Castle Bromwich Junior School

Where together we can learn, work and succeed.

LEARNING AND TEACHING POLICY

Date – October 2024

Reviewed by – Mrs T Timms

Review date – October 2026

High expectations of all, for all in everything that we do.

Contents

School Values – The three As 3
The Curriculum 3
Effective Teaching 4
Effective Learning 6
Expectations between Teachers and Pupils 6
Teaching Strategies 7
Planning 14
Learning Outside the Classroom 15
Inclusive Strategies for Learning and Teaching 15
Assessment for Learning [see assessment for learning policy] 16
Record keeping 16
Behaviour For Learning 17
Behaviour Management 17
An Engaging Learning Environment 17
Supporting Learning 18
Policy Management 19

School Values – The three As

CBJS will provide a broad and challenging education to all children, developing them academically, socially and physically. We will support our children to;

Accept – accepting and being inclusive of all backgrounds and beliefs.
Adapt – adapting to challenges whilst having high expectations,

Aspire - aspiring to be the best we can in all that we do.

We will enhance strong links with our community and the families we serve. CBJS will strive to ensure our children are prepared with a strong focus on positive mental health and an aim to be well-equipped for successful lives.

These values are based upon promoting personal development and aspiring to achieve goals, equality of opportunity, a safe and healthy lifestyle, as well as an understanding and appreciation of others.

These values relate to:

- developing children as individuals, including spiritual, moral, social and intellectual growth and development;
- developing relationships, being able to get along with other, celebrating similarities and differences, in order to live happy and healthy lives to the good of the community and our society, which is shaped by the contributions of a diverse range of people, cultures and heritages;
- an appreciation of our environment, as a source of wonder and inspiration, that needs to be protected.

The Curriculum

Our curriculum policy (which should be read alongside this policy) is in line with the New National Curriculum 2014. To ensure that effective learning and teaching takes place in line with these expectations, we give pupils the opportunity to:

- Work in a variety of contexts;
- Work co-operatively and independently on their own and in a variety of groups;
- Experience a range of teaching styles;
- Work in conditions that are secure, clean, orderly, stimulating and safe;
- Work with sophisticated information processing systems;
- Benefit from constructive feedback;
- Be creative;
- Work on tasks that are challenging and stimulating.

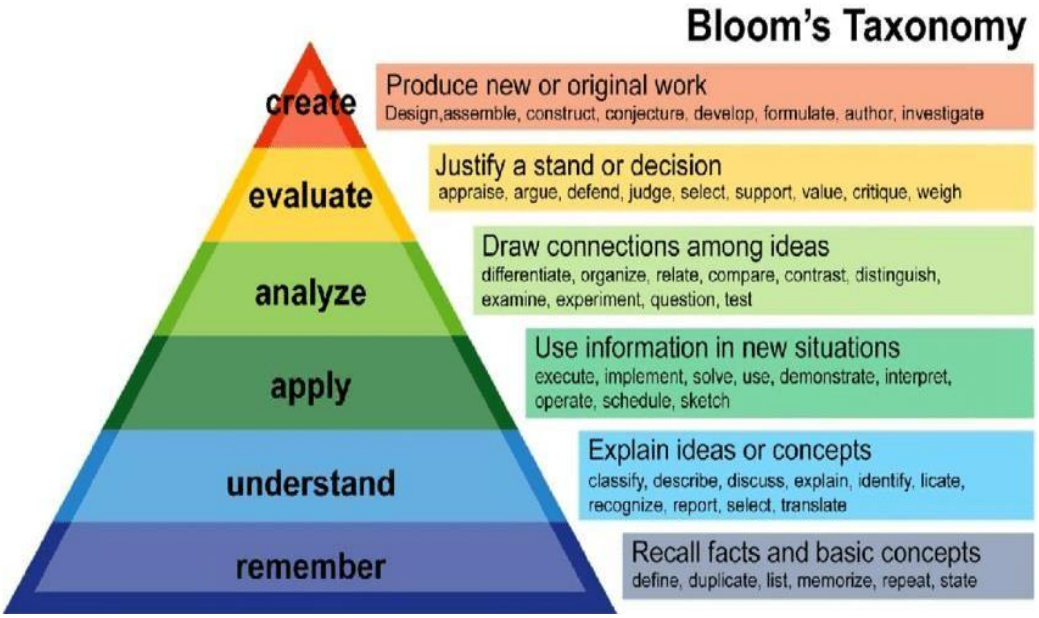
We believe that the key elements from these influences on our approach to learning and teaching are:
-

