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| **1) Newport Junior School Teaching and Learning Policy** |

**Introduction**

At Newport C of E Junior School we believe in the concept of lifelong learning and the idea that both children and adults learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

**Aims and Objectives**

**Newport CE Controlled Junior School – Mission Statement**

**“Every child should leave our school with the confidence, skills and desire to make the world a better place”**

**In working towards these goals by:**

**\* Promoting the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of other faiths and beliefs**

**\* Developing an inspirational curriculum which meets children’s needs and responds to political and economic change while supporting them in their social, moral, cultural and spiritual journey**

**\* Ensuring children acquire and apply the knowledge, understanding and skills in numeracy and literacy to fulfil their own aspirations and make a positive contribution in their communities**

**\* Creating an environment in which children are confident to communicate their views, collaborate, tackle controversial issues and become resilient learners**

**\* Ensuring children are safe**

**\* Working in partnership with parents, carers and governors in promoting children’s well- being and self-worth**

**\* Placing learning in a context so children make connections, generate ideas, explore possibilities and solve problems**

**\* Encouraging children to ask questions and draw conclusions about their own values and beliefs at the same time respecting those of others**

**\* Broadening children’s horizons so they understand their roles as twenty first century global citizens within their, local, national and international communities-embracing and respecting that communities are often complex and diverse**

**Effective Learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that suit them best. We take into account these different forms of intelligence when planning teaching and learning styles. We feel it important for children to understand how they learn best; the learning tree is central to supporting children in developing lifelong learning skills.

Learning Tree

‘Learning to make a difference’



MFLMFL

**Effective learning is:**

* Children are actively engaged in their learning.
* Children are resilient and don’t give up when faced with unfamiliar ideas or concepts.
* Children have the skills to be successful independent and collaborative learners through executing contexts for learning.
* Children are empathetic towards the needs of others.
* Children develop imagination through a sense of awe and wonder at the world we live in.
* They know the learning objective and success criteria for a lesson and understand how to achieve them.
* Children are involved in discussion with pairs, groups or whole class to clarify the learning.
* Children ask questions and reason to challenge their thinking.
* Children are confident in accepting new challenges.
* Children understand the end outcomes for a lesson .
* Children are able to explain what they know and what their next steps are
* Learning activities meet individual needs with appropriate stretch and challenge.
* Children use the learning tree skills to support their learning.
* Children are actively involved in self/peer evaluation of the learning.
* Children are challenged and motivated through the learning.
* Children are seen to be making good progress within a lesson.
* Children are enthusiastic, confident and interested in the learning. They are committed to learning.

**Children’s views**

Children at Newport Junior School believe they learn best when:

* They are listening to others within the classroom.
* The classroom is lively and interactive.
* They are provided with opportunities to share their thoughts with their peers.
* They are able to try things out and work practically.
* They are concentrating.
* They are trying hard.
* They are having fun.
* When they have help.
* The teacher provides hints and clues to help them.
* The work is challenging.

**Effective teaching**

When teaching we focus on motivating children and building their skills, knowledge and understanding of the curriculum. We plan based on the National Curriculum.

* Thorough preparation;
* Shared learning objectives which are understood by the pupils;
* Clear expectations of what pupils are expected to achieve by the end of the session;
* Open-ended thought provoking, challenging questions of the children;
* Support for the learning of pupils with differing abilities;
* An atmosphere where pupils are prepared to take risks;
* Innovative teaching;
* Appropriate pace to the lesson;
* Lessons where children’s understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation so that the lesson makes a difference;
* A planned programme of educational visits to reinforce and stimulate learning;
* Lessons where children’s previous learning and interests are built upon, through purposeful application of knowledge to different situations;
* Opportunities to review and reflect on the learning;
* Thinking time before answering questions;
* Developmental feedback and constructive criticism of pupil’s work;
* Children use self - assessment strategies to inform their own next steps and challenges.

We base our teaching on our knowledge of the children’s attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child’s level of ability. When planning work for children with special educational needs (SEN) we give due regard to information and targets contained on their provision maps. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Newport Junior School should be of the highest standard.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effect and, by so doing, help to build positive attitudes towards school and learning in general (Refer to Positive Assertive Discipline Policy).

**Assessment for Learning**

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence of closer matching tasks to the child’s needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies.. Through AFL strategies children are encouraged to reflect upon and evaluate their own learning.

