

# Jennett's Park CE Primary

## Teaching and Learning Policy



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## Jennett's Park CE Primary Teaching and Learning Policy

*'Education is not the filling of a pail, but the lighting of a fire.'* (W.B.Yeats).

### Rationale

All children and young people have a right to a primary education, which should be free. Our aim is that learning at Jennett's Park CE Primary School should empower children. It should celebrate success and progress for all, and be part of our role as heart of the local community.

The purpose of this teaching and learning policy is to state clearly the factors that we feel are important in influencing the effective learning of the pupils in our care, to create a shared ethos among the staff and to give a consistency of approach across the school. It pervades every aspect of school life. We ask ourselves often 'What do our children need to do in order to be successful citizens and global contributors?'

### High Expectations

Our expectations are very high because our learners deserve the very best. High expectations are flattering; they tell our students that we fully believe they have what it takes to achieve the things we want them to achieve. Low expectations convey the opposite: that they can't achieve, can't behave, and can't get along with each other. High or low, achievement and behaviour moves in the direction of the expectation.

We set three types of high teacher expectations: academic (attainment and progress), behavioural (learning behaviours and conduct) and social (how the students interact with staff and each other). We are trained to give our children the best and to provide learning opportunities and experiences that maximise learners' progress.

### Our Vision

Our vision is for children at Jennett's Park CE Primary School to be:

- Happy, nurtured and inspired to achieve their best.
- Lifelong learners with a thirst for knowledge.
- Able to make informed decisions about the important things in their lives.

We believe children are entitled to:

- Learning that is a rewarding and enjoyable experience for everyone.
- A rich and varied learning environment that allows them to develop their skills and abilities.
- Experience a range of teaching strategies because people learn best in different ways.

We know children learn best when they:

- Feel the atmosphere in school is welcoming.
- Feel safe and secure.
- Feel valued and have a sense of belonging to the school.
- Are involved in their own learning.
- Are supported through difficult times.
- Are encouraged to make mistakes as learning points towards success.
- Know there is respect for people, belongings and the building.
- Know genuine interest and encouragement is shown and efforts valued.
- Know equal opportunity exists regardless of religious belief, culture, gender or disability

### Raising Standards

Learning is the purpose of the whole school and is a shared commitment, striving relentlessly for the best outcomes and impact. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis, therefore, any attempt to raise standards in our school must be focused on the classroom. We work with the Challenge 10 toolkit in mind ( from Mike Fleetham)

**Relationships-** how are you maintaining and building effective learning relationships with pupils and between pupils?

**Self efficacy-** How are you encouraging perseverance to be resilient, determined, independent, gritty and focussed on goals?

**Collaboration-** what opportunities are you providing for pupils to work together towards a common goal?

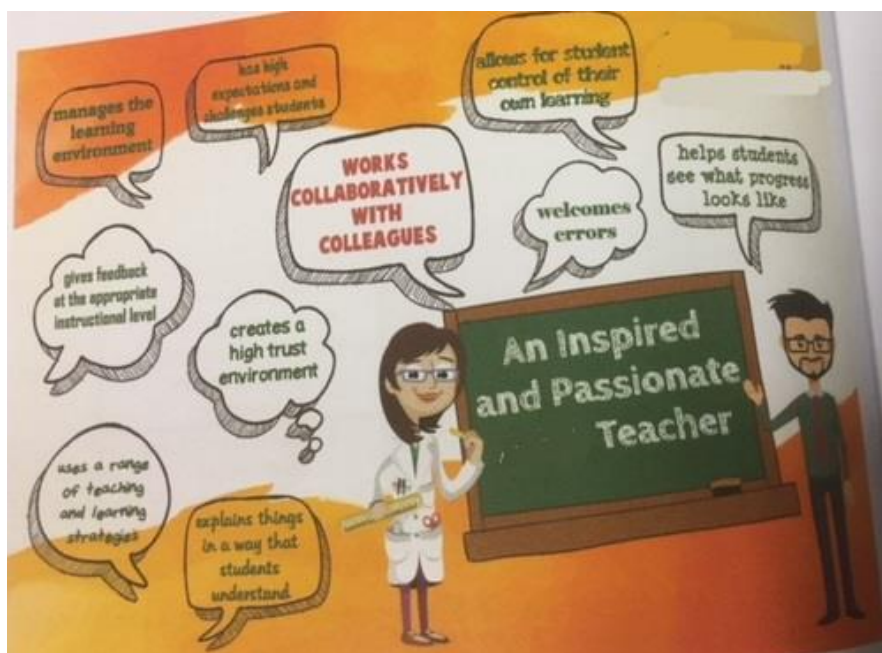
**Peer T & L** -How are you facilitating pupils being able to teach each other?