- A positive approach to pupil progress and personal development;
- Creating an emotionally secure learning environment for all pupils including the most challenging;
- A belief that all children can succeed;

- A need to make learning interesting, fun and for children to be active participants in their own learning;
- That the curriculum needs to be broad and balanced meeting the needs of all learners;
- That children need to be motivated and challenged by their learning experiences;
- That their learning needs to be supported by their family and the wider community;
- That children have equal opportunities to succeed and enjoy school regardless of their ability, gender or ethnic origin;
- That children are able to develop socially, morally, culturally and spiritually;

Promoting Thinking skills

Our curriculum encourages depth of understanding across all subjects. For us to ensure that our children are able to develop their thinking skills and have a deeper understanding of a subject, we are using the 'Blooms taxonomy' approach. This approach is a staged approach to enable breadth and depth of understanding. It is organised into the following stages:



Effective Teaching

Teachers at Castle Bromwich Junior School have the freedom to take risks, to experiment, initiate, innovate and make learning challenging and enjoyable.

Teachers should:

- Focus on the children as learners with clear learning objectives in every lesson. The potential outcomes should be shared with the children at the beginning, referred to during and reviewed at the end of the lesson. The learning outcomes form the basis of teachers' ongoing assessment **[see assessment policy]**;
- Make effective use of internal data (Insights)
- Have high expectations and be continually challenging;
- Have a well-organised classroom leading to a sense of purpose;
- Use a variety of teaching strategies, chosen to match the needs of the pupils, the purpose of the lesson and the intended outcome;

- Plan tasks matched to the age and ability of the children and cater for the range of ability in the class. All children should be able to make progress in every lesson. Assessment is an essential part of ensuring that work is correctly matched to the ability of the child;
- Use good quality resources matched to the needs of the children and appropriate to the intended outcome. These resources should be readily available and easily accessible;
- Manage children in a positive praising atmosphere, in which all children are valued. Positive relationships are an essential element in successful teaching and form the basis from which successful learning can take place;
- Give regular feedback to children on their progress. This can be done at the beginning of the lesson (making links to previous lessons), during (to keep the children on task) and at the end (as part of review). This feedback will be given to individuals, to groups and to the class and will be both oral and written [**see marking policy]**;
- Plan lessons, with a good pace and a clear structure, that includes direct teaching, time for independent working and review. It is important that the timings of the various activities contribute to the achievement of the learning outcomes;
- Use a range of questioning techniques to assess children's existing knowledge and to develop their learning;
- Provide children with clear structures for problem solving, for completing work and for challenging them to achieve at higher levels;
- Link individual lessons to a series of lessons that gradually build children's learning (learning journey). Progress should be made both within a lesson and across a series of lessons;
- Have the relevant subject knowledge to teach the required lessons. Teachers have access to the necessary expertise through their own training, the shared expertise of other teachers, particularly those in their own year group and subject leaders, and through continuing professional development. The school has a responsibility to give teachers opportunities to develop their subject knowledge;
- Model the learning process for children (Metacognition – see below). They should be enthusiastic about learning themselves and convey this enthusiasm to the children;
- Be reflective practitioners, continually evaluating the reasons for successful lessons and identifying how less successful lessons could have been better. This process is worth doing with other colleagues where possible so developing the school as a learning organisation.
- Tell children what, when, how and why and display this visually. Ensure key objectives and success criteria are referred to throughout the lesson.
- Ensure quality intervention and feedback are ongoing.
- Give tasks that involve decision making, exploration and investigation (Bloom's)
- Teach and model cursive handwriting in daily practice. Encourage high standards of presentation, effort and achievement.
- Ensure that support staff are deployed effectively.
- Teach in a mixture of individual, paired, small or larger groups and whole class teaching, depending on the task set, the outcomes sought, and the children's needs.
- Use displays and learning walls to celebrate and promote learning.

It is important that teachers and assistants share a common understanding of the characteristics of effective teaching and seek to incorporate these features into their teaching. It is also important that we have a clear understanding of what characterises effective learning and seek to promote these qualities in all children.

