



**The Grove Junior School
Teaching and Learning Policy**



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Headteacher: Maggie Clifford

Chair of Governors: Sharon Wyper

Held by School Improvement Committee.

Teaching and Learning Policy

1. Introduction

At The Grove Junior School we believe that learning should be a fun and rewarding experience. Through our teaching we strive to provide children with enjoyable opportunities to develop skills, knowledge and a love of learning itself which they can take forward into later life. We believe in celebrating children's success in learning. We aim to ensure that every child in our school achieves their potential and is able to recognise their own talents and strengths.

We believe that all the following factors lead to successful learning :

A positive, encouraging and stimulating learning environment and engaging curriculum
Opportunities for creativity throughout the curriculum
A curriculum which reflects the diversity of our school
Stimulating and up to date resources which engage children including the use of the latest technologies

- Effective feedback to pupils to help them understand next steps
- Active involvement of pupils in their own learning
- Adjustment of teaching to take account of assessment
- Pupils' involvement in self assessment and their understanding of how to improve

A confidence that every pupil can improve and make progress

2. Assessment for Learning

2.1

Assessment for Learning is a key component of teaching and learning in our school. Teachers use a variety of assessment information to ensure that their lessons are pitched appropriately to ensure that every child in their class is able to make progress. The information used is gathered through both summative assessment such as test data and through formative assessment such as discussion with children or marking of pupils' work on a daily basis. Plans are adjusted to meet identified needs of classes and individuals. Teachers use assessment information to plan differentiated lessons matched to the needs of the children in their classes. This may be in the form of differentiated tasks, adult support or differentiated resources.

At times, teachers present children with different levels of challenge to select from, allowing them to self differentiate.

It is important that children are encouraged to be involved in their own assessment e.g. own marking, peer marking, group and pair feedback.

2.2

Teachers share the skills to be mastered with children in every lesson. A clear set of steps to success is shared to guide the children in their learning. Teachers explicitly model the skills being taught to children in the main teaching part of the lesson. Throughout the lesson teachers then support children's learning by working and assessing learning with small groups and/or individual children. Mini plenaries are used to review and assess learning and to involve children in the learning process. The end of the lesson is used to draw together the main points of the learning or to address any common misconceptions or to challenge and set new learning. Children are asked throughout the lesson to self assess against the steps to success. Teachers give children feedback (both orally and in written comments) on what they have done well and what their next steps in learning are. The next steps for learning are discussed with children and shared with parents at consultations so that children are able to focus on these and recognise success when these are acquired.

2.3

The progress of all children is carefully tracked on a termly basis and discussed with the Senior Leadership team at Pupil Progress meetings in line with our assessment policy. Following these meetings appropriate interventions are put in place to support identified pupils whose progress is slower than expected.

Teaching and Learning Policy

3. Teaching Arrangements

3.1

Children are taught in mixed ability classes except in Mathematics in Years 5 and 6 where children are set in groups according to their current attainment. Within classes, teachers use a variety of groupings depending on the context of the lesson. These include independent, group or paired work. At times, children are grouped together in lessons by ability. Class teachers ensure that their planning is well matched to the needs of all individual children in the class including those who are identified as having particular additional learning needs or disabilities and those who are gifted and talented. Challenge is provided for all children.

3.2

Teachers set high expectations for behaviour in lessons in line with the school Behaviour Policy. We treat all children with respect and actively look for opportunities to praise children for particular success and effort. Teachers nominate children to receive Headteachers' rewards which are given out in a Celebration Assembly each week.

3.3

We deploy Teaching Assistants and other adult helpers in school to support the effective learning of our children. Sometimes they work with individual children on identified targets. At other times, they work with small groups of children in the classroom alongside the class teacher. Teaching Assistants are line managed by the Inclusion Coordinator who observes them at work with children and provides feedback and training to develop their skills as part of the Performance Management process.

4. Curriculum

We aim to make our teaching motivating and relevant to the children in our classes. Our curriculum is designed to ensure that all children are taught essential skills of Mathematics and English on a daily basis. These lessons follow the national curriculum for English and Mathematics. Teachers plan opportunities for children to develop and apply these in other subject areas through a broad and balanced curriculum. We aim to make links across subject areas where relevant as much as possible and much of our teaching in Foundation subjects is delivered through cross curricular topic work. Teachers involve the children in 'pre- planning' of cross curricular topic work to capture their ideas, enthusiasm and interests and check their prior learning.

5. Learning Styles

In our teaching, we recognise that individuals have preferred learning styles. We aim to incorporate opportunities for all preferred styles of learning (visual, kinaesthetic, auditory, tactile) into our lessons to enable all children to fully access the learning and use their strengths. These opportunities include :

- Practical investigation and problem solving
- Use of learning partners
- Use of Information and Communication Technology (ICT), including use of the interactive whiteboard to model in lessons
- Visits to places of interest linked to topic work
- Role play
- Discussion
- Ensuring a range of practical apparatus is readily available
- Designing and making opportunities
- Research
- Physical activity

Teaching and Learning Policy

6. Classroom Environment

We strive to make our classrooms attractive, positive learning environments. We place value on our classroom displays and use them to celebrate children's work as well as to provide visual support for the children in their learning through the use of working walls. All classroom displays include a visual timetable, an alphabet and a numberline as well as vocabulary relevant to the learning in class. Every class has a carpeted book corner with a selection of fiction and non fiction books. Resources are clearly labelled and available to the children so that they can access them in their lessons and become increasingly independent.

7. Parents and Carers

We believe that parents and carers have a fundamental partnership role with us in supporting their child's learning. We keep parents and carers informed about their child's learning and progress in a variety of ways including :

Two formal consultations and a written report each year

An outline of the planned learning experiences for the term on the school website

Setting regular homework

Hosting information evenings and workshops about strategies used in school

Sharing the School Improvement Plan on the school website

Welcoming parents into school to 'open sessions' and special assemblies

Inviting parents to support in class as volunteers

Meeting with parents and carers as appropriate to review progress eg Individual Education Plan review meetings

8. Monitoring

The Senior Leadership Team (SLT) formally monitor standards of teaching and learning on a termly basis through graded lesson observations. Feedback on areas of strength and development are given to individual teachers and any common areas are addressed through whole school Continuing Professional Development (CPD). Informal monitoring takes place on a regular basis through 'drop in ' observations. Progress is closely monitored through termly Pupil Progress meetings. The SLT and subject leaders also monitor standards through planning and work scrutinies throughout the year. The school works closely with a School Improvement Partner from the Local Authority to benchmark judgements about standards of teaching and learning and attainment in the school. All sources of monitoring information is used to make an overall judgement.

8. Governors

Governors play an active role in monitoring and reviewing teaching and learning in school by :

- Reviewing all school policies on a regular basis
- Meeting with subject leaders and observing teaching as link subject Governors
- Meeting with focus groups of children to discuss their learning
- Monitoring the effectiveness of CPD and teaching strategies using information on pupil attainment provided by the Headteacher
- Allocating budget appropriately to support teaching and learning
- Ensuring that all Health and Safety requirements are met
- Ensuring that the school building is maintained to a high standard
- Participating in school self evaluation
- Surveying the views of stakeholders