a foundation for learning in all other areas of the curriculum;
- respect the ideas, attitudes, values and feelings of all others; and
- grow into reliable, independent and positive members of the community.

3 School Values

As a school, we have developed a set of values that reflect what we believe is key for successful learning. These are:

- Democracy;
- Respect;
- Motivation;
- Collaboration;
- Resilience;
- Independence;
- Tolerance;
- Inquisitiveness;
- Responsibility; and
- Self-confidence.

These values are displayed prominently around the school and are referred to in feedback to pupils.

4 Organisation of the curriculum

Emmbrook Junior School has adapted a cross curricular approach to teaching and learning. Teachers work in teams to plan, taking into account pupils' needs, abilities and preferred learning styles. The planning ensures curriculum coverage, progression and includes a variety of teaching methods and strategies. Planning is flexible, linked to pupils' areas of interest and follow a logical sequence. Planning focuses on the skill that the pupils need to develop and activities that allow them to rehearse and apply this skill.

5 Effective Learning

All pupils learn in different ways and we acknowledge the need to develop strategies to allow this to happen.

Effective learning is when the pupils:

- show awareness of the school values and demonstrate them through their behaviour;
- develop their own learning styles;
- are clear about the purpose of the lesson and can articulate their learning journey;
- access resources or strategies independently;
- positively respond to comments (written, symbolic or verbal) and constructive feedback;
- are active, engaged and enthusiastic;
- take responsibility for their learning, and ask questions as well as answering them;
- are challenged at all levels;
- take risks in their learning, knowing they will learn from their mistakes;
- show perseverance, ambition and courage when faced with challenges and barriers to learning;
- work in a calm, supportive and appropriately challenging working environment;
- have opportunities to learn in the community and in different environments;
- are given opportunities to present work in a variety of ways; and
- develop personal and social skills.

6 Effective teaching

We believe that teaching is most effective when:

- Contextualised and has purpose;
- Active and engaging;
- Personalised to the pupils in the class;
- Based around gaps in understanding and plugging those gaps;
- Careful planning shows opportunities for challenge and support for all. Planning will therefore include references to differentiated tasks for low, middle and high ability pupils and for those with special needs;
- Full use is made of teaching assistants who will support individuals or groups of pupils as well as any who are not fully on task; and
- It is adapted to meet the needs of all pupils.

7 Effective learning/ working environment – for staff and pupils

Emmbrook Junior School aims to create an effective learning environment that allows all members (adults and pupils) of the school community to thrive.

For the environment to be effective for learning, it should:

- be vibrant and welcoming;
- allow different beliefs to be celebrated and valued;
- challenge learning by ensuring appropriate resources are accessible for the pupils;
- celebrate achievement and value effort;
- displays should help raise self-esteem and confidence as well as improve standards;
- create an atmosphere where pupils feel safe and that they belong so they can foster a sense of pride for their environment;

- ensure time is viewed by all members of the school community as a precious and limited resource which should not be wasted;
- be safe and hazard free, with regards to both emotional and physical safety;
- encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning;
- promote the school's ethos, expectations and values throughout (See Appendix A);
- be well organised and uncluttered, using available space to best advantage;
- provide opportunities to try new things and take risks (teachers and pupils);
- provide CPD opportunities that are worthwhile to the individual and for the school; and
- promote collaborative working between teachers, support staff and senior leaders.

Roles & Responsibilities

7.1 Role of teachers

To ensure effective teaching and learning staff will:

- have a secure knowledge, and adhere to, the teaching standards (see Appendix B);
- get to know and value all pupils, and have consistent high expectations of every pupil, irrespective of ability, race, gender, age or achievement;
- model the school values, vision and ethos (See Appendix A);
- build positive relationships with all pupils and their parents/carers;
- have a clear understanding of those pupils who have special educational needs, those who are disadvantaged, those who are more able, those who are less able and those identified as gifted and talented. Teachers, supported by their TAs, will ensure that the differing needs of all pupils are met.
- formally meet with parents/carers on a termly basis to discuss their child's progress and review Individual Provision Plans where appropriate;
- have a secure understanding of the Primary National Curriculum, including KS1 so they are clear about the learning journey before entering the school;
- have a clear understanding of the expectations of pupils at the end of year 6 and what the expectations are related to their year group;
- use a suitable range of organisational strategies and teaching methods to establish a positive, safe learning environment;
- maintain good discipline based on mutual respect, in line with the school's behaviour policy and values;
- use the school's long and medium-term plans to guide teaching, collaborating with peers and senior leaders where needed;
- ensure that daily planning: follows the agreed school format and is shared with the supporting adults (including TAs, LSAs and support teachers) linked to each class; includes information about set tasks, resources required and groupings and is evaluated to inform future planning;
- have clear learning objectives (we are learning to (verb)...), which are shared with and understood by the pupils through oral explanation and generation of displayed success points;
- use a range of organisational strategies and teaching methods to suit different learning styles;

- use a range of AFL strategies to adjust lessons where appropriate;
- use assessment information to inform planning;
- organise human and physical resources effectively;
- make sure that the activities provided for the pupils extend their knowledge, skills and understanding;
- be reflective and review the effectiveness of teaching and monitoring pupils' progress; and
- actively seek out appropriate CPD opportunities and react positively to CPD that has been suggested by senior leaders,

7.2 Role of pupils:

The pupils at Emmbrook Junior School are expected to:

- embrace the school values
- be enthusiastic about their learning, and work with staff to discuss why, on occasion, they may not be enthusiastic;
- take an active role in their learning;
- take responsibility for their own learning;
- challenge themselves;
- make mistakes and learn from them;
- take risks in their learning;
- develop success points, in collaboration with the class teacher; and
- ask questions to stretch their understanding, both to adults and their peers;
- work collaboratively, using and providing peer-to-peer support, both in class and across year groups.