Effective Learning

We believe that pupils need to understand what good learning looks like and promote the 'L' for Learn in our SMILE acronym. The purpose of this is for the children to understand and demonstrate the skills enabling good learning and progress to take place. We use the SMILE Toolkit to support effective learning to take place. Staff use a wide range of structures from the toolkit to enable pupils to engage with learning **[see appendix 1].**

Children should be: -

- Interested in their lessons. They should be good listeners, well-motivated, able to concentrate and active participants in the learning process;
- Ready to learn, on task throughout their lessons, willing to ask questions and offer opinions and answers;
- Able to apply and use previous knowledge;
- Relate positively to other children and take pride in their work's appearance and its content;
- Show trust and respect for other people including teachers, assistants and supervisors, and be able to work cooperatively and collaboratively;
- Organised in their thoughts and in the way they use resources and personal equipment.
- Comfortable with a range of approaches, flexible in their own thinking and able to vary their responses to suit different circumstances;
- Understand clearly what is expected of them, respond accordingly and work well to achieve the planned outcomes for their learning;
- Good communicators, able to demonstrate their knowledge and understanding, orally and in writing, to a variety of audiences;
- Able to work to time constraints and deadlines;
- Able to sustain interest and serious minded study over an extended period where necessary.

Expectations between Teachers and Pupils

An essential element of effective learning and teaching is to establish clear expectations of the children usually in consultation with them. Clear expectations can work both ways and teachers may like to consider asking the children what they expect of their teacher.

A joint approach of this type might result in lists like these:

Our teacher expects children to:	The children expect the teacher to:
Listen when he/she is talking	Treat us as individuals
Avoid laughing at others when they make a mistake	Be fair and not take sides
Always do their best and put effort into everything	Listen to our problems and help us
Have a good attitude to learning and not disrupt others	Be kind and caring
Avoid interrupting when others are speaking	Explain the work carefully
Respect others and their belongings	Be patient if we don't understand
Be kind and helpful to others	Make our classroom a happy and fun place to be
Be honest and truthful	Be firm but always fair
See others' points of view	Mark our work quickly
Look after the classroom and keep it tidy	Be prepared for lessons and be on time

Teaching Strategies

At Castle Bromwich Junior School we use a variety of strategies for effective teaching and learning. It is school policy to vary the use of these strategies to ensure effective learning.

Questioning

Linked to Bloom's taxonomy, questioning can help facilitate learning by: -

- Focusing attention
- Arousing interest
- Stimulating thinking
- Finding out what children know
- Engaging everybody in discussion
- Probing understanding
- Diagnosing difficulties and misunderstandings
- Helping to make learning explicit

Question should encourage creativity and persistence in thinking and learning.

Open-ended questions

Closed questions have a purpose for testing recall but learning will be enhanced if teachers improve their use of open-ended questions. Examples of open-ended questions that invite children to think are: -

- What do you think…?
- How do you know…?
- Why do you think that…?
- Do you have a reason…?
- How can you be sure…?
- Is this always so…?
- Is there another way/reason/idea…?
- What if…? What if… does not…?
- Where is there another example of this…?
- What do you think happens next…?

Allow thinking time when using questions that are open-ended. Increasing waiting time will result in children giving longer answers, enable more children to offer answers and result in children becoming more thoughtful and creative. Alternatives to Questions

- Withhold judgement [respond in a non-evaluative fashion; ask others to respond]
- Invite children to elaborate [say more about…] Challenge children to provide reasons
- [give reasons why]
- Make challenging statements [supposing someone said…]
- Use think, pair, share – [talk partners allow thinking time, discuss with a partner then with a group]

- Allow rehearsal of responses [try out • Don't ask for show of hands [expect the answer in your head or with a everyone to respond]
  partner]

Staff are encouraged to promote and model the Tower Hamlets sentence stems to support children's responses to questions.

Explanations

Explanations are a very important aspect of effective teaching and learning. They can help to clarify understanding at their best or they can sometimes confuse or puzzle the learner. Good explanations often contain some of the following elements:

- Structure; ideas are broken down into sections and linked together logically.
- Good subject knowledge; the teacher knows what they are talking about.
- Adaptation to the audience; language is carefully chosen.
- Use of exemplars; the explanation is illustrated with examples related to learners' existing knowledge.
- Engaging learners and supporting understanding; visual aids, analogy and metaphors; graphic organisers [e.g. charts and tables].
- Responsiveness to feedback; explanations are amended in the light of feedback from the learner.
- Effective use of voice and body language; delivery sustains attention and interest.
- Length; to the point and fairly brief, broken up with questions to check understanding.
- Explicit instruction (the activities teacher orchestrate to effect learning) is a metacognitive strategy that can improve pupils learning.

Scaffolding

Scaffolding involves offering support when new ideas and concepts are introduced. Examples of this are:

- Slow Writes, Modelled, Shared and Guided Writing; • Support through frameworks and prompts;
- Working alongside groups and individuals.

The teacher is sensitive to the amount of support children need so that children don't become over dependent. Scaffolding the learning involves moving a child from dependence to independence as they gain in expertise.

Demonstration and modelling

Demonstration and modelling are key learning and teaching strategies that support children's learning to take them from what they know into new learning. Teacher modelling involves the teacher explicitly demonstrating skills while, at the same time, describing what they are doing and why they are doing it. This is a metacognition strategy of my turn, our turn, your turn. It offers children the opportunity to;

- See and hear the process
- Ask questions if something is unclear
- Discuss what they have seen and heard with other children and the teacher • See that processes can be modified and corrected as they are undertaken Demonstration and modelling, as in shared reading and writing activities, are interactive teaching processes that involve investigation, experimentation and co-operation with other children as they all contribute and experiment with the taught skills.

In Mathematics, models -provide children with a picture or image to help them understand and set out the steps involved in finding a solution to a problem. Demonstration should be short, clear and precise.

Learning Styles

In order to respond to children's different learning styles and to give them a variety of experiences, teachers need to plan for a range of different types of learning opportunities. Lessons can be varied and interesting to engage children in using visual, auditory and kinaesthetic modes [VAK]. Different subjects can promote and develop particular ways of learning. Mixing different types of materials, elements and explanations can aid children's attention and help them learn more effectively.

Visual learning takes place through seeing pictures, charts, diagrams, video, ICT images, demonstrations and the written word.

Auditory learners learn best through listening including both listening to explanations and taking part in discussions. They also enjoy giving oral presentations.

Kinaesthetic learners learn best when physically engaged in a task. Role-play, simulations and practical tasks appeal to these learners.

All children should experience a range of different learning styles if they are to develop well as good learners in all situations.

Co-operative Learning

Many of our lessons include elements of 'cooperative learning', where activities are carefully designed so that the combined efforts of children of differing abilities result in excellent progress for all children involved. This approach is based on the work of Dr Spencer Kagan and encourages staff to consider how learning activities:

a) encourage pairs or groups of pupils to work effectively together; [best practice is that children are ability numbered and 1 and 3 support each other and 2 and 4 children do not their ability number but instead respond to seating number/place or shoulder partner/face partner]
b) expect children to share their work or ideas with a partner, group or the whole class;
c) allow equal time for children of different abilities to contribute;
d) allow as many children as possible to be involved in learning at the same time.

Staff are made aware of the cooperative strategies that can be used such as time pair share and round robin.

Cooperative learning will support stages 4 and 5 of the seven step model. This will give staff and pupils the opportunity to practice and embed the learning. Examples as recommend basics to use initially [not exhaustive] are below.

7 step	Cooperative learning	Definition	Worked examples
Memorising the strategy	Timed pair share	This is used for giving longer answers/explanation	Maths – what are the 3 mistakes most likely to make in carrying out column addition English – what is a fronted adverbial and can you give an example
	Mixed pair share	This is as paired share but involves movement to add energy to the room	
	Rally/Round Robin	To remember several short pieces of information or examples	English- synonyms for the word beautiful Maths= key vocabulary for fractions French- colour words PE- types of passes
Guided Practice Links with the my turn – this is the pupils turn ' our turn' to try this out.	Rally Coach	Children coach each other and reflect on responses [both children fulfil both aspects] Best at the start f a unit or plenary]	Maths- practice a written method and coach each other English- add a relative clause to the sentence and punctuate accurately PE- taking a shot at a goal and reviewing why it wasn't successful and coach other.
	Quiz quiz trade	Children coach each other and reflect on responses [both children fulfil both aspects] This is different as the children have more partners to share their learning with and adds movement to the lesson [randomised partners] Better when the children have some prior knowledge.	Maths- every child receives a different question relating to adding questions. Children pair up and take it in turns to answer each other's questions, coaching as necessary. Children then swap questions and find a new partner and repeat the process.

Metacognition

The official definition of Metacognition is:

'awareness and understanding of one's own thought processes'.

The three key strategies are teaching children how to:

- plan

- monitor

- evaluate

These can be introduced generically but are best taught through subject and task specific focuses.

