



## **Junior School Teaching and Learning Policy**

### **Rationale**

*This policy is linked to the whole school Curriculum Policy but outlines in more detail teaching and Learning in the Junior School. For the Foundation Stage, this policy is to read in conjunction with the Early Years Foundation Stage Curriculum Policy.*

In the Junior School we believe in the concept of life long learning and that adults and children learn new things every day. Learning should be a rewarding, fun and enjoyable experience for everyone. Through our teaching we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Appropriate teaching and learning experiences help pupils to lead happy and rewarding lives in order that they can utilise these experiences to reach their full potential. People learn best when they are involved in their own learning and when learning is approached in different ways. We provide a rich and varied learning environment that allows pupils to develop their skills and ability to their full potential.

Through our teaching we aim to:

- Enable pupils to become confident, resourceful, enquiring and independent learners
- Foster pupils' self-esteem and help them build positive relationships with other people
- Develop pupils' self-respect and encourage pupils to respect the ideas, attitudes and values and feelings of others
- Show respect for all cultures and, in so doing, promote positive attitudes towards other people
- Enable pupils to understand their community and help them feel valued as part of this community
- Help pupils grow into reliable, independent and positive citizens.

## **Effective Learning**

We acknowledge that people learn in different ways and we recognise the need to develop strategies that accommodate a variety of different learning styles such as visual, auditory and kinaesthetic. Therefore we offer opportunities for pupils to learn in different ways. Some of these include:

- Investigative work
- Problem solving
- Group work
- Paired or partner work
- Independent work
- Whole class work
- Researching and discovering
- Asking and answering questions
- Use of varied multi media resources; including laptops, computers, cameras etc
- Field work and visits to places of educational interest
- Designing, making and creating
- Creative activities
- Debate, role play and oral presentations
- Drama
- Participation in athletics or physical activity

Pupils are encouraged to take responsibility for their own learning and to be involved as far as possible in reviewing the way they learn, to reflect on how they learn and what helps them to learn. This reflection enables them to identify areas of weakness and learn how to improve. Teachers regularly discuss work with pupils in conjunction with the marking process and further encourage pupils to describe, assess and evaluate their learning needs.

## **Effective Teaching**

Teaching is focused on motivating the pupils and building on their skills, knowledge and understanding of the curriculum. We utilise long and medium term planning to guide our teaching. We base our teaching upon National Curriculum requirements and our knowledge of the pupils' ability indicated by assessments and where appropriate, pre-assessments. Our principal focus is to further develop the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to all levels of ability. When planning activities and tasks for pupils with learning support needs we consult with pupil's I.E.P.s and liaise with the SENCO. We have high expectations of all pupils and their ability to fulfil their potential.

Academic level targets for pupils are set at the end of each academic year based on SATs results and are used alongside teacher assessment and informal targets.

Lessons are planned with clear learning objectives utilising the National Curriculum, QCA schemes of work and the Framework for Literacy and Numeracy. Lesson plans include links to IEPs (EAL/GT) and individual pupil targets. They detail activities including differentiation, resources and cross-curricular links. Lessons also highlight prior and future learning. Lesson plans are annotated and evaluated to improve future teaching and learning.

Teachers in the Junior School establish good working relationships with all pupils in their class. Pupils are treated with kindness and respect. Equal opportunities are given for all children to take part in class activities. Positive reinforcement and praise is integral to teaching in the Junior School. Pupils are treated fairly and consistently. Teachers follow the school behaviour and disciplinary policy with regard to classroom management. We have high expectations of behaviour in the Junior School and expect pupils to comply with class rules. These exist to promote the best learning opportunities for all. Through praise we build high levels of confidence and a positive attitude towards school and learning in general.

We ensure that all tasks and activities pupils do are safe and we consider risk when planning or organising to take pupils out of the classroom. Please consult both the Health and Safety Policy and Trips and Excursions Policy.

Our classrooms are attractive learning environments. We regularly change our displays throughout the term and ensure that the classroom reflects topics studied by the pupils. All pupils have the opportunity to display their work throughout the year. Displays should be interactive, informative and used as a tool for learning. They are also celebrations of pupil learning and achievement. Classrooms are well-resourced with a range of fiction and non-fiction books and dictionaries as well as displays relating to Literacy and Maths. We believe that a stimulating environment sets the climate for learning and an exciting and engaging classroom reflects independent use of resources and high quality work by pupils.

Teachers reflect on their strengths and weaknesses and plan their professional development accordingly. All teachers are supported to continually improve their practice through lesson observation, book scrutiny and peer observation and modelling. Regular monitoring of teaching and learning occurs each term in the Junior School. Teachers review pupil development and their own Continuing Professional Development each half term with the Head of the Junior School. Teachers are also part of the ongoing cycle of performance management and appraisal.

## **The role of parents**

Parents are fundamental in helping pupils to learn and we strive to involve parents in their own child's learning through:

- Weekly class newsletter
- Open classrooms
- Science Fairs/Christmas Fair/Book Week
- Reports and parents evenings
- Curriculum meetings
- Open homework projects
- Regular home/school links through reading and homework diaries
- Supporting older pupils with projects and investigative work
- Additional meetings at parents or teachers' request
- Social events with Trident
- Parent Rep Teas
- Deans' Surgery times
- Curriculum Projects where parents are invited to contribute (art, library projects)

We believe that parents have the responsibility to support their daughter and the school in implementing school policies. We would like parents to ensure:

- Their child has the best attendance record possible
- Their child is equipped for school with the correct uniform/ PE Kit
- They do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school likely to affect a child's performance or behaviour at school
- They promote a positive attitude towards school and learning in general
- Communicate with the school and reply to notes and slips ensuring they are returned to school (especially for younger pupils)
- Helping enable their child to complete their homework in an appropriate environment

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