****Newport CE Junior School

Teaching and Learning Policy

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| Date Policy Written and Agreed by Governors: | Date of last review: | Date of next review: |
| January 2016 | September 2023 | September 2025 |

**‘We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God’s love they can make a difference to the world around them.’**

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 are committed to ensuring that our broad and balanced curriculum is challenging, engaging and enriching for all pupils, whatever their starting points.

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.

Teaching and learning is at the heart of everything we do and underpins our mission statement goals;

Mission Statement

* Ensure that children are safe and demonstrate compassion for others.
* The school and it’s community work together to promote mental health and wellbeing and ensure that everyone feels respected.
* Unify the school family enabling it to flourish through collective worship, inclusive extra-curricular provision and a broad balanced curriculum.
* Encourage inclusively high expectations enabling children to personally and academically thrive.
* Deliver an inspirational, creative curriculum to meet the needs of our aspirational children.
* Ensure that children and adults acquire and apply knowledge that gives them the courage to fulfil their aspirations.
* Create an environment that builds confidence for the school family to grow resilience.
* Enable children to persevere on a journey of social, moral, cultural and spiritual growth.

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| Compassion  A curriculum which helps us to respect diversity, to show tolerance and put others first. | Courage  A curriculum that encourages us to be brave, resilient and face up to challenges. | Community  A curriculum which promotes respect for diversity. | **D:\seth\learning tree2.png**  The Learning Tree. |

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# 1. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils’ learning at all times:

3.1 Teachers

Teachers at our school will:

* Consistently follow the expectations for teaching and professional conduct as set out in the [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards)
* Actively engage parents/carers in their child’s learning for example through messages on our website, in home link books and reading diaries and through homework.
* Update parents/carers on pupils’ progress termly and produce an annual written report on their child’s progress
* Meet the expectations set out in the Child Protection Policy, Behavior Policy and Curriculum Policies.
* Respond to mental health needs of children throughout the school day with Calm Brain

3.2 Support staff

Staff at our school will:

* Know pupils well and adapt support to meet their individual learning needs
* Support teaching and learning with flexibility and resourcefulness
* Use agreed assessment for learning strategies
* Use effective marking and feedback as required
* Engage in providing inspiring lessons and learning opportunities
* Feedback observations of pupils to teachers
* Ask questions to make sure they’ve understood expectations for learning
* Identify and use resources to support learning
* Have high expectations and celebrate achievement
* Demonstrate and model themselves as learners

3.3 Subjectphase leaders

Subject leaders at our school will:

* Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
* Sequence lessons in a way that allows pupils to make good progress from their starting points
* Drive improvement in their subject, working with teachers to identify any challenges
* Ensure subject knowledge is strong
* Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
* Improve on weaknesses identified in their monitoring activities
* Create and share clear intentions for their subject
* Encourage teachers to share ideas, resources and good practice

3.4 Senior leaders

Senior leaders at our school will:

* Have a clear and ambitious vision for providing high-quality, inclusive education to all
* Celebrate achievement and have high expectations for everyone
* Hold staff and pupils to account for their teaching and learning
* Plan and evaluate strategies to secure high-quality teaching and learning across the school
* Manage resources to support high-quality teaching and learning
* Provide support and guidance to other staff through coaching and mentoring
* Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff’s practice and subject knowledge
* Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
* Address underachievement and intervene promptly

3.5 Pupils

Pupils at our school will:

* Take responsibility for their own learning, and support the learning of others
* Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
* Be curious, ambitious, engaged and confident learners
* Know their targets and how to improve
* Put maximum effort and focus into their work
* Complete home learning activities as required

3.6 Parents and carers

Parents and carers of pupils at our school will:

* Value learning
* Encourage their child as a learner
* Make sure their child is ready and able to learn every day
* Support good attendance
* Participate in discussions about their child’s progress and attainment
* Communicate with the school to share information promptly
* Provide resources as required to support learning
* Encourage their child to take responsibility for their own learning
* Support and give importance to home learning

3.7 Governors

Governors at our school will:

* Monitor that resources and funding are allocated effectively to support the school’s approach to teaching and learning
* Monitor the impact of teaching and learning strategies on pupils’ progress and attainment
* Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
* Make sure other school policies promote high-quality teaching, and that these are being implemented

# 2. Planning

Lessons will be planned well to ensure good short-, medium- and long-term progress. Subject leaders produce medium term planning that includes carefully planned teaching sequences with clear objectives and success criteria.

Long term planning is available on the school website for parents and carers.

# 3. Learning environment

When pupils are at school, learning will take place in their classrooms.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

* Working walls that support knowledge development across the curriculum,
* Accessible resources for learning such as books, scaffolds and other equipment
* A seating layout that allows everyone to see the board and participate
* Displays that celebrate and support pupils’ learning
* Children will be sat in mixed ability groupings

# 4. Adaptation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:

* Pupils with special educational needs and disabilities (SEND)
* Pupils with English as an additional language (EAL)
* Disadvantaged pupils

We may for example:

Using support staff effectively to provide extra support

Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress

* Providing writing frames and word banks
* Provide manipulatives
* Provide images

**5. During Lessons**

During lessons we will see:

* Quality subject knowledge and use of expected vocabulary.
* Reading skills being taught and developed as a priority.
* Active teachers, mobile around the classroom carrying out ongoing assessment. Lessons are well paced.
* Effective adaptations.
* Well pitched lessons.
* Feedback impacting on pupil progress.
* Inclusive offer meeting the needs of all vulnerable groups.
* Staff modelling to pupils
* Children independently accessing support
* Self evaluation impacting on pupil progress.

# 6. Homework

Homework, will support pupils to make the link between what they have learnt in school and the wider world. It’s most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on the school website.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

# 7. Marking and feedback

Feedback will clearly explain to pupils what they’re doing well and what they need to do next to continue to improve their work.

It will be given in accordance with our Marking and Feedback Policy.

We know that Live Marking has most impact on pupil progress.

# 8. Assessment, recording and reporting

We will track pupils’ progress using a combination of formative and summative assessment.

We will provide termly verbal reports against these at parents’ evenings. Pupils will receive a written report annually.

# We use assessment for learning strategies within our lessons for ongoing assessment.

# 9. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Curriculum leaders will monitor and evaluate the impact of teaching on pupils’ learning through:

* Conducting learning walks
* Termly pupil progress meetings
* Pupil Voice
* Planning scrutinies
* Book scrutinies

# 10. Review

This policy will be reviewed biannually.

# 11. Links with other policies

This policy links with the following policies and procedures:

* Behaviour policy
* Curriculum policy
* SEN/SEND policy and information report
* Marking and feedback policy
* Assessment policy
* Equality Policy