The following 7-step model is used to explicitly teach metacognitive strategies:

The timings of the steps will vary depending on where pupils are in the learning journey. I.e. at the beginning of a unit activating prior knowledge will be a longer feature and may dominate the first lesson. At the end of a topic a greater emphasis will be on refection.

	NAME	DETAIL	EXAMPLE	POTENTIAL TIMING /Teacher pupils bias
1	Activating prior knowledge	Recapping prior learning	May be referring back to KWL grid concept map effective questioning, retrieval quizzes	5 minutes 
2	Explicit instruction	Telling them you are going to be doing - putting it into a context. Linking prior learning to today's learning Lesson objective	Maths- learning to recognise coins and notes- linked to practical skill for shopping English- learning fronted adverbials- because it adds more detail and engages the reader [as per the books you enjoy]	2 minutes 
3	Modelling of learned strategy	Recapping the learning of the lesson- giving examples of what you are expecting Showing what their intended outcome is	PE – i.e.– showing a video of how to throw a ball In maths - showing and looking at what they can see initially and what they can observe Show an example of the final multiplication that they are working to doing	2 minutes 
4	Memorisation of the strategy	Recapping the expected outcome/learning Task board to detail the steps to learning- first you should…. then……. Success criteria to be able to complete the task [max 3] key success criteria	Repeating back to staff what has been said . Telling their partner what is expected etc SEN sharing their task board	5 minutes 
5	Guided practice	My turn, our turn, your turn	Teacher models Group work with teacher direction Independent practice with teacher intervention as per AFL	10 minutes 
6	Independent practice	Children complete independently. Limited teacher intervention – may support individuals or small groups.		20+ minutes 
7	Structured reflection	Plenary -where possible children lead their own reflections [where did I succeed /where did I go wrong etc] Share with class/partner Could be a mini plenary in the lesson if a big concern is identified	Share with partner learning What did they find challenging What is their key take away that they can use in subsequent lessons	5 minutes 

Planning

There is an expectation in our school that learning experiences are planned most effectively when teachers work together collaboratively to adapt medium term plans. The driving force behind this process is the weekly year team meeting. However this approach will also involve teachers working at times with subject leaders as part of a key teacher network and also informally on a day-to-day basis reflecting on the success of aspects of the learning programme. Although teachers are part of a team approach, the weekly plan should be adapted to suit the needs of their classes, groups and individual children and should be adapted also as children respond in different ways to the lessons that have been planned. Although the year team will discuss the learning objectives as a whole group, teachers have the professional responsibility to plan their own lessons to meet their children's needs.

Effective and robust planning and assessment systems and the delivery of a creative, broad and balanced curriculum aim to ensure the inclusion and achievement of all children in our school. Subject managers and the Senior Leadership Team monitor planning.

Planning is structured into three phases which are: -

Long Term Planning

- The Skills and Knowledge continuum outlined in the National Curriculum. (Statutory in 2014)
- Teachers plan the year through topics using the curriculum overview, which reflects the pupils' interests and captures rich and meaningful learning opportunities.
- There are regular planned opportunities to apply skills across the curriculum from English and Maths lessons.

Medium Term Planning

- The medium term plans outline the scope and sequence of teaching over each half term for all subject areas, which include the spectrum of expected skills in their year group cohort
- Subject leaders have the responsibility to ensure that skills and experiences are built on to provide progression over the key stage, which is evident in the progression documents that staff use to support year group planning.
- In addition, detailed units of work are planned for in English and Maths (Bright Pi for Maths)
- Links between curricular areas are made explicit.
- Opportunities for learning outside the classroom are explored within units of work to deepen learning. This includes at least one educational visit outside the classroom, where possible.
- Opportunities are established for display, assessment and the celebration of pupils' work within the medium term planning.

Short Term Planning

- Teachers provide focussed and clear weekly and daily plans for both English and Mathematics. For the foundation subjects this is incorporated into the medium term planning.
- Learning objectives and success criteria are identified and demonstrate clear differentiation for groups and individuals within the class.
- Deployment of additional adults is made explicit.

- Weekly planning identifies independent activities and guided sessions. A guided session is where a group of children work for part of the lesson with the teacher or another adult.
- Plans demonstrate evaluation through annotations and notes.

Learning Outside the Classroom

It is an expectation that Teachers, as part of their classroom programme, explore and apply learning opportunities contextually outside of the classroom environment where appropriate.
We believe it is important to ensure pupils know how to manage themselves safely in their local community and know how to use public transport safely.