7.3 Role of Governors:

Our governors oversee strategic decisions in the school and monitor overall performance. With regard to teaching and learning, governors will:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are utilised to facilitate effective teaching and learning;
- monitor how effective teaching and learning strategies are, in terms of raising pupil achievement;
- ensure that staff development and performance management policies promote high-quality teaching;
- monitor the effectiveness of the school's teaching and learning through the school self-review processes, including information from subject leaders, the Head Teacher and external advisers, as well as a review of the in-service training attended by our staff;
- monitor teaching strategies in the light of health and safety regulations;
- monitor subjects in meetings, as well as assigning key governors to subjects such as English and Maths; and

- visit the school and talk to staff and pupils about learning experiences and document this.

7.4 Role of Parents/Carers:

We believe that parents/carers have a fundamental role to play in helping children to learn. At Emmbrook Junior School, we do all we can to inform parents about what and how their children are learning by:

- inviting parents to parents' evenings, in which parents are informed of the progress of their child/ren, targets that their child/ren are working on and provision that is in place to meet those targets. This also provides an opportunity for parents to discuss the needs of children with special educational needs and disabilities, or more able, gifted and talented children;
- sending information to parents at the start of each term which outlines the topics to be studied by children and the objectives covered;
- sending reports at key times of the year to parents which explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework (for more information, see the school's Homework Policy). We suggest, for example, regular shared reading with children, support with learning spellings and times tables/number bonds, and support with projects and investigative work; and
- inviting parents in to classrooms to see the children's learning; for example: parents' evenings and termly exhibitions of work,

We believe that parents have the responsibility to support their child/ren and the school in implementing school policies. We ask parents to:

- have a positive attitude towards school and learning;
- support and work with the school in all instances;
- make sure that their child is punctual, has the best attendance record possible and is in good health;
- make sure that their child is equipped for school with the correct uniform and P.E. kit;
- inform the school if there are matters outside of school that are likely to affect a child's learning, behaviour or happiness at school;
- attend parents' evenings and participate in discussions concerning their child's progress and attainment;
- provide a nurturing home environment where they support their child's continued learning outside of school, including the completion of homework;
- promote respectful relationships; and
- support the school's expectations with regard to behaviour and attitude.

8 Monitoring of teaching standards

- The monitoring of the standards of pupils' work and of the quality of teaching is the responsibility of the Head Teacher and Senior Leadership Team.
- A rigid and regular monitoring timetable is applied where at least a termly formal lesson observation and formal learning walk will take place
- Teaching and learning in the school will be reviewed against the teacher standards (See Appendix B) and the targets in the School Improvement Plan.

9 Assessment

Staff use both Formative and Summative methods to assess pupils. Assessment for Learning (AFL) is an integral part of everyday teaching and learning and is linked to the objectives and success points. Teachers use formative assessment to inform their short term planning and determine the next steps in learning. Teachers regularly track and review individuals' progress identifying appropriate support or challenge to meet individual needs

10 Enrichment activities

Pupils at Emmbrook Junior School will have the opportunity to:

- complete swimming lessons;
- visit a museum;
- take part in a residential trip;
- complete a bike proficiency course;
- complete basic first aid training;
- learn basic sign language;
- take part in at least 2 school productions;
- take part in an enterprise activity;
- raise money for chosen charities; and
- work with a professional author.

Approved by Governing Body

Chair of Governors

Date 11.09.2018

Head Teacher

Date 11.09.2018

APPENDIX A

Aims and Vision

Our Vision

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.

Our Aims

We will:

- Provide a creative and stimulating environment, where all our children enjoy learning and feel happy, safe and valued.
- Grow our children's self-awareness, self esteem and respect for the feelings, beliefs and opinions of others to prepare them positively for their adult lives.
- Develop motivated, hard working, inquisitive and well behaved children who take increasing responsibility for their own learning.
- Enable children to face challenges and embrace change through perseverance, determination and flexibility.
- Support children to develop personal responsibility, work collaboratively and prepare themselves for secondary education.
- Recognise and celebrate the achievements of all.

Statements of how these will be achieved

The ethos of the school will be based upon strong relationships, respect for all and freedom from bullying, intolerance and discrimination.

We will support children to maximise their achievement through high quality teaching and a strong partnership with parents to secure effective learning.

Our implementation of the National Curriculum will deliver stimulating and confidence – building learning opportunities in a safe environment where all can succeed at their highest level.

We will ensure that alongside the acquisition of knowledge our children will develop strong social and personal skills.

APPENDIX B

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf