



NEWLAITHES JUNIOR SCHOOL

Teaching and Learning Policy

Policy approved and adopted:

December 2023

Review date:

November 2027

Purpose / Mission Statement

At Newlathes Junior School we aim to establish a supportive working environment in which outstanding learning and teaching will flourish. We endeavour for all our children to constantly experience achievement, develop reflective social skills, encounter rich opportunities, experiences and develop a whole ‘rounded’ personality ready for the demands of an ever-changing future. Our warm and welcoming school nurtures a love of learning through **Inspirational Teaching**. We foster enthusiastic and **Aspirational Learners** that are resilient, equipped to ‘Aim High’.

Aims

We believe that learning extends beyond the acquisition of knowledge; it is also about providing children with the learning skills they will need to continue their learning beyond this school and to enable them to live happy and fulfilling future lives. We have a shared understanding of what constitutes effective learning and to use this to drive our teaching, shape our school environment and enable all children to achieve their potential academically, socially, and creatively. We aim to ensure that all children make good progress in all subjects and especially in maths and English.

Our School Values

In planning and delivering a curriculum that is broad and balanced, a wide range of values are embedded in our work. In addition to our school values and British Values, we also embed the principles of SMSC (Spiritual, Moral, Social and Cultural education). Together, these make up our Newlathes Junior School ‘Values Wheel’.



Effective Learning

We recognise that children and adults acquire knowledge and skills in different ways, and at our school, we are committed to providing children with a variety of learning activities and experiences across the curriculum.

We believe that children learn best when:

- They feel happy and secure
- There are high expectations of behaviour and attitudes to work
- Their work is appropriately matched to their needs
- They are set challenging but achievable goals
- They are encouraged, praised and rewarded
- The school is a stimulating and safe environment
- Their self-confidence and self-esteem are high
- They understand how they can improve and are encouraged to evaluate their own achievements
- They are able to explore choices and make decisions about their work
- Their contributions are valued
- They feel part of the school community and take responsibility for themselves and their actions
- There is a positive ethos and an atmosphere of respect and trust
- Good quality resources support a curriculum that is broad, balanced and relevant
- A range of teaching and learning styles is offered
- Families and school work in partnership

In order to achieve this we will:

- Actively promote the aims and values of the school through our approaches to teaching and learning, assemblies and our communication with parents and the wider community
- Plan work that is appropriately challenging and matched to meet the needs of all children and is built on the knowledge of pupils' prior attainment
- Plan imaginative and inspirational teaching approaches which motivate all children's interests, challenge their thinking and encourage them to actively participate in their learning
- Meet regularly with colleagues to plan and evaluate units of work and children's progress; working together to ensure continuity and sharing of expertise
- Provide children with regular feedback about their learning, in accordance with the school's agreed policy
- Ensure that children understand their next steps in learning
- Regularly assess pupils' progress in reading, writing and maths against learning objectives and the needs of the pupils to ensure that teaching is structured to meet the learning needs of all children
- Assess children's progress in foundation subjects against the key learning objectives, recording and using the results to inform future planning and reporting to parents
- Ensure that the pace of all lessons is effective
- Ensure that good progress is made within a lesson and standards of achievement are appropriate for all pupils within the class
- Provide opportunities for the children to work in different ways (i.e. whole-class activities, group work, paired work and working independently)
- Ensure that a variety of learning opportunities are planned across all subjects
- Actively encourage children to evaluate and reflect upon their learning
- Provide resources that enhance the curriculum and motivate children, including the use of visits, visitors and the school environment
- Set high standards of behaviour and communication through our own professional conduct
- Consistently and fairly, implement the school's policies on Behaviour (including Anti-bullying) and Equality
- Reward children's efforts and achievements through the school's reward systems
- Promote and support opportunities for pupils to undertake positions of responsibility in the school, for example, participating in the school council, peacemakers and prefect duties
- Set high standards and create a stimulating learning environment through quality displays that are bright, interactive, thought-provoking and inspiring
- Ensure that classrooms and the wider school environment are well organised, tidy and safe
- Communicate regularly with parents through consultation evenings, informal meetings and the use

of Classdojo and the home link diaries

- Provide wider learning opportunities including home learning, clubs, residential and day trips and school fund-raising events, engaging parents support whenever possible and appropriate

We believe that children are challenged and motivated in their learning when:

- They are encouraged to think and are able to apply appropriate skills and knowledge when undertaking a new task and to reflect on how effectively they have mastered new learning.
- High expectations are based realistically on previous knowledge and experience and on skills previously practiced.
- Children make links within and between subject areas.
- Opportunities exist to pursue their own ideas independently.
- Varied and creative responses are respected and encouraged.
- They are active participants in the work: able to make some real choices about what they do and how they do it.
- The varied contributions and achievements of individuals are recognised and valued.

Effective Teaching

In our planning and our teaching, we offer a range of approaches and strategies to enable children to actively engage in their learning through discovery and experience.

In order to have effective teaching we:

- Establish good relationships with all children. We treat the children with kindness and respect. We expect them to treat each other accordingly. We treat them fairly and give them equal opportunity to take part in class activities. We conduct all of our teaching in an atmosphere of trust and respect for all
- Focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the National Curriculum Framework and school curriculum plans to guide our teaching within each year group
- Base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability using Assessment for Learning strategies to personalise planning for individuals or groups of pupils
- Plan our lessons with clear learning outcomes
- Have high expectations of all children
- Use effective feedback to help children reflect on their work and make necessary improvements to ensure progress is made within and between lessons
- Praise children for their efforts using a comprehensive reward system: by so doing, we help to build positive attitudes towards school and learning in general
- Deploy Learning Support Assistants and other adult helpers as effectively as possible
- Make use of working walls for both maths and English lessons. These contain information that has been discussed during the unit in focus and are intended to aid the children in their learning
- Reflect on our strengths and weaknesses and plan staff professional development accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice

In order to provide effective teaching, we will provide opportunities for:

- Metacognitive Learning
- Experiential Learning

- Multi-sensory learning
- Co-operative learning
- Differentiation
- Embedding literacy, language and maths across the wider curriculum
- Learning conversations
- Relating theory and practice
- Using e-learning and technology
- Teacher modelling of key skills
- Outdoor learning and visits to places of educational interest
- Creative activities

The Role of Governors

Our governors approve, support, monitor and review the school Teaching and Learning Policy and its implementation by:

- Supporting the use of appropriate teaching strategies by allocating resources effectively
- Ensuring that the school buildings and premises are best used to support successful teaching and learning
- Ensuring that health and safety arrangements include consideration of appropriate strategies for teaching and learning
- The monitoring of how effective teaching and learning strategies are in terms of raising levels of pupil progress and attainment
- Ensuring that staff development and performance management policies promote good quality teaching
- Considering the effectiveness of the school's Teaching and Learning Policy during the school self-review process. This is led by the Headteacher in order to inform the School Strategic Improvement Plan which is updated at least annually

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We aim to keep parents informed about their child's learning by:

- Having an 'Open Door' policy to meet with parents more frequently, by mutual agreement, where a child has needs which require greater than average levels of communication between home and school
- Holding two parents' evenings each year to allow discussion of children's progress
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can improve further
- Holding parents' evenings for new and prospective parents to explain our school strategies
- Holding occasional workshops which inform interested parents about particular areas of the curriculum
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- Explaining to parents how they can support their children with homework
- Developing a school website which provides curriculum information
- Sharing information through the Classdojo

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit

- Inform us if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home/school agreement