Key to the success of this will be:

- The use of the playground and school spaces beyond the classroom as a learning resource.
- The use of the local community.
- Opportunities to travel on the range of public transport available in and beyond the local community.
- Providing opportunities to enrich, extend and apply schoolwork through home learning.

Inclusive Strategies for Learning and Teaching

Teachers should plan to include all children in the learning. To meet the full range of abilities, teachers will need to differentiate by task, outcome, and expectation or through support. They need to be aware of the principles for inclusion in the national curriculum:

1. Setting suitable learning challenges.
2. Responding to pupils diverse learning needs.
3. Overcoming potential barriers to learning for individuals and groups of pupils.

When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from different social and cultural backgrounds, pupils from different ethnic groups and those from diverse linguistic backgrounds **[National Curriculum handbook]**.

Teachers should consider issues around inclusion at the medium and short term planning level and annotate and adapt their class plans accordingly.

Planning for Children with Special Educational Needs [see also SEND policy] This is most effective when:

- It is part of the process of planning for the whole school and is embedded in the usual planning formats.
- It emphasises what children will learn based on an assessment of what they can do and what they know and understand. Some children may need as a result of assessment to track back to earlier learning objectives.
- It determines the teaching methods that will be used; there is a balance of visual, auditory and kinaesthetic learning, a mixture of collaborative, independent and teacher-led work and consideration of the length of the task and a balance of open and closed tasks.
- It establishes how barriers to learning will be reduced or bypassed [e.g. by using pre-teaching, alternative methods of recording, concrete materials]
- A range of resources are used to support there needs including immersive reader, clicker 7, IDL maths, talk trackers, word banks, task boards etc)

Planning for Gifted and Talented [see also gifted and talented policy] This is most effective when:

- It is part of the process of planning for the whole school and is embedded in the usual planning formats.
- It allows for opportunities for children to address objectives more broadly by working at complex tasks which combine objectives or by applying objectives in less familiar contexts
- It allows for opportunities for children to access an objective at a deeper level by providing a greater degree of complexity or abstraction.
- It specifies more demanding criteria for learning outcomes and for assessing these such as using the Blooms Hierarchy to challenge children further.
- It provides for opportunities for children to work independently, including setting their own tasks, working with minimal support and extending ideas on their own.
- It provides for opportunities for children to make their understanding explicit, reflecting on and evaluating what has been achieved.

Assessment for Learning [see assessment for learning policy]

If assessment for learning is to be effective in promoting learning and raising standards it should:

- Be embedded in a view of learning and teaching of which it is an essential part.
- Involve sharing learning goals with children.
- Aim to help children to know and to recognise the standards for which they are aiming.
- Involve learners in peer and self-assessment.
- Provide feedback that leads to children recognising their next steps and how to take them.
- Be underpinned by the confidence that every child can improve.
- Involve both child and teacher reviewing and reflecting on assessment data.

In order to raise standards curriculum targets (from the age-related expectations - Insight) should be used to support assessment for learning.

At Castle Bromwich Junior School teachers give a positive response to pupils' learning by:

- Setting achievable targets.
- Supporting their development through self-assessment.
- Making constructive comments that focus pupils' attention on how they can improve as they are working.
- Adjusting planning as a result of ongoing assessments.
- Using a variety of assessment strategies including observation and discussion with pupils.
- Focussing on learning objectives when assessing work.

Record keeping

Class teachers are responsible for keeping an up to date a folder which include the following information:

- Information with medical and dietary needs
- IEPs and relevant and appropriate inclusion information
- Grouping information

Class Teachers are responsible for regular Assessment for Learning practices and the marking of books in line with the schools assessment and marking expectations.

Behaviour For Learning

Behaviour Management

The key to managing behaviour successfully even with difficult and challenging children is creating good learning opportunities for them and taking account of all their needs particularly their care, guidance and support. As well as implementing the school policy and guidelines on behaviour teachers should be mindful of the following. Children's behaviour is more likely to be good when: -

- They feel that their teacher and other adults like and care about them as individuals.
- Learning is fun and engaging
- There is a positive and emotionally supportive environment.
- Parameters for behaviour are clear and unambiguous.
- The behaviour management system is overwhelmingly based on positive reward and recognition rather than sanction.
- Every child regularly 'feels' success and achievement.
- There are no favourites and no child ever feels victimised.
- The teacher is always fair and consistent.

