



Name of Policy:

Teaching and Learning Policy

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| Reviewed Edition | November 2023 |
| Next Review | November 2026 |
| Person responsible for updating policy | Headteacher and Governing Body |

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Policy Statement

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The purpose of this document is to celebrate the quality of teaching and learning that is currently taking place at Wallace Fields Junior School and to remind ourselves what we do that makes the school effective.

Introduction/Rationale

At Wallace Fields Junior School, we believe that learning should be a rewarding and an enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

School Values

Children from our school demonstrate by their actions:

Children learn and are inspired and rewarded using the school BELIEVE values:

Brilliance, Equality, Learning, Inspiration, Enthusiasm, Vision, Every Pupil Matters.

Effective Teaching

When teaching is at its most effective, the following are common factors:

- Classroom Management is clear to the children and promotes independent learning
- The classroom/school ethos is strong and promotes a happy, enjoyable and positive learning environment
- The teacher has excellent or good subject knowledge
- There are clear learning objectives & steps to success
- Planning is clearly differentiated and tasks match the children's ability
- Assessment informs the next step of learning
- Children's targets are appropriate, challenging, self-generated, clear and manageable for the teacher
- Marking of work.

Effective Teachers

Effective teachers show the following qualities:

They should be:

- Flexible
- Inspirational
- Co-operative
- Respectful
- Able to self-evaluate
- Good communicators

They should:

- Set challenging tasks
- Ensure access for all pupils

Styles of Teaching/Effective Learning

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 this into account when planning teaching and learning styles. We offer opportunities for children to learn in different ways. These include:

- Lessons are planned in line with progression maps
- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Independent work
- Whole class work
- Asking and answering questions to all children
- Use of computer technology (Computing)
- Fieldwork and visits to places of educational interest
- Use film/pictures for simulation
- Debates, role plays and oral presentations
- Designing and making things
- Participating in athletic or physical activity
- Guest visitors and performers
- Access to relevant resources
- Online learning- see our Remote Learning Policy and Remote Learning Contingency Plan

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn. The school adopts a 'Growth mindset' and encourages self-discovery and resilience in all they do. This includes developing greater resilience and a 'can do' attitude. (FAIL Approach: **F**irst **A**ttempt **I**n **L**earning)

The Learning Environment

We believe that the classroom, which is the primary place of learning, is paramount to good teaching and learning. The following points are essential:

- That the classroom is a happy place where the children feel relaxed and able to learn and be confident, even when making mistakes
- That the classroom is a safe place
- That display encourages children to learn - it should be bright, relevant, lively and at times interactive with working walls
- That it should be well resourced and that these resources should be accessible for the children when appropriate.

Continuous Professional Development

At Wallace Fields Junior School we have a commitment to Continuous Professional Development for all our staff for the following reasons:

- We believe that high standards in teaching and learning depend upon relevant, focused and effective professional development opportunities for teachers.
- Becoming and remaining a good teacher, keeping knowledge of curriculum subjects up-to-date and being able to make the most of new technology all require continuous professional development.
- Teachers, who are involved in, and have enthusiasm for lifelong learning themselves, are excellent role models to pupils.
- A commitment to the development of staff members leads to greater self-esteem, steps in seeking to take educational research, self-confidence and enthusiasm, better quality teaching and a substantially greater capacity in the school as a whole for continuous self-improvement.

- A commitment to share positive working practices through coaching observations, learning walks, etc.

The Role of the Headteacher

It is the responsibility of the Headteacher to facilitate good teaching and learning. In order to achieve this, they must:

- Have a clear vision of what good teaching and learning looks like and share this with staff
- Monitor, advise and support and work with the SLT to have a clear School Development Plan
- Be at the heart of the ethos of the whole school
- Celebrate all achievements and challenge where necessary
- Assist staff with their professional development
- Support staff with the resources they need to carry out the job

The Role of the Governors

The Governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Monitor and support the school to provide value for money and effective financial planning
- Ensure that the school building and premises are best used to support successful teaching and learning and that they conform to health and safety regulations
- Monitor, through regular visits, remotely or on site, 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 through the school self-review process and SDP INSET days
- Governors are assigned to year groups to develop an understanding of curriculum offers.

Parental Involvement

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

- Website with year group pages outlines the curriculum
- Sending reports to parents in which we explain the progress made by their child and with clear areas for improvement
- Explaining to parents how they can support their children with homework
- Holding parents' evenings where their child's work can be reviewed and their progress discussed
- Discussion and planning for children with special educational needs and disabilities.

The Role of Parents

We believe that parents have the responsibility to support their children and the school in implementing school policies. This can be done by:

- Discussing the home/school agreement and adhering to guidance
- Ensuring the children have the best attendance record possible
- Ensuring that their child is equipped for school with the appropriate stationery, uniform and P.E. kit
- Inform school if there are matters outside of school that are likely to affect the child's performance or behaviour
- Promote positive attitude towards school and learning in general
- Support with homework or home-learning, providing a suitable learning environment
- See Remote Learning Policy.

Monitoring and Evaluation

Staff development needs will be identified in line with this policy, Performance Management and continued professional development policies. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- Cross moderation of work with other schools
- Classroom observation
- Sampling pupils' work
- Sharing pupils' work throughout school and discussing quality
- Internal and external moderation of pupils' work; (Inter-school, cluster and cross phase moderation)
- Discussion with pupils

Inclusion and Equal Opportunities

All children have equal access to the curriculum regardless of their race, faith, gender, disability or ability or socio-economic background.

Inclusion is ensuring all children can engage with the curriculum, no matter what race, gender, disability, faith, or sexual orientation. Our aim is to create a learning environment where all students can thrive together and understand that their differences should be celebrated.

Review

The Headteacher and staff will review this policy every three years for approval by the Governing Body.