



Stanley Infant, Junior School and Camp Education

Teaching and Learning Policy

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This policy is a statement of how teaching and learning should take place at Stanley Infant and Junior School and Camp Education. Its aim is to create consistency, coherence and continuity by developing a shared understanding of the quality of teaching and learning expected at our school. This document reflects what IJS&CE values and what it believes is important in order to deliver an inclusive education to all pupils.

The policy contains seven key sections:

- 1.** Introduction
- 2.** Learning
- 3.** Teaching
- 4.** Translating policy into practice
- 5.** The features of an outstanding lesson.
- 6.** Roles and responsibilities
- 7.** Monitoring, evaluation and review

1. Introduction

IJS&CE is a community with learning at its heart. We believe that:

- Everyone is capable of learning effectively
- Learning is the shared responsibility of teachers, support staff and pupils, supported by parents and carers.
- Effective learning is where pupils make progress and achieve at least in line with their potential, and take responsibility for themselves as learners.
- Effective teaching is that which facilitates at least expected progress for the full range of learners within teaching groups.

This policy aims to ensure that all pupils routinely experience high quality learning and teaching, enabling all to achieve their full potential. All pupils are entitled to learn and achieve in lessons, regardless of attainment level, gender, ethnic origin, socio-economic status, disability and special education needs.

The objectives of this policy are:

- Each classroom has a climate within which effective learning and teaching can take place.
- Teachers and support staff are provided with a framework within which to develop excellent strategies, techniques and skills.
- All staff know what constitutes an outstanding lesson (in terms of both learning and teaching).
- Monitoring and evaluation procedures are in place to ensure that all pupils make at least the expected levels of progress and consistently experience high quality lessons.

The intended outcomes of this policy are:

- All pupils experience a consistent standard of quality in lessons
- All staff and pupils have an agreed understanding of what outstanding lessons look, sound and feel like.
- All staff are accountable for quality learning and teaching

2. Learning

Learning is a dynamic process incorporating exploration, practice, application of new knowledge and skills, and the exploration of a range of attitudes and values. IJS&CE is a school which recognises the importance of teaching pupils how to learn effectively. All teaching and non-teaching staff interacting with pupils are expected to contribute to this process and actively pursue appropriate training and development in learning research.

We aim to develop learners who:

- are resilient in their learning and willing to take a risk
- become increasingly aware of how they learn
- take responsibility for and are active in managing their own learning
- are able to set their own targets
- are confident about expressing their thinking and listen to and respect others' ideas
- review their own and their peers' progress and have a very good idea about improvement
- exploit skilfully the opportunities afforded by ICT to extend their knowledge and skills

To enable us to achieve our aims and to ensure that learning is effective it requires the active involvement of the individual learner guided by skilled teachers who provide the following:

A learning experience that will:

- Promote enjoyment, self-discipline and fulfilment in learning.
- Provide appropriate, worthwhile experiences for each individual learner.
- Motivate pupils to learn and to help them to become independent learners.
- Create a 'can do' philosophy in pupils, parents and staff.
- Build a culture of achievement and the celebration of successful learning in order to encourage pupils
- To aspire and achieve.
- Develop all pupils and staff as increasingly effective, efficient and independent learners.
- Ensure that pupils are partners with staff in their own learning.
- Ensure that within this partnership pupils become increasingly responsible for their own learning as they progress through the school.

Work in partnership with all members of the school community to:

- Work co-operatively with parents, and other school partners, to the benefit of pupil learning.
- Ensure that learning is central to every aspect of school life.

Progression Books

Examples of pupils work, from each topic, throughout the year is kept as evidence of attainment across the range of abilities. These books (Art & Design, Design Technology, Geography and History) move through the school with the cohort showing the increasing levels of challenge and expectations placed on the children.

When the children reach year 6 the completed books are given to the curriculum team responsible for that subject.

3. Teaching

At IJS&CE we believe that our pupils and teachers deserve a school which helps them to learn and improve. We want our teachers to be clear, confident and proud about what they are doing. In order to achieve this we aim to:

❖ Build and maintain positive relationships

We want all our staff to:

- Address all children by their name
- Show genuine interest in the children
- 'Know' the children
- Involve children in the learning process
- Show empathy by trying to put themselves in the children's position
- Reflect on their positive impact on the lesson and consider next steps
- Be positive and specific communicators who can provide choices and humour

We want our staff to possess the following qualities:

- Aspirational - genuinely believe that the learner can succeed
- Assertive - decisive and confident but firm and fair
- Encouraging - positive and supportive, welcoming genuine error as an opportunity to learn
- Enthusiastic - believe in the value of learning, in what they are teaching, and enjoy the job
- Humorous - show humour naturally and put pupils at ease
- Open - prepared to challenge their own thinking and admit they may be wrong / don't know
- Respectful - genuinely like young people, care about them, listen to them, enjoy their company

❖ **Create planning which:**

- Is concise and takes account of prior learning
- Affords challenge and opportunities for all to learn at an appropriate pace
- Provides the pupils with learning objectives and success criteria to allow them to know what they are learning and what success looks like
- Makes best use of available resources
- Builds in flexibility to take account of the reality of the learning environment and the needs of individual learners
- Links class-work and homework
- Provides collaborative and enterprising learning opportunities
- Maximises opportunities to learn outside the classroom

(See Planning Policy)

❖ **When questioning and interacting with the pupils we will:**

- Review prior learning
- Share the purpose of a lesson and identify the success criteria
- Provide clear and appropriately pitched explanations, expositions and instructions
- Hold discussions which promote learning and build confidence, providing the pupils with opportunities to express their thinking and use their initiative
- Effectively use praise and encouragement, valuing all contributions
- Excite the curiosity of the pupil
- Allow thinking time
- Involve all learners
- Ascertain where learning went wrong if weaknesses are apparent
- Value all genuine responses and exploits them to promote further understanding

❖ **Provide assessment opportunities which:**

- Are well matched to clearly identified purposes and encourages learners
- Emphasises the formative, celebrating what has been achieved and identify what has still to be achieved to progress
- Is an appropriate blend of self, peer and teacher review
- Provides useful information which is regularly shared with learners, and where appropriate, parents / carers and partner professionals

(See Assessment, Tracking and Reporting Policy)

❖ **Create a teaching environment which celebrates the children and their achievements**

We want our learning environment to help our pupils to become better learners. Displays should:

- Be interactive and change at least once a term linked to the learning focus
- Include Working Walls which are updated weekly to reflect learning
- Provide guidance and advice on improving work and identifying 'next steps' in learning
- Show examples of work at the standard expected for the age group
- Contain the school and class rules
- Show Golden Time charts to allow children to track their Golden Time

4. Translating policy into practice

Through staff training and shared expectations we aim to enable our staff to deliver a valuable and inclusive education for all pupils which encompasses the following 8 areas:

1. Effective planning

Cross curricular topics are developed to motivate children to learn subject knowledge and provide opportunities for key skills to be applied across other curriculum subjects.

- Differentiated objectives clearly communicated at the start of the lesson
- The pupils know what success looks like and what they have to do to achieve it
- Resources are ready
- There is a good structure to the lesson
- Learning is differentiated according to the ability of the pupils
- The lesson is reviewed at the end
- All individual learning needs are incorporated and planned for

2. Subject knowledge

- Staff have a thorough knowledge of the lesson content
- Subject materials are appropriate for the lesson
- Subject knowledge is made interesting and relevant
- Knowledge organisers are produced at the start of the topic
- Real world examples are used where possible
- Cross – curricular links are made where appropriate

3. Teaching methods

- The lesson is linked to previous teaching or learning where appropriate
- Ideas and experiences of the pupils are drawn upon
- There are a variety of activities on offer
- A variety of questioning techniques are employed
- Instructions are clear and specific
- The teacher involves, listens to and responds to the pupils
- High standards and expectations are set by the teacher regardless of the starting point
- Appropriate methods of differentiation are used
- Teaching and learning is supported by an appropriate use of ICT

4. Behaviour management

- Pupils are regularly praised for their effort and achievement
- The whole school orange card system is used to manage Golden Time
- IEPs and/or other learning plans are taken into account
- All pupils are treated fairly

5. Assessment of pupils' work

- Teachers listen to, observe and regularly question learners throughout a lesson to promote engagement / learning and to gauge progress of individuals and groups
- Teachers use a range of questioning techniques which are differentiated and higher order questions are evident
- Thinking time is allowed before expecting an answer and pupils are expected to ask questions of each other
- Any mistakes or misconceptions are used constructively to facilitate learning
- Work is assessed regularly and accurately
- Oral and written feedback will specifically relate to the learning objectives and success criteria and will adhere to the school marking policy
- Opportunities are provided for self and peer assessment

6. Productive outcomes

- All pupils remain fully engaged throughout the lesson and make progress
- All pupils know what is expected of them and what success looks like
- The outcomes of the lesson are consistent with the learning objectives
- The pupils are provided with both independent and collaborative learning activities and tasks which engage, extend and challenge them

7. Effective use of time and resources

- Time is well utilised and learning is maintained throughout the lesson
- An appropriate pace is maintained throughout the lesson
- Support staff are deployed effectively to maximise pupils learning opportunities
- Appropriately differentiated resources are used to support differentiated tasks and learning

8. The environment

- The room is tidy and organised to develop a respectful attitude
- Displays are attractive and stimulating and support learning
- There is an appropriate layout of furniture taking health and safety into consideration

Staff are judged by these criteria when they undertake their formal lesson observations (see section 8 Monitoring, Evaluation and Review).

5. Monitoring, evaluation and review

Monitoring is undertaken through learning walks, lesson observations, data analysis, planning and work scrutiny and pupil voice/surveys:

- Learning Walks are carried out by SLT and other staff members, visits to classes will last no longer than 20 minutes.
- Data analysis is carried out by curriculum teams and SLT each year.
- In formal lesson observations, each teacher is observed for a full lesson at least twice per year.
- Work scrutiny will be carried out by SLT and other staff members for a variety of reasons in a variety of curriculum areas throughout the year.
- Pupil progress meetings will take place with the Cohort Teachers, Principal, Deputy Principal and SENCO three times a year.

Evaluation/review is undertaken using observation data, evidence from work scrutiny and data collections. The findings of these are reported in the whole school Self Evaluation Forms (SEFs). Actions arising from these findings could be the identification of the professional development needs for individuals to be provided through in school or external opportunities.