



Willow Bank Junior School

Teaching & Learning Policy

Non-statutory policy

<i>Version</i>	<i>Last Review</i>	<i>Next Review</i>	<i>Committee</i>	<i>Comments</i>
1.0	March 2012	March 2015	L&T	
1.1	June 2015	June 2018	L&T	
1.1	June 2018	June 2021	L&T	
1.2	June 2021	June 2024	L&T	RSE Policy added to list of associated policies.
1.3	December 2024	December 2027	FGB	Changed L& Teaching committed to FGB. Removed associated polices assessment and Gifted and Talented

Aims of the Policy

- To identify school priorities for the teaching and learning of all pupils
- To identify the expectations of all teaching staff

Objectives

- To foster a love of learning
- To successfully build upon the pupils' skills knowledge and understanding upon entry
- To hold high expectations of all pupils
- To use a variety of strategies to support learning styles
- To use the National Curriculum, school policies and schemes of work to guide our teaching, ensuring continuity and coverage
- To base all teaching on our knowledge of the pupils' current levels of attainment and to strive to ensure all learning tasks set are appropriate to each pupil's level of ability
- To pay due regard to the objectives in pupils' provision plans when planning work for pupils with special educational needs
- To set Maths and English targets and review pupil progress against these
- To continually review pupil progress through both formative and summative assessments
- To encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn
- To provide appropriate opportunities for home learning
- To develop pupils' self-esteem and self-respect

Planning

- Ensures curriculum coverage, progression and the use of teaching methods and strategies
- Should take account of pupils' needs, abilities and preferred learning styles

Assessment

Formative:

- Assessment for learning strategies should be an integral part of everyday teaching and learning.
- These strategies will include:
 - the sharing of a lesson objective;
 - the formulation and use of success criteria either by teachers, pupils or both;
 - peer and self-assessment;
 - effective questioning;
 - the re-focussing of learning during the lesson.
- Teachers will mark work according to school guidelines.
- Teachers use formative assessment to inform their short-term planning and determine the next steps in learning.

Summative

- Teachers will use summative assessments of pupils' progress and attainment to plan for future work.
- Teachers regularly track and review individual pupil progress identifying appropriate support or challenge to meet individual needs.
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The School Leadership Team will regularly analyse data on pupil progress and attainment, identifying trends, areas for further development and resource needs. This will be shared with the governing body.

All staff will endeavour to:

- foster an environment where everyone is a learner;
- develop the use of ICT to aid learning;
- ensure pupils' handwriting and presentation is always of a high standard and reflects school policy;
- develop pupils' self-esteem, respecting their rights and beliefs;
- encourage, praise and positively reinforce good relationships, behaviours and work. Behaviour management techniques will always pay due regard to school policy.
- work collaboratively as a team, supporting and encouraging one another;
- provide a good role model, being punctual, well-prepared and organised.

All teachers will endeavour to:

- provide a stimulating and challenging environment and curriculum designed to enable all pupils to thrive;
- provide displays that are both celebratory and informative;
- recognise and address the needs of all pupils;
- ensure that learning is logical, progressive and challenging;
- maintain an up-to-date working knowledge of the National Curriculum and current thinking around effective pedagogy;
- deploy additional support in the classroom as effectively as possible.

Inclusion

Provision will be made to include all pupils with specific needs, including talented, able and gifted.

Equal Opportunities

The school will actively encourage and provide opportunities for all pupils to participate fully in all areas of school life.

Health and Safety

Pupil welfare and safety will, at all times, be of paramount importance to all staff. All resources will be checked for safe use, and safeguarding procedures adhered to absolutely. We aim to create a learning environment where mistakes are seen as learning opportunities.

Monitoring and Evaluating

Teaching and learning is monitored regularly throughout the year by:

- drop-ins
- learning walks
- formal lesson observations
- the use of external consultants
- feedback from pupils
- work and book sampling
- analysis of plans and tracking

Governors on the Learning & Teaching Committee will oversee the success of this policy, including gaining general evidence of the quality of teaching and learning offered to the pupils

Associated Policies:

- Equal Opportunities
- Homework
- Marking and Feedback
- Positive Behaviour
- Relationships & Sex Education
- Subject-specific policies (e.g. Maths)