



Teaching and Learning Policy  
Autumn 2017  
Review: Autumn 2020

## **1 Introduction**

1.1 At Holtsmere End Junior School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and 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, their community and their world. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## **2 Aims and Objectives**

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

2.2 Through our teaching we aim to:

- \* Enable children to become confident, resourceful, enquiring and independent learners;
- \* Foster children's self-esteem and help them build positive relationships with other people and follow a healthy life-style;
- \* Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- \* Show respect for all cultures, promoting positive attitudes towards other people in their community and the wider world;
- \* Enable children to understand their community and help them feel valued as part of this community;
- \* Help children grow into reliable, independent and positive citizens.

## **3 Effective Learning**

3.1 We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account these different forms of intelligence when planning teaching and learning styles.

3.2 We offer opportunities for children to learn in different ways. These include:

- \* Investigation and problem solving;

- \* Research and finding out;
- \* Group work;
- \* Pair work;
- \* Independent work;
- \* Whole class work;
- \* Asking and answering questions;
- \* Use of the computer;
- \* Fieldwork and visits to places of educational interest;
- \* Creative activities such as dance, music, performing and visual arts
- \* Debates, role-plays and oral presentations;
- \* Designing and making items
- \* Participation in athletic or physical activity;
- \* Being a member of the School Council, Peer Mediator, buddies and befrienders digital leaders, physical play leaders and eco committee

3.3 We encourage children to take responsibility and be leaders for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn. We do this through 'Challenge and Choice'. During the majority of lessons children will be presented with a choice of challenges. These challenges will be levelled on the planning. Children choose which Challenge they will attempt and will be actively encouraged to move onto a new challenge within a lesson.

#### **4 Effective Teaching**

4.1 When teaching we focus on motivating the children by setting exciting & enjoyable challenges and building on their skills, knowledge and understanding of the curriculum.

4.2 We base our teaching on our knowledge of the children from Assessment for Learning. 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. When planning work for children with special educational needs we give due regard to information and targets contained in the children's individual 'Steps to Success'. We have high expectations of all children and we aim to provide work of the highest possible standard. We aim to set challenging opportunities for more able pupils. Assessment for Learning (AFL) takes place throughout the lessons so that the teacher can meet the needs of the pupils.

4.3 We set academic targets with the children in each academic year and we share these targets with children and their parents. We review the progress of each child at intervals during the academic year and set revised targets.

4.4 We plan our lessons with clear learning objectives. We take these objectives from the 2014 National Curriculum for each subject. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess

the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future. The work is either marked by teachers, teacher assistants or by the children themselves under supervision against the lesson objectives and is intended to help the children to progress further next time.

4.5 Each of our teachers make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect and expect children to do likewise. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct at the beginning of each year. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school, the community and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

4.6 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

4.7 We deploy learning assistants and other adult helpers as effectively as possible. They work with individual children or with small groups to accelerate learning and assist with the preparation and storage of classroom equipment.

4.8 Our classrooms are attractive learning environments. We change displays at least once a term to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English and Maths. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

4.9 We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. Professional Development reviews are held annually to review and set targets for all members of staff

4.10 Monitoring and evaluation of teaching and learning - We conduct all our teaching in a positive atmosphere of trust and respect for all. The Leadership Team monitor the standard of teaching and learning on a termly basis. The Leadership Team give clear guidance on what teachers do well & what they need to do better to enable pupils to make the best possible progress.

Observations, team teaching, work trawls, planning scrutinise and assessments are all used to improve teaching and learning. Outcomes of the above activities are feedback to staff half-termly. Governors are informed of the outcomes regularly at Full Governing Body Meetings and School Improvement Meetings.

### **The Role of Governors**

4.11 Our governors monitor and review the school policies on teaching and learning.

In particular they:

- ☐☐ Ensure that that school buildings and premises are best used to support Successful teaching and learning;
- ☐☐ Monitor teaching strategies in the light of health and safety regulations;
- ☐☐ Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ☐☐ Ensure that staff development and performance management policies promote good quality teaching;
- ☐☐ Monitor the effectiveness of the school's teaching and learning policies Through the school self-review processes. These include reports from subject leaders and the termly Head teacher's report to governors.

## **5 The Role of Parents**

5.1 We believe that parents have a fundamental role in helping children to learn and request that they agree and sign our Home School Agreement. We do all we can to inform parents about what and how their children are learning by:

- ☐☐ 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;
- ☐☐ Frequent newsletters;
- ☐☐ Sending annual reports to parents in which we explain the progress made by each child and indicate how a child can improve further;
- ☐☐ Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with children, and support for older children with their projects and investigative work;
- ☐☐ Inviting parents into school to discuss their children's progress on at least two occasions per year;

5.2 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;
- ☐☐ Ensure homework is returned to school;
- ☐☐ Do their best to keep their child healthy and fit to attend school;
- ☐☐ Inform school 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;
- ☐☐ Ensure the school No Smoking Policy is observed.

## **6 Monitoring and Review**

6.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.