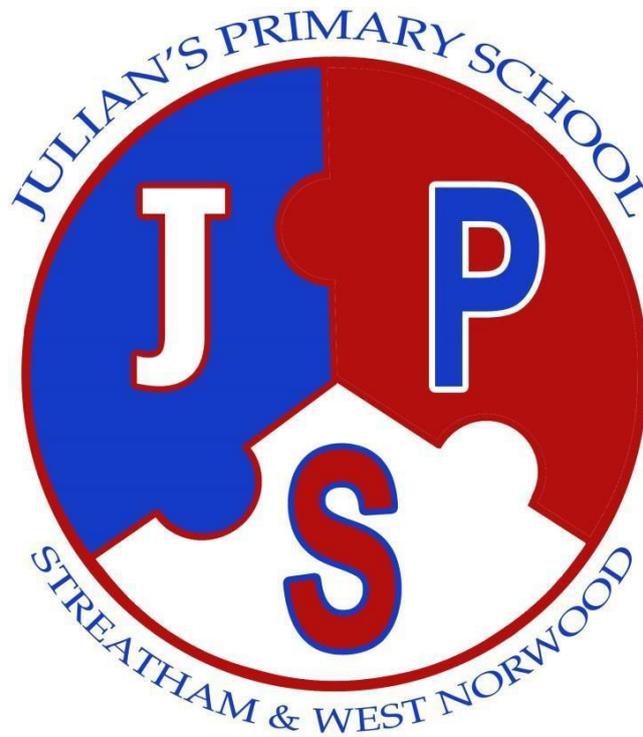


Julian's Primary School



Teaching and Learning Policy

This policy should be read in conjunction with the following policies and documents:

- Inclusion Handbook
- Behaviour and Anti-Bullying Policy
- Assessment Policy
- Most Able Policy
- Single Equalities Policy
- (Guidance and Expectations Document)
- Parent/Carer Agreement
- Homework Policy

Teaching and Learning Policy Introduction

Teaching and learning are the key functions of our School. At Julian's Primary School we work towards the aims of the school through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the School environment and the interactions between all members of the school community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practices that determine the curriculum and school day; teaching and learning should not just be seen as an isolated activity that happens in a classroom. This policy draws together all these beliefs and sets out how teaching and learning take place at Julian's Primary School.

Aims

Julian's Primary School aims to provide children with the opportunity to develop towards their full potential; academically, emotionally and socially by

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated
- Enabling children to become active, responsible and caring members of the school and wider community

Guiding Principles

- Promote high quality teaching and learning across the school
- Raise standards by ensuring consistency and continuity of teaching and learning
- Ensure all children are included motivated and engaged
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding
- Promote the idea of lifelong learning for all members of the school community
- Provide a high quality learning entitlement and environment
- Value each other and ourselves
- Work in partnership with parents and the community
- Ensure that the school values underpin all that we do

School Staff

- Promote positive relationships between all members of the school community including children and children, children and staff, children and their parents/carers and staff and parents/carers
- Provide a secure, stimulating environment where all children are supported in responding to the challenges
- Provide a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children
- Address issues of entitlement to ensure equality of opportunity for all children in accordance with the Single Equalities Policy
- Reward children for their achievements both in school and in the wider community
- Promote a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others
- Provide the skills which encourage children to become confident, independent learners

Children

- Promote positive relationships between all members of the school community including children and children, children and staff, children and their parents/carers and staff and parents/carers
- Attend school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn

- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts
- Persevering with their learning and knowing that when they find it difficult they can ask for help
- Taking pride in their work, always trying their best and aiming to get better all the time

Parents/Carers

- Promote positive relationships between all members of the school community including children and children, children and staff, children and their parents/carers and staff and parents/carers
- To be understanding and supportive of our aims in learning and teaching and sign the school's Home-School Agreement
- To attend and contribute to Parent/Carer Evening meetings
- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables (please refer to Homework Policy)
- To praise their children for the good things that they do in school
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding

Governors

- Promote positive relationships between the Governing Body and all other members of the school community including children, their parents/carers and staff
- Appoint a designated link governor
- Monitor the allocation, use and appropriateness of resources
- Review standards of achievement
- Visit school and talk to children about their learning experiences
- Promote and support the positive involvement of parents/carers within the school
- Work with school leaders and report to the governing body as appropriate;

What is 'good learning'?