Once the conditions for good behaviour exist maintain a culture in which every child wants to behave well. The quality of the personal relationship that teachers develop with every child and especially the most challenging is crucial. To create the conditions for successful learning teachers should pay children compliments, notice when they do things well, praise and speak kindly to them. We should do this especially for the most challenging children. This makes it easier to deal with poor behaviour when it arises.

An Engaging Learning Environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment, which reflects our school values, in which children are encouraged to be the best they can be.

We create a supportive learning environment by:

- Encouraging a 'can-do' culture – getting stuck should be seen as a learning opportunity. Scaffolding is provided, and problem solving strategies taught to ensure children know how to move on with resilience and resourcefulness. Pupils are actively taught the importance of moving towards a Growth Mindset.
- Provide opportunities for success for all children by pitching and differentiating lessons appropriately
- Supporting and challenging learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of their learning, including ICT.
- Celebrating achievement and valuing effort in the display and presentation of children's current learning across the curriculum in shared areas

- Promoting an appropriate atmosphere for learning where children are encouraged to ask questions
- Making expectations and boundaries clear by describing the behaviours we want and challenging all inappropriate behaviours
- Effective use of working walls
- Resources are stored in easily accessible places, visually labelled, with a system manageable to both children and teachers for distribution and collection. The system used should encourage pupil independence and initiative.
- Using Wow Days to inspire pupils at the start or at a key point within a unit. These can sometimes be the culmination of learning. Often Wow days would be in school, sometimes involving visitors and sometimes involve visits to local destinations that can support learning in a particular topic.

Supporting Learning

Teaching Assistants

Each class in lower school has an assigned teaching assistant; teachers and the SENCo are responsible for the effective direction and deployment of TAs and LSAs to support learning. Teachers and TAs discuss planning and feedback daily to ensure learning intentions and activities are clear. TAs work with a variety of children across the week and many are trained in the implementation of second and third wave intervention programmes.

Teachers need to identify a clear role for other adults supporting learning in their classroom. When teachers work directly with teaching assistants or learning support assistants, levels of responsibility for individuals and groups need to be established over time and on a daily basis. Their role needs to be targeted at the learning of pupils with clear expectations and outcomes.

Working with Parents

Parents and carers are vital to, and considered as partners in children's learning and progress: we strive to involve them. We have an open door policy, which encourages parents into school to become partners in their child's learning.

Our home/school agreement provides further details of our working relationship.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future.

Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to have DBS clearance before starting work.

Professional development

Teachers are responsible for maintaining excellent subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. Teachers are expected to attend courses, observe good practice, and build and disseminate knowledge and best practice. Weekly CPD and inset days are used to disseminate best practice in teaching and learning.

Monitoring

The Senior Leadership Team are responsible for monitoring the standards of teaching and learning, for supporting colleagues, being informed about current developments and for providing a strategic lead and direction in the school. The SLT are responsible for school

Self evaluation and use monitoring and evaluation of teaching and learning to identify the strengths and weaknesses in the school, in order to drive school improvement.

Year leaders are responsible for supporting their year teams with the day to day running of their year group. They ensure that all school developments are being implemented and support the staff in their teams to do this to a good standard.

Subject leaders oversee their subject area across the whole school and support the staff in teaching a progressive and engaging curriculum. They are responsible for ensuring there is full coverage of the national curriculum in their area. They monitor the progress in their subject area and use this monitoring to improve standards and support with staff CPD.

The implementation of the policy will be monitored through:

- Lessons observations
- Planning scrutiny
- Book Scrutiny
- Pupil progress reviews
- Pupil Interviews
- Parent surveys and feedback following RoAs, consultations and reports.

Equal Opportunities

Our aim is that every child is given the opportunity, and support, to learn and develop their potential in every area of school life regardless of sex, race, ability, social class, religion or appearance.

Home Learning opportunities

- Times Tables Rockstars (TTRS)
- Century Online Homework tool
- Spelling Zappers
- Home reading (and Bookworm)
- occasional projects
- additional Y6 preparation for SATS

Policy Management

This policy should be read in conjunction with the already identified policies.

All members of the school community have a responsibility for the implementation of the policy including Governors, School staff, Pupils and Parents.