**Feedback-**In what ways do you offer feedback that is immediate, relevant, meaningful and actionable?

**Active Learning-** In what ways are you enabling pupils to physically, intellectually and emotionally engage with their learning?

**Visual Learning** – In what ways have you designed activities so that pupils get to access, process and express their learning using images?

**Higher Order Thinking-** How have you challenged pupils with higher order questions and connections; analysis, synthesis and evaluation?



All staff reflect on their own strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually

improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.

Leaders at all levels at Jennett's Park CE Primary School ensure that teaching and learning is taken forward through robust quality assurance to provide consistency of teaching and learning across the school. Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.

The staff look at various aspects of school life:

- Ethos
- Relationships
- The Curriculum
- Learning Environment
- Pupil Progress

We moderate our judgements using a variety of methods including learning tours, book scrutiny, pupil interviews, staff questionnaires, lesson studies and parent surveys.

### **Pupil Voice**

Pupil Voice in our school is very strong and children are given many opportunities to influence their learning through the School council, twice yearly questionnaires and Year 6 student meetings.

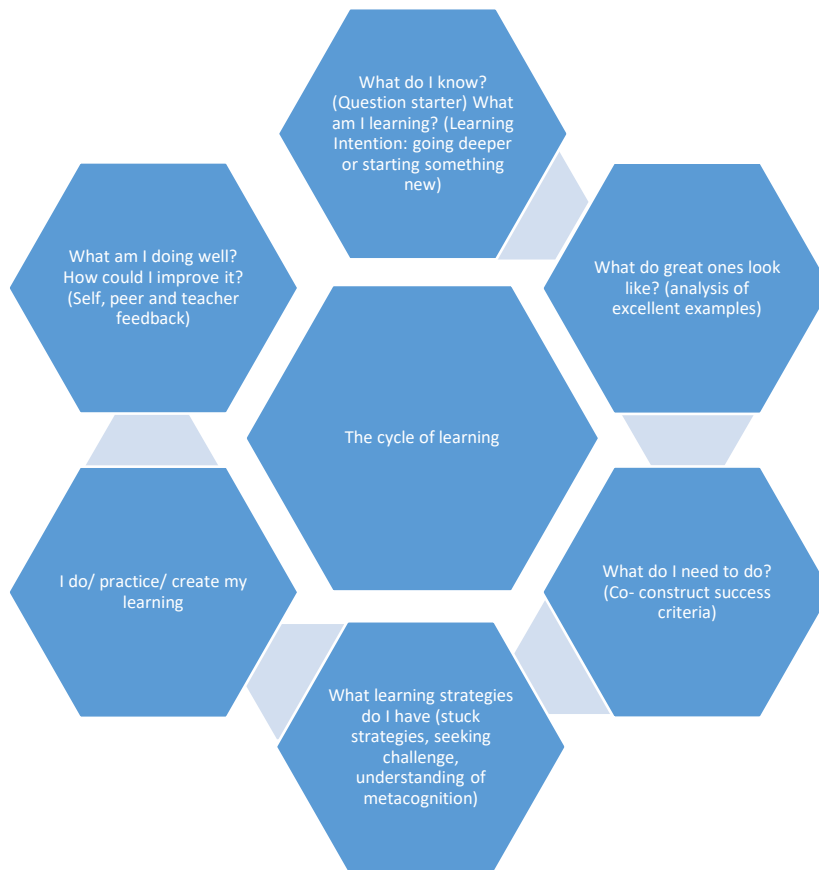
### **Successful Teaching**

Successful teaching is:

- Confident; teachers have a clear understanding of subject knowledge and setting objectives.
- Characterised by high expectation; there is optimism, positivity and a high expectation of success.
- Well-planned; there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils.
- Well-paced; there is a sense of urgency, driven by the need to make progress and succeed.
- Interactive; pupil contributions are encouraged, expected and extended.
- Characterised by high quality oral work
- Informed by assessment outcomes

We deploy teaching and learning assistants, and other adult helpers, as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Children may sometimes work in small intervention groups outside the classroom with an adult to boost their learning.

**Effective Learning**



Effective learning results in:

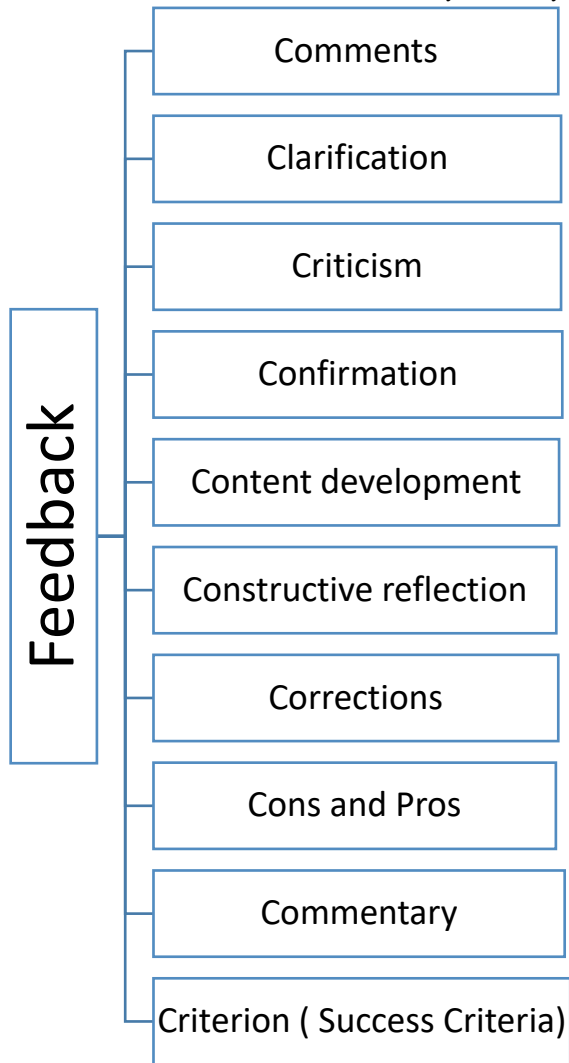
Knowing you have succeeded	Explaining what you have learned	Applying it to other situations
Teaching it to someone else	Feeling you can do more	Feeling good about yourself

**Effective Feedback**

The best feedback is powerful but can have varied impact on learning. Goals should therefore be specific and challenging in order to keep us in the stretch area of learning. This 8 stage model reflects how feedback should occur:



