



Teaching & Learning Policy

Date of this review: Spring Term 2015

Date of next review: Spring Term 2018

**Signed Headteacher:
Date:**

**Signed Chair of Governors:
Date:**

Aims

We want our pupils to develop the necessary skills and dispositions to ensure that they are lifelong learners. This means that they will: take responsibility for their learning; be proactive and develop resilience; engage in a range of learning styles; reflect on their own and others performance; work collaboratively.

1 Objectives

- 1.1 Create a safe learning environment in which all learners are confident to share their thinking and challenge others
- 1.2 Have high expectations of all pupils, at their level, in terms of productivity, presentation and learning
- 1.3 Develop resilience and thinking skills, placing the emphasis on effort and the learning process
- 1.4 Ensure units of work are developmental, are based on prior learning and challenge all pupils
- 1.5 Involve pupils in the target setting process to ensure that they know what they can do and what they need to learn next, giving timely opportunities for pupils to act upon feedback – verbal and written

2 Pedagogy

- 2.1 We believe that pupils learn best when they know what they are going to learn, why they are learning it and what the outcome should look like; for this reason, Learning Objectives are shared with pupils, tasks are relevant to modern life and expected outcomes are shared through modelling and success criteria.
- 2.2 Learning is more effective in a safe environment that is high challenge and low threat, where resources are available and where the environment is engaging and used interactively (working walls).
- 2.3 We recognise that learners may favour one or more learning styles but that it is important to use a variety of styles in order that children receive a rounded education; we place a high emphasis on learners being able to explain and being able to teach others in order to improve their own performance.
- 2.4 Learning must be regularly reviewed to address misconceptions and to celebrate progress against the learning objective and the success criteria – plenaries should be timely and give opportunities for pupils to act on feedback before the end of the lesson.
- 2.5 Pupils will progress faster and be more engaged when faced with the appropriate level of challenge: differentiation will usually be set by task and pupils should begin the learning task as soon as they are able to do so within the lesson.
- 2.6 Pupils are encouraged to plan, and to think about the learning process: Steps 2 Success (process based success criteria) may be set by the teacher for some tasks, but all pupils should be involved in evaluating and refining them and most pupils should have regular opportunities to generate their own Steps 2 Success.
- 2.7 Additional support will be provided for pupils as appropriate; resilience will be promoted through the use of Steps 2 Success, collaborative working and use of resources / teaching aides.
- 2.8 Profound learning requires the linking of knowledge, skills and understanding. Opportunities must be given for pupils to transfer learning from one area of the curriculum to another and to apply and develop their learning in Maths and Literacy. The mastery of a subject is not achieved through rapid advancement but rather through gaining a deep understanding of the knowledge and skills at each stage of a child's education.



3 Curriculum

- 3.1 We follow the National Curriculum for all subjects and teach additional, non-statutory units as appropriate.
- 3.2 Core to having a well-rounded education is the development of the Spiritual, Moral, Social and Cultural intelligence – regular opportunities to deepen understanding in these areas must be given. Most lessons will have opportunities to develop one or more areas of SMSC. In addition to this, our curriculum prepares children for life in modern day Britain through the respect for and celebration of different religions, cultures and beliefs.
- 3.3 Philosophy 4 Children encourages creative thinking whilst drawing on existing knowledge and understanding; regular debate will not only encourage learners to share their thinking and challenge others but also develop literacy skills.
- 3.4 Our school Values promote learning: Responsibility, Respect, Resilience and Reflection. These values are shared with pupils through collective worship and throughout the curriculum.

Wendover CE Junior School

4 Teaching

- 4.1 Teaching is not measured by the activity of the teacher but by the outcomes for learners. Whilst it is accepted that teaching styles may vary across the school and within year teams, the teaching staff will be consistent in their delivery of the curriculum and their belief in our shared pedagogy.
- 4.2 Teachers will plan engaging units of work and tasks that allow all learners to use a variety of learning styles to acquire knowledge and skills and to develop a deep understanding. Tasks should allow pupils to begin their learning as soon as appropriate and to engage them through appropriate levels of challenge. Teachers must plan additional resources for individuals as appropriate.
- 4.3 Teachers will use a range of assessment strategies to assess pupil progress and inform future learning - questioning, self & peer assessment, verbal & written feedback, objective setting and summative tests.
- 4.4 Teachers will provide regular opportunities to celebrate achievement against the learning objective and success criteria, rewarding the level of effort and understanding of individuals.
- 4.5 Teachers will have high expectations of pupil's learning behaviour at all times. Teachers must model what they expect from pupils, otherwise they are teaching something different.
- 4.6 All teaching staff are expected to engage in continual professional development through sharing best practice with each other, through weekly staff training and by completing external development opportunities as agreed in their performance management.

5 Monitoring

- 5.1 Regular monitoring of learning will take place throughout the school year. This will include weekly learning walks, half-termly audits of written work, pupil interviews and regular lesson observations (this will be agreed through the performance management process with additional observations being carried out as required for individuals or as part of a subject / whole school focus).
- 5.2 Pupil Progress data will be reviewed termly with the progress of particular individuals reviewed more frequently (these will be individuals identified as making slow progress and progress will be measured against their objectives)

6 Interventions

- 6.1 Interventions will be identified using termly assessment data. Children who are not making progress in line with the school expectations may receive additional support, either in class or through a specific intervention. This will be agreed with the Class Teacher, Year Leader and Learning Support Leader.
- 6.2 Interventions will be reviewed regularly - each half-term - by the Learning Support Leader to assure that the provision is providing the most effective support for the child.

Related Policies:

- Marking & Feedback Policy
- Presentation Policy
- Subject Policies
- Behaviour Policy
- SEND Policy