At Julian's Primary School we believe that children learn best when

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community
- They have clear direction and are praised for all the good things that they do
- They are actively involved in their learning at an appropriate level to match their learning needs
- They are encouraged to become increasingly autonomous learners
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered
- Their learning is effectively differentiated and/or scaffolded
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision
- They show initiative and take responsibility for their own learning

- They are increasingly able to manage their own emotions and relationships
- They develop and use the 4Rs (resilience, reciprocity, resourcefulness and reflectiveness)
- They use 'growth mindset' strategies to help them value the learning process as much as the outcome
- They are engaged in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary
- They take pride in their work and want to succeed in it
- They are involved in investigations and problem solving tasks
- They have the opportunity to work both within the school environment and also in alternative environments, when appropriate, during educational visits
- They are keen to finish and improve their work and persevere with tasks which they think are difficult
- Children being aware of their learning and social targets and know how to work towards achieving them
- Children being able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress. For more information, see Julian's Assessment Policy

At Julian's Primary School we believe that children learn best when they are working in an environment which is safe, caring, supportive and stimulating where

- Children are secure and happy in a safe, purposeful environment
- Children feel they are able to explore their own ideas and feelings and to respect the views of others
- Children observe the class and school rules
- Children respond well to encouragement, praise and rewards
- Children show care and respect for each other and their own and others' property
- Children's work is displayed, celebrated and valued
- Children are aware of how to keep themselves and others safe around the school and in the wider community
- Children model the values of Julian's independently

At Julian's Primary School we believe that children learn best when their learning enables appropriate and pertinent aspects of personal, social, moral and emotional development within both overarching and explicit provision

- Children's personal, social, moral and emotional development is supported through the school's provision; both within the discreet and hidden curriculum, in order that they achieve well academically and can become active, responsible and caring members of the School and wider community
- Children to develop an increasing awareness of their own spiritual, moral, social and cultural development through actively participating in Bounce Back and learning to apply this in their decision making and actions
- Children to develop an increasing awareness of the School's Values and Skills in their learning and actively participate in demonstrating these effectively
- Children's self-esteem grows as they see themselves as engaged in the learning process rather than having a fixed view of themselves and their abilities

What is 'good teaching'?

At Julian's we believe that good teaching is when school staff

- Model expected behaviours at all times and act in accordance with the school values
- Form positive relationships with the children in their class and other members of the school community
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children

- Insist on high expectations of learning and social behaviours
- Ensure that effective direction and support is given in order that the children make good progress
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Demonstrate effective lesson organisation
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time
- Use resources effectively, including other adults, to support children's learning
- Use technology effectively in order to support children's learning
- Develop the range of reading skills required to access all the curriculum effectively
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding
- Are reflective regarding their professional practice and the overall provision the School offers
- Are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding
- Develop and sustain good links with parents/carers in order to support the children's learning
- Develop and maintain safe, secure and inspiring classroom and learning environments (further details available in the guidance and expectations document)
- Ensure that children have the opportunity to work both within the school environment and also in alternative environments, when appropriate, during educational visits
- Effectively assess and monitor in order that they can affect children's learning both within individual lessons and over time
- Use resources effectively, including other adults, to support children's learning
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding
- Are reflective regarding their professional practice and the overall provision the school offers

Curriculum Planning

Julian's Primary School's planning is based on the following:

- The Primary National Curriculum 2014
- Edison Connected Curriculum
- The Early Years Foundation Stage Framework - Development Matters
- The Lambeth Agreed Syllabus for Religious Education
- Read, Write Inc.
- The Julian's Teaching and Learning Toolkit
- The needs of the children we are teaching

Long Term Planning

Our 'Whole School Curriculum Map,' using the wider curriculum units of learning, enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium Term Planning

- For mathematics we use the White Rose Maths Hub schemes of learning in KS1 and EYFS <https://whiterosemaths.com/resources/primary-resources/primary-sols/> and the Power Maths scheme of work in KS2 (which align with and are written by White Rose)
- For Phonics, we follow the Read, Write Inc. scheme. English core texts are linked to the Wider Curriculum topics and represent the diversity of our school. Teachers use genre continuums to plan units of work for writing, referring to National Curriculum targets to plan for progression.
- In the Foundation Stage, our medium term plans are based on guidance within Development Matters according to children's ages and stages
- For wider curriculum we use the Edison planning document in line with the specific subject school overviews and skills progression documents

Inclusion (please refer to the Inclusion Handbook)

- Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning
- Successful inclusive provision at Julian's is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality
- In accordance with the school's Single Equalities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age
- Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning

The Role of Teaching Assistants (please see the Inclusion Handbook and Guidance & Expectations Document)

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- Supporting the teaching; either through direct delivery or by enabling access for identified children
- Supporting a small group within the classroom
- Delivering intervention groups
- Carrying out assessments
- Preparing resources
- Supporting children with Access Passports (APs), Educational Health Care Plans (EHCPs) or statements of special educational needs

Behaviour Management (please refer to the Behaviour and Anti-Bullying Policy)

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our

procedures relating to behaviour both within the classroom and in the wider School environment.

Assessment, Record Keeping and Reporting (please refer to the Assessment Policy)

Children's standards and achievements across the curriculum are assessed in line with the School's Assessment Policy

Monitoring and Review

- The Senior Leadership Team will monitor the effectiveness of this policy throughout the academic year and report on its effectiveness to the Governing Body through the Achievement Committee as required.

November 2020 (review date November 2022)