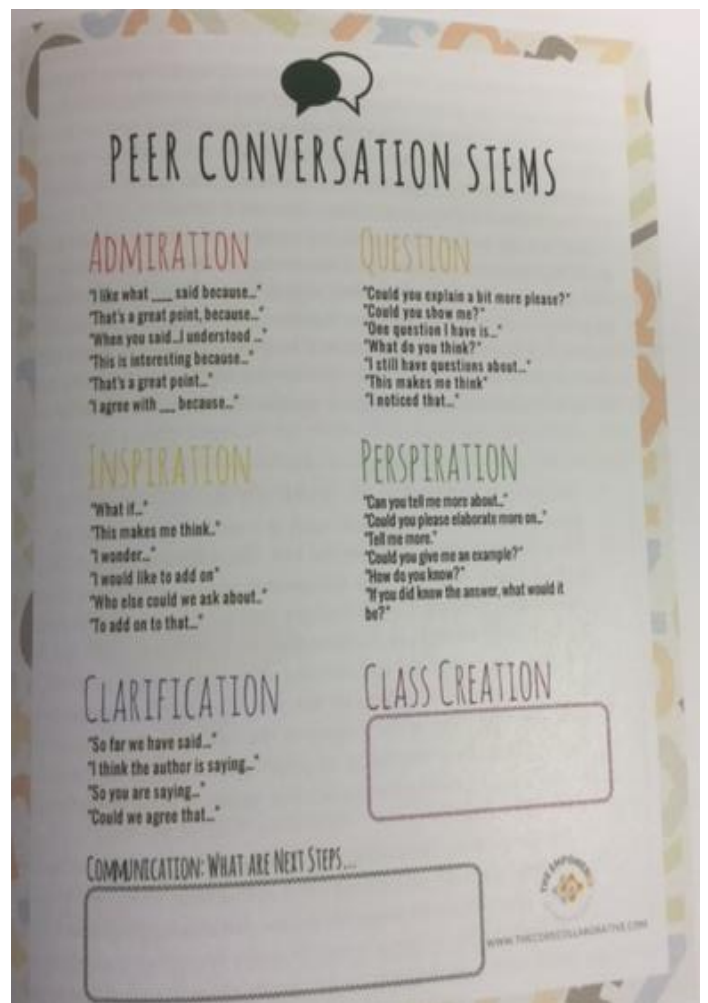
Feedback to a learner can take a variety of ways:



**Peer Feedback**

Feedback from peers is important at Jennett’s Park CE Primary School. This is led by the ABC model (Agree, Build on and Challenge).

<b>A – Agree</b>
<b>B – Build on</b>
<b>C - Challenge</b>



**Owl Learning Behaviours**

As a school, we have developed a set of values which reflect what we believe to be key attributes to being a successful learner. We encourage children 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.

**C - Collaboration**

**O - Optimism**

**P - Perseverance**

**P - Pride**

**I - Independence**

**C - Challenge**

**MD - Managing Distractions**



**5 BS – What can I use to help me with my learning?**

To further encourage our learners to gain independence and take responsibility for their learning, we guide them through the 5B's. These are displayed in our Key Stage 1 and 2 classrooms. This helps to support one of our Growth Mindset mantras – “I can't...yet” and supports our children to fully embody our Owl Learning behaviours.



Do I already know the answer or is this something I can decide myself?