Monitoring and Evaluation of the policy

The policy is reviewed biannually by the SLT and the Curriculum Committee

Policy Adopted: October 2024 *(Date)*
Signed: **T A TImms**
Name: Tristi Timms
(Please print)
Review date: October 2026

Appendix 1	Initiative/Toolbox component.	Action into Practice
Socialise	Restorative Justice	All staff to use these strategies as appropriate and as needed
	Co-operative learning	Not evident in every lesson but should be planned for some [twice a week] and then used in addition as part of staffs' AfL
	Relax kids	Staff to be mindful of the strategies taught in Relax Kids session. Allowing and encouraging use of the resource box
	Giving cards	Introduce and promote Giving Cards with children Support children in finding opportunities to give these cards
	Clubs	Engage vulnerable children in appropriate clubs, e.g. struggling with relationships Staff to use Participation document to fill gaps and ensure opportunity
	Paired reading	Form appropriate pairings, e.g. to support need or potential friendships Teach and allow opportunities for socialising as well as reading
Move	30:30	Physical activity is a noticeable part of lessons Target sedentary children to have some levels of physical activity within lessons Ensure lessons are brain friendly, allowing opportunities to get oxygen to the brain
	Daily mile	Staff to aim to compete 3 times a week, with a focus on children achieving their own personal best Staff to model and participate, showing expected behaviours
	Clubs	Staff to reflect on participation document to select vulnerable groups All children to have the opportunity to be active and engage
Interest	Topics	Plan creative engaging lessons that stimulate interest and engagement. Offer experiences that extend and enhance the children's learning
	Children's University	Promote the opportunities for out of school learning with children and parents To make sure our university is diverse and matches children's interest and needs Staff to manage the systems and ensure the hours coming in are logged.
	Clubs	Broad range of clubs that derive from children's interest

		Target pupils that would benefit from clubs Make sure that the clubs are well used and are full.
	Book doors	Classes to complete termly to engage the children with the book they are studying
	Bookworm	Staff to track home reading as well as reading in school Use Bookworm tracker regularly (at least weekly) To reflect on reading and reward children as appropriate
	Use of library	Use your slot weekly to promote the interest of reading
Learn	Growth mindset	Children are aware of what Growth Mindset is Phrases to be used in lessons as part of daily teaching Mistakes to become part of the learning process Allow children time to reflect on answers
	Resilience	As above
	Blooms	Planning in lessons to explore deeper thinking Use of Blooms table to prompt where applicable
	Co-operative learning	Where appropriate, use mixed abilities groups to support children
	Timestable Rockstars/Timestar	Re-introduce TTRS to classes Complete baseline tests 3 weekly sessions planned into timetable Weekly certificates for top 3 coin earners
	Paired reading	Evident once per week across year groups Children to learn from someone in another year group
	Use of library	Half an hour session evident each week on timetables Possible to use session within lessons (e.g. use for Book Talk, research) when applicable
Engage	Growth mindset	Allows children to take ownership of learning Makes children more open to learning and embrace challenge
	School sport	Engaging children that aren't academic Teaching how to be competitive in a healthy environment Opportunities for all in sporting events, to develop a sense of pride
	School jobs	Develop a sense of responsibility within the school community All children in classes to be given a job within their classroom
	Curriculum developments	Lessons are planned to engage all pupils

	School council	Gives the children a voice to engage in current developments of our school Ensure staff teachers allow children to lead their school council meetings, supporting children through the process
	Resources	Ensure children have access to equipment in the classroom to support their learning
	Bubble time	Children feel heard and listened to Staff to respond promptly to ensure children feel heard, building the relationship

	Low		Secure			High
	Remember	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Aim	*Find out what the child knows or can recall.*	*Find out what the child understands.*	*Support the child in solving a problem.*	*Support the child in breaking information into parts*	*Support the child in reflecting on main ideas and their work .*	*Support the child in reusing known information in other situations and choosing alternative approaches.*
Skills	observation and recall of information knowledge of dates, events, places knowledge of major ideas	understanding information grasp meaning translate knowledge into new context interpret facts, compare, contrast order, group, infer causes predict consequences	use information use methods, concepts, theories in new situations solve problems using required skills or knowledge	seeing pattern organization of parts recognition of hidden meanings identification of components	use old ideas to create new ones generalize from given facts relate knowledge from several areas predict, draw conclusions	compare and discriminate between ideas assess value of theories, presentations make choices based on reasoned argument verify value of evidence recognize subjectivity
Question Cues	list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover	analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite	assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

			general statement? What might happen next? How do you know?		

Using Revised Bloom's Taxonomy