

Policy for Teaching and Learning

(Supplemented by 'Masterful Teaching for Mastery Learning Statement & Guidelines')

Date Reviewed:	April 2018
Next Review:	April 2020
Review Cycle:	2 years
Reviewing committee:	Full Governing Body
Linked Policies:	<p>Masterful Teaching for Mastery Learning Statement & Guidelines</p> <p>Assessment for Learning and Feedback Policy</p> <p>Equalities Policy</p> <p>SEN Policy</p> <p>Performance Management and Capability Policy</p>
Policy is based upon:	School based policy
Ratification Date:	25.04.2018
Signed by Headteacher:	
Signed by Chair of Governors:	

Our Vision – Inspire Learn Achieve

Hook Junior School will be a community of learning where every child is valued as an individual and will develop self-respect and self-confidence, alongside a love of learning. Within a culture of caring and celebration, we will prepare our children to become citizens of the future who see themselves as lifelong learners with the skills, understanding and resourcefulness to achieve personal fulfilment.

Everyone at Hook Junior School is valued and respected.

Our vision is to provide a happy, safe and inspiring stimulating learning environment where high expectations encourage everyone to achieve their best.

Our school will develop the desire and skills to enjoy learning throughout life.

We will foster the self-esteem of individuals and encourage them to become healthy and responsible citizens making positive contributions to the wider community.

We believe that the process of education is a partnership between the school, the children and parents working together so that the children develop socially, morally, academically, culturally and spiritually within a caring atmosphere underpinned by strong values.

Our Aims

Hook Junior School is a learning community where academic, social, cultural, spiritual and moral values are developed and nurtured, and where all children will have equal access to the education provided.

The School will:

- *Strive for all children to achieve high personal standards in all areas of their learning and their development;*
- *Establish a firm foundation of positive attitudes, skills and ethos that promotes effective learning behaviours and develops confidence, positive self-esteem and independence*
- *Prepare children to understand themselves as learners and to regard themselves as lifelong learners;*
- *Seek to develop active learners with lively and enquiring minds who are self-motivated, self-confident and independent;*
- *Provide an inspiring, creative and holistic curriculum built on first hand experiences and delivered through integrated thematic study that challenges and motivates children to learn;*
- *Recognise, celebrate and praise personal achievement and effort in all areas of school life;*
- *Promote high standards of behaviour, respect and care which will be reinforced by praise.*
- *Foster children's personal development and wellbeing*
- *Provide a well-organised, stimulating, safe and secure learning environment*
- *Prepare children to cope with a continuously changing world, encouraging self-discipline and the ability to co-operate with others, whilst displaying tolerance, consideration and mutual respect.*

The Importance of Teaching – Our Strategy

At Hook Junior School we recognise the importance of high quality teaching in all year groups and across the curriculum. High quality teaching is essential in order to meet our aims and vision and to ensure that all pupils are able to make good progress. For this reason we require all teaching to be of a good or better standard.

The senior leadership team develop a programme of teaching to support practice and improve school performance in line with the School Strategic Plan. To facilitate a culture of professional development (supported by Performance Management) and self-evaluation, every teacher in the school has their teaching formally observed at least once per term; this does not include informal drop ins.

The Delivery of High Quality Teaching – Our Practice

Detailed planning, and assessment of pupils' knowledge and understanding

Medium term planning and overviews will be planned by Team Leaders and teachers, and adapted by teachers to accommodate the learning needs of different children. Key objectives will be identified and shared with the children, and assessment foci identified and carried out. This will be supported by appropriately challenging pupil and group targets being set. The children's work will be marked according to **the Marking and Feedback Policy**, and feedback will identify progress made and next steps in learning. Teachers will evaluate and reflect on the outcomes of the learning objectives, and will keep informative and accurate records.

Addressing the different learning needs with different teaching styles

We will take into account the different learning needs of children in our planning and delivery. We recognise that whichever learning preferences children have they will need scaffolded experiences of other learning styles to prepare them for life. The children will have opportunities to work in different groups in order to work collaboratively, and individually.

Differentiation

We acknowledge that all children are different and have a variety of needs. We aim, therefore, to plan and deliver lessons that offer both an appropriate level of challenge and support. These can be based on a groups' or an individual's needs. Whereas differentiation by outcome is sometimes appropriate, we recognise that this is not always the case and aim to incorporate differentiated objectives and levels of work within both medium and short term planning. Differentiation can be achieved with different pupil groupings, use of support staff, different time allowance expectations, using different language, and resources, and allowing different methods of pupils' recording.

Pupil Achievement

It is our expectation that all children make good progress regardless of their ability. We aim for children to meet their end of year group progress targets in order to meet end of key stage (Y6) expectations. At the end of Key Stage 2, we expect the vast majority of children to meet the end of Key Stage expectations.

Each half term, with the support of their Team Leader, all teachers will assess and evaluate the progress of their children at Pupil Achievement Meetings (PAM) and, where necessary, plan effective interventions to ensure that all children remain on track.

The school details whole school and class targets and expectations in English and Maths to ensure that high standards are maintained and there is a consistent approach across the school and within year groups.

Pupil achievement (progress and attainment) will be monitored through a wide variety of assessment processes used in lessons, from marking, assessment of pupil work and test results. We aim for a well-informed picture of a child's achievement through a balance of teacher assessments and tests.