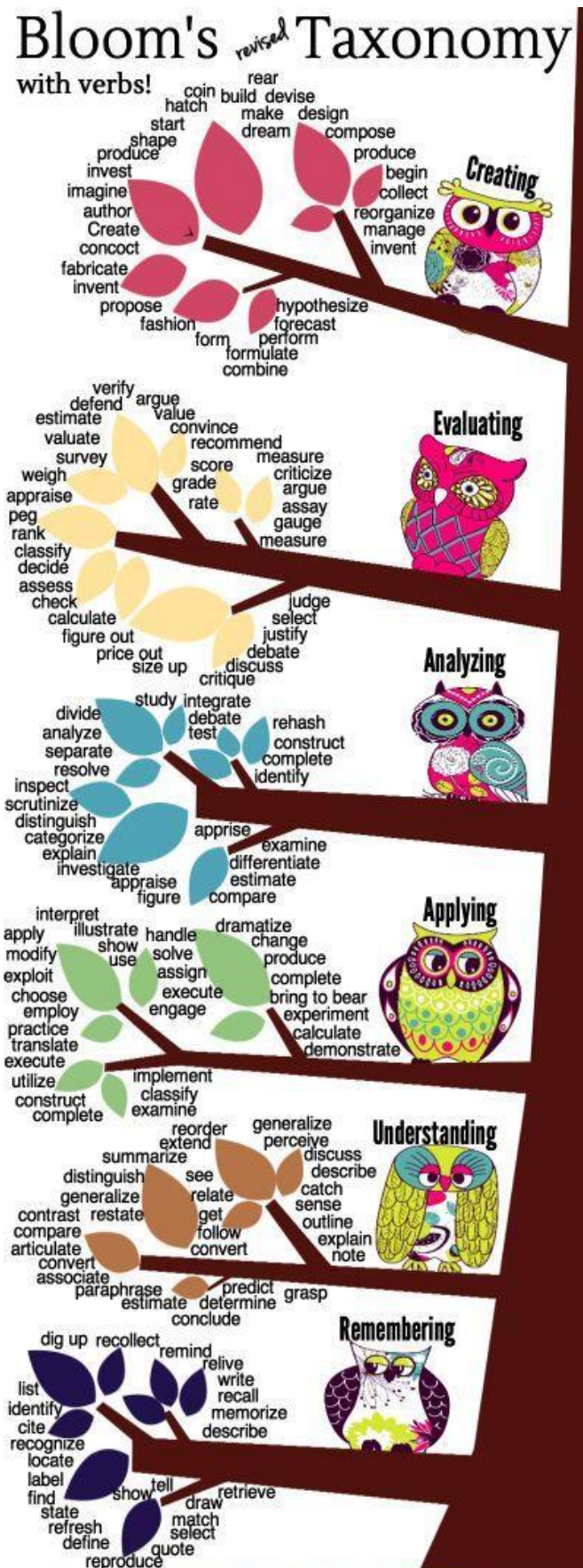
Can I look back through my book and find the answer there?

Is the answer somewhere in the room? Perhaps on display, or the whiteboard?

Can the person next to me help me? Or might my talk partner know the answer?

If I have tried all the other 'B's, then I can put my hand up but I must continue working.

Bloom's Taxonomy: Remember, Understand, Apply, Analyse, Evaluate, Create



We aim to ask a range of probing questions in our lessons that stretch children's thinking.



### Delivering the Best

For effective teaching to take place there are a number of 'ingredients' that we feel are needed. However, not all chefs use the same ingredients to produce a superb dish. The same principle applies to teaching. Teachers work the magic. Think outside the box... and sparkle!

<b>How do we deliver the best teaching?</b>	<b>How do we ensure the best learning?</b>	<b>What does 'doing it well' look like?</b>
<p>We have a strong knowledge of the curriculum and endeavour to develop links to the real world to flexibly deliver ideas across subjects.</p> <p>Our systematic approach to teaching looks to the end of the year and children's time in primary.</p> <p>We build good relationships that provide effective support for learning and allow us to challenge all learners.</p> <p>We know the children's starting points and what they need to learn.</p> <p>We make our teaching fun and encourage positivity.</p> <p>Lessons are organised, well prepared and encourage routines.</p>	<p>We are adaptable in lessons and provide positive and timely feedback to ensure that progress is made by all learners.</p> <p>We take risks and encourage others to do the same by offering support and challenge.</p> <p>We build learning environments with the children to be positive, inspirational and to share and support learning.</p> <p>We start topics with a bang and provide practical, real-life experiences in and outside the classroom to enthuse and inspire.</p> <p>We expect and celebrate high attendance to encourage children to take ownership of their learning.</p> <p>Our children understand where learning is taking them and know that mistakes help them to learn.</p> <p>Our parents are informed through positive and supportive dialogue.</p> <p>We have respect for all cultures and, in so doing, promote positive attitudes towards other people.</p>	<p>Classrooms have a buzz as children are engaged, motivated and enthused by their learning opportunities.</p> <p>Our teachers can appear invisible in some lessons as they facilitate and seamlessly adapt learning.</p> <p>Our children are confident with a can do attitude and can explain their learning to teach others.</p> <p>Our learning atmosphere is purposeful which leads to inquisitive, active learners.</p> <p>We make the best use of all lesson time with good pace and learning opportunities.</p> <p>Our students build successful learning habits and show our owl learning behaviours.</p>
<p>We believe in the children and enjoy celebrating their progress.</p>		