Assessment for learning:

* Is part of effective planning.
* Focuses on how students learn.
* Is central to classroom practise.
* Is a key professional skill.
* Has an emotional impact by promoting self-esteem.
* Affects learner motivation.
* Promotes commitment to learning objectives and success criteria.
* Helps learners know how to improve.
* Encourages self-assessment.
* Recognises progress from a child’s previous best.

We use these strategies to link assessment to better teaching and learning:

* Evaluation of one week’s planning informs next week’s plan.
* Regular pupil progress meetings.
* Use of data from formal assessment to inform target setting.
* Amend planning on a day to day basis to more effectively meet the needs of children.
* Assessment tasks, e.g. writing, reading, SPAG and numeracy, question level analysis used to inform future planning.
* Closing the gap marking.

Target setting is an integral part of assessment for learning. Teachers evaluate outcomes of children’s learning on a day to day basis which informs assessment for learning . Through identifying the gaps in children’s learning the teacher is able to set personalised targets for Maths, Reading, SPAG and Writing.

**Managing the learning**

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different learning. There may be several planned learning activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input.

It is important that while this is in progress children stay on task. This can be helped by:

* Having well organised and labelled resources.
* Taking time to train children in procedures.
* Making sure that children are aware of what they must do when they have completed an activity.
* Children using their resilience skills to challenge themselves and work independently.
* Providing an orderly, purposeful environment in which pupils are not afraid to express their ideas, ask questions, and work together.
* Ensuring an orderly and efficient approach to teaching and learning.
* Setting useful classroom routines, including procedure for homework .
* Ensuring pupils apply themselves to work with purpose and self-confidence.

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

**All adults within the classroom contribute and support the learning through:**

* Reinforcing the learning using models and images where appropriate.
* Understanding the needs of all the children in the class through access to assessment data and planning.
* Being flexible in their approach to supporting children.

**Planning**

Our long term planning reflects the learning, skills and themes covered over the year by each year group.

Medium term plans operate every half term or term for all subjects, identified in subject schemes of work folders and outlining: learning objectives to be covered each week; reference to the primary framework of national curriculum.

Short term planning will:

* Show learning objectives.
* Success criteria.
* Showing support and challenges for age related learning tasks.
* Indicate what teaching assistants will do.
* AFL strategies.

**Monitoring and Evaluating the teaching and learning**

Staff development needs will be identified in line with this policy, Performance Management and Continued Professional Development. The teaching and learning policy has been formed to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. The SLT aims to seek out and model best practise and develop staff through dialogue, coaching, training, mentoring and supporting each other.

In order to provide a clear picture of the quality and consistency of practise across the school, when evaluating teaching and learning in the school it will be monitored and evaluated through:

* Monitoring the quality of teaching and learning, providing effective feedback with targets to develop within a given timescale.
* Sharing pupils work throughout school and discussing quality.
* Talking to children; their views about how they learn best are important to us.
* Monitoring the quality of books for all classes with the school against agreed criteria developed through consultation of School coordinators and LEA advisors.
* Internal moderation of pupils work.

**Role of Governors**

Our governors support, monitor and review the school’s policies on teaching and learning.

In particular they:

* Support the use of appropriate teaching strategies by allocating resources effectively;
* Ensure the school buildings and premises are effective in supporting successful teaching and learning;
* 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 teaching and learning policies through the self-review processes. These include the head teacher’s reports to governors and the work of the curriculum and school improvement committees;
* To monitor the policy in the school through involvement in accompanied learning walks enabling them to evaluate its overall effectiveness;
* To review the impact of outcomes in supporting teaching and learning within the classroom;

**Role of Parents**

We believe that children are more successful when families and school work in partnership. School relies on parents and carers to ensure children come to school ready to learn. School has a responsibility to ensure that the learning opportunities in school help develop a child’s full potential.

Communication is vital in this partnership and there are a wide range of strategies to support it:

* Home link books.
* Weekly newsletter (NJS).
* Half termly Parent Action Group Meetings (PAG).
* Website.
* Parent volunteers.
* Parent’s evenings.
* Sending an annual report to parents in which we explain the progress made by each child and indicates their next steps for learning.
* Evening workshops for parents.
* Termly open lunch workshops.
* Structured conversations for vulnerable learners.
* Termly attainment report.

**Review**

The Head Teacher and staff will review this policy on a regular basis. Any suggested improvements will gladly be presented to the Governing Body