



TEACHING AND LEARNING POLICY

At Palfrey Junior School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching, we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be independent learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Principles

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- To encourage children to take pride in their work and the work of others

Learning Culture

To enable children to learn well, the school will work to develop a culture where children:

- Enjoy learning
- Feel safe – respect, value and support each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity and persevere
- Set high expectations – learning behaviour, progress in learning, presentation
- Develop a positive learning attitude
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And where adults:

- establish positive working relationships with all children in the class
- model learning and expected behaviour for the children
- treat all children fairly and with kindness and respect with encouragement, praise and rewards for all

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners.

These could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in sport or physical activity
- Setting challenges for themselves

Children are taught to take responsibility for their own learning and how to overcome challenges in their learning.

Effective Teaching

Lessons are planned from the age appropriate National Curriculum objectives. Prior assessment of the pupils understanding should be used to inform the planning lessons with a clear progression in skills. Opportunities for application, reasoning, problem solving and creativity are also built in.

Learning Challenges should be

- clear and focused
- displayed and discussed and explained to the children
- based on prior attainment, knowledge and understanding

Success Criteria

- break down the learning take place
- include the steps or 'ingredients' the children need to be successful in their learning
- are identified by the teacher during the planning process

- are referred to during the lesson

Plenary

- planned times during, and at the end of, the lesson
- reviews progress towards the learning objective and success criteria
- allows adults, and children, to address misconceptions, make improvements and add further challenge
- learning may be applied to different contexts
- should be used during lessons only when the progress of the class, group or individuals will be furthered

Challenge and Support

- takes place throughout the lesson
- is matched to children's next steps learning
- may occur through adult support; range and level of resources; time; task;
- different outcomes
- when planning work for children with Special Educational Needs information
- and targets contained in the children's SEN profiles of EHC plans are addressed

Adult Input

- engages children in the learning
- is active and interactive
- has appropriate pace to ensure maximum learning takes place
- responds to, and is adapted to, ongoing assessment during the lesson
- clearly models successful learning/the learning activity
- generates success criteria
- is flexible according to the learning taking place
- different inputs for different groups
- different start times for different groups

Questioning

- questions will be asked to assess learning, challenge and deepen thinking and understanding
- The range will include open/closed; higher and lower order
- Will be matched to the children's understanding and ability
- Opportunities will be planned for children to develop their own questions and questioning

Feedback & Marking

- regular feedback will be given to the children
- identifies success and areas for improvement/next steps in learning

- refers to learning objectives, success criteria, children's individual targets and age related expectations in spelling, punctuation and grammar
- opportunities are planned for children to regularly respond to feedback and marking

Self & Peer Assessment

- children are trained to self and peer assess
- guidelines are discussed, agreed and developed with the children
- is used regularly to enable children to address misconceptions and make improvements to their work

Targets

- children are involved in setting and reviewing their targets
- easily accessible and referred to regularly
- are related to children's next steps in their learning
- are set for writing, reading and maths
- topic and science include questions that the children would like to find out at the beginning of the unit and reflection at the end

Active Learning

- children are given opportunities to be involved in the learning throughout the lesson
- a range of strategies are used
- there is an appropriate balance of adult/pupil talk
- opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

- a stimulating environment sets the climate for learning.
- an exciting, well-organised classroom promotes independent use of resources and supports high quality learning.
- teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- classrooms should be bright and tidy, and should be word and number rich.

Displays should be used to:

- celebrate success and showcase children's work
- support class organisation – visual timetables, clearly labelled resources
- promote independence by providing prompts – questions, support for when children are stuck
- support learning – working walls, presentation examples, models
- give engaging and attractive insights into new topics, themes or books

- displays are changed regularly and reflect the current learning

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence
- volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

The Role of Curriculum Leaders

- ensure the statutory requirements of the curriculum area are met
- monitor progress and attainment in subject areas and action plan to address areas of need
- enthuse and excite teachers and pupils about their curriculum area.
- support colleagues to develop practice and subject knowledge to maximise progress
- take the lead in policy development and the adoption of new initiatives
- have responsibility for the purchase and organisation of resources
- keep up to date with developments in their particular subject area are responsible for sharing this with colleagues

Role of Parents

Parents have a fundamental role to play in helping children to learn. They can contribute to their child's progress by:

- attending consultation evenings and target day in which the progress made by each pupil and his/her next steps in learning are explained and discussed
- reading an annual report to parents explaining the progress made by their child and indicating areas for improvement
- supporting their children with homework
- hearing their children read on a daily basis
- attending parent workshops to explain the work covered and the strategies and methods taught to the pupils.
- accessing information on newsletter and the school website
- attending Inspire workshops and other special event where they can work alongside their child
- speaking to staff about their concerns
- liaising with the School inclusion Leader if their child has special needs

Role of Governors

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

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the 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's self-evaluation processes. These may include reports from subject leaders and the termly Senior Leader's reports to governors, as well as a review of the inservice training sessions attended by our staff.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school.

It will be regularly reviewed with staff and will be discussed with new staff working in school.

Review of the Policy

Last review date: November 2024

Next review date: October 2027 (or sooner if required)