

Teaching & Learning Policy

Aims

- To raise the standards of learning and teaching of our pupils.
- To provide consistency of teaching and expectations throughout the school.
- To provide a context for staff development.
- To identify a framework for effective teaching that is relevant to Key Stage 2.
- To provide a broad, balanced and relevant curriculum, in order to prepare pupils for life long learning.

We believe that:

At Sitwell Junior School we believe in the concept of life long learning, and in the idea that both adults and children constantly learn. We maintain that learning should be rewarding and an enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. All our Teachers and Teaching Assistants reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Expectations of Effective Learning

We recognise that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. In a classroom where pupils are learning effectively we expect to see pupils:

- Concentrating and cooperating with each other
- Showing enjoyment, enthusiasm and motivation
- Undertaking investigations, exploring and solving problems
- Participating in first hand experiences including educational visits
- Asking and answering questions and showing good listening
- Making choices in their independent learning and accessing resources
- Applying skills including enterprise and making links to real life
- Working in a variety of ways including individually, in pairs/groups and as a whole class
- Modelling the Sitwell Seven Values – Resilience, Respect, Resourcefulness, Risk Taking, Relationships, Reflection and Responsibility.

Expectations of Effective Teaching

When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest levels of personal achievement. We use the

school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group. In a high quality lesson, we would expect to see:

- High expectations including of behaviour and a positive atmosphere
- Enthusiasm and commitment
- Good relationships based on mutual respect
- Well planned and prepared lessons based on prior learning and children's interests
- Shared learning objectives which are understood by pupils and staff
- Higher order thinking challenges
- Differentiation and challenge, through BAD verbs to support the learning of differing abilities
- Effective marking and feedback with keyword marking and next steps, using a range of assessment strategies
- Stimulating environment
- Good teacher subject knowledge
- Use of effective resources available for independent access
- A variety of open-ended, thought provoking, challenging, higher order thinking questions
- Appropriate pace with a balance of pupil/teacher talk
- Good use of support staff and the use of split inputs to ensure all children make maximum progress
- Assessment for learning and metacognition opportunities.

Expectations about Planning

In order to provide quality learning experiences for our children it is important that lessons are well planned. Learning objectives derive from the Primary Framework. In a well planned lesson we expect to see:

- Clear learning objectives, identified through the 'Low Risk, Medium Risk and High Risk' approach
- Identification of differentiation by task, support, outcome
- Identification of quality resources to be used
- A range of teaching and learning styles and groupings used
- Planning/PowerPoints based on prior learning and next steps
- A weekly timetable indicating lesson structure
- Plans shared with support staff.

The weekly timetable, along with lesson notebooks/PowerPoints and resources should be saved onto the Staff Network at the start of each week.

Expectations about Marking, Assessment and Target Setting

Assessment ensures effective teaching by providing evidence for close matching of tasks to the child's needs. Marking assists the children by providing them with an indication of what stage they have reached in the learning process and what they need to do to improve further. Assessment helps the teacher to identify future teaching strategies and targets to help pupils to improve further. At Sitwell Junior School we expect to see:

- Planned Assessment opportunities
- Children's work marked daily using the marking policy guidance, including keyword marking
- Marking linked to the learning objectives and identifying next steps for improvement
- Marking and feedback shared with children during workshop time and at the start of lessons using child friendly language
- Learners who know what they need to improve and how to get there.

Children with Special Educational Needs will also have an Individual Education Plan (IEP) which details smaller steps in their learning. Outcomes for all children are recorded on EMAG on at least a termly basis. In Y6 children undertake Standard Assessment Tasks and in other year groups, children undertake Puma and Pira assessments.

Expectations about the Learning Environment

At Sitwell Junior School we use positive behaviour strategies throughout school to support children's self esteem and to help them feel safe and secure. The classroom contributes positively to the attitudes, behaviour and motivation of the pupils. The quality of the learning environment is very important to both children and adults, and influences academic standards. In order to maintain a stimulating and motivational environment at Sitwell Junior School we expect to see:

- A tidy, well organised classroom with labelled good quality resources
- Communication friendly and print rich, promoting independent learning
- Up to date displays reflecting the current theme/topic and the Sitwell Seven values
- Up to date displays reflecting the current class read, promoting a love for reading
- All pupil's work represented during the year, carefully double mounted predominately onto black then white
- Interactive table top displays with resources to support learning

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- by sharing the medium term plans for each year group on the school website
- by sharing the monthly values with parents in which we give suggestions on how they can promote these values at home
- by holding parents' evening and sending parents regular reports in which we explain the progress made by each child and indicate how the child can improve further;
- by explaining to parents how they can support their children with home learning, and suggesting, for example, regular shared reading; number games etc.
- by regularly sharing learning with parents on our school twitter account, school website and half termly newsletter.

Parents are asked to sign the Home School Agreement annually.

Monitoring

The Head Teacher, SLT and subject leaders will observe lessons, and monitor planning, work samples and the learning environments, and give supportive feedback to Teachers and Teaching Assistants, individually or as a staff, as appropriate. The results of the monitoring process will identify strengths, training needs, appropriateness of the curriculum and the levels of learning taking place.

Governors

The Head of School will keep governors up to date about the levels of teaching and learning which are taking place through feedback at Governor's Meetings. Governors may also wish to do drop-ins throughout school in order to give them more knowledge of the way subjects are taught within school, and the levels of learning that are taking place.