Motivation and self esteem

Children learn effectively when they feel secure, valued and have positive relationships at home and at school. In order to make learning a happy and fulfilling experience, we will:

- Ensure we have a positive relationship with all children,
- Ensure that children have good relationships with each other,
- Ensure that parents have good relationships with teaching staff,
- Take into account the differences, different needs, and expectations of all those within our school community,
- Give children positive encouragement regularly, not just about achievements, but also about effort,
- Plan activities which promote children's emotional, moral, spiritual and social development,
- Provide images that help children recognise differences in others and see differences as positive and exciting, whether they are of gender, ethnicity, religion or special needs or disabilities,
- Know about the children's interests and give them time and space to focus on activities which develop these,
- Ensure that all adults are good role models,

- Encourage children to be independent learners who are willing to take a risk within a supportive environment,
- Plan to develop learning skills such as problem solving, decision making, negotiating and evaluating,
- Offer children challenge in their work,
- Help children to cope when they are not successful and help them to learn from their experiences,
- Support children who have behaviour difficulties or communication difficulties.
- Promote behaviours that build self-esteem and confidence

Independence

Children need to develop their own independence to enable them to be learners for life. We will encourage this by:

- Setting open ended tasks,
- Using higher order questioning,
- Setting homework with appropriate deadlines,
- Supporting an independent selection of resources,
- Establishing responsibilities for equipment and the school environment,
- Encouraging responsibility for the presentation and standard of their own work,
- Teaching the children skills of time management.
- Developing pupil roles and responsibilities

We will create a classroom environment where tools are readily accessible, where pupils are taught and practise the skills of being independent, and where pupils are scaffolded in their learning within a supportive framework of routines, systems and high expectations.

Physical Space, Resources and Display

We acknowledge the importance of creating a stimulating, effective and appropriately resourced learning and teaching environment. We do this by:

- Providing high quality primary and secondary source resources to support schemes of work and the needs of individual children
- Organising the classroom to maximise use of space and learning opportunities, and ensuring that it is well ventilated, well-lit, clear and tidy and with defined working spaces,
- Using displays to stimulate, to challenge and to inform, to provide interactive learning opportunities and to celebrate children's work.

Challenge

There will be challenge present in every lesson, as challenge will be seen as an everyday part of learning. All children work at different levels and we will ensure that every lesson provides the structured opportunity for children to move on in their thinking. When responding to children's and their work, 'closing the gap' comments or extension questioning, will be used as an effective way to challenge thinking further.

Questioning

Lessons will be planned with opportunities for a variety of questioning at different levels. This will include both closed and open questions; it is the open questions that will promote higher order thinking. It is as important for the children to be questioning, as it is for teachers and support staff.

Pace

Lessons will be appropriately paced for the different abilities being taught and taking into account prior knowledge. Opportunities to think, explore, reflect, respond, and consolidate

previous learning, will be built in to lesson planning. The pace of a lesson may also be in response to the needs of the children during the lesson.

Home and School Relations

Home and school work in partnership to help develop the child as an effective learner and member of the wider community. To this end, we endeavour to communicate with parents and involve them in their child's education through:

- Home and School Partnership Agreement,
- Open door policy,
- Parents' learning consultations
- Learning events,
- Homework guidelines,
- School newsletters,
- Curriculum guidelines and events detailed on the school website
- Parent information and workshop evenings,
- Welcoming parent helpers within the school community,
- Hook Schools' Parents' Association,
- Report writing.

Learning

At Hook Junior School we believe that learning is a dynamic, engaging, reflective and empowering activity to which all pupils and adults, regardless of race, gender, ability or background, are entitled.

We recognise that learning involves many different aspects, including:

- Questioning,
- Investigating
- Applying
- Exploring
- Enquiring
- Making connections between new and existing information, and applying knowledge and understanding
- Being able to use new information in a range of contexts,
- Development of social, moral, spiritual and cultural skills,
- Development of thinking Skills
- Reflection
- Assessment

We also acknowledge that all pupils and adults have different strategies and learning preferences, related to different personality characteristics, and their previous experiences.

The Learning Environment

For effective learning to take place we recognise a positive environment is central to success and that there are several factors contributing to the effective learning environment. We will therefore:

- Provide stimulating, safe and welcoming surroundings,
- Seek to foster a strong and positive partnership between staff, pupils and home, in respect of both academic and social learning,
- Deliver the curriculum in a variety of different ways in order to cater for the different learning preferences of all pupils,
- Make use of a wide and varied range of learning resources,
- Work hard to provide a caring atmosphere of positive reinforcement and celebration that recognises the achievement and efforts of all pupils,

- Utilise the skills of the local community to add breadth and variety to the learning environment.
- Utilise new technologies

The Learning Experience

The learning experience must be managed carefully in order to give each child the greatest opportunity for success. It requires staff to know and understand the pupils in their care and to shape their learning accordingly. We therefore will:

- Understand that pupils learn in different ways at different rates, and that these present implications for our teaching,
- Ensure that learning is an active process and wherever possible based on first-hand experiences.
- Encourage our children to set high standards of themselves, value excellence, and develop the self-confidence and motivation to become independent learners,
- Employ a differentiated approach to learning, providing appropriate challenge that will allow all pupils to experience success.

All staff will be thoroughly committed to ensuring that the needs of all pupils are met and that the school will embrace a culture of continued learning for all.