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**March 2024**

**GREAT MOOR JUNIOR SCHOOL**

**TEACHING AND LEARNING POLICY**

**AIM**

To achieve our school mission statement – for all members of the school community to work together to enable all pupils to develop as enthusiastic, confident and skilful learners.

**OBJECTIVES**

**To ensure:**

* There are high standards of teaching and learning throughout the school.
* All pupils make good progress across the curriculum.
* Children are fully engaged in learning.
* To provide a safe, happy, healthy and friendly environment, which enables children to develop their self-esteem and decision making skills enabling them to make a positive contribution to school life and beyond.

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school’s aims by:

**Creating an effective learning environment:**

* There is a positive, purposeful and friendly learning environment where all learners flourish.
* There are high expectations for all pupils in terms of effort, productivity and learning. Only work at the pupil’s highest standard will be accepted.
* Our school values are embedded in everything staff do and how they do it.
* Staff and pupils use the Zones of Regulation to have support their wellbeing and articulate how they feel. Strategies are used to try and support pupils back into the ‘green’ zone if they are not there.
* Equality of opportunity - every pupil is valued and there are positive relationships based on mutual respect.
* Children are well behaved. Good behaviour is encouraged and rewarded. Inappropriate behaviour is dealt with as per the behaviour policy.
* Excellent use is made of all resources including teaching assistants, other adults, technology and learning materials, which should be of the highest quality. The focus of teaching assistants during all parts of the lesson is clear and effective.
* Classrooms are tidy, inviting, stimulating and lively.
* Displays are up to date, relevant and follow the school’s policy.

**Non-negotiable elements for practice in all year groups**

**Planning and delivery of the curriculum:**

* Lesson introductions provide stimulus and variety to grab the children’s interest and include a clear explanation of the learning objective, links to AREs and prior learning.
* Teachers are aware of all pupils in their class with additional needs and which area of need from the SEND Code of Practice that these needs relate to. They are aware of how best to deliver their lessons for these pupils, in line with our SEND policy and our SEN Information Report.
* Effective use is made of success criteria during lessons and target setting for future teaching. The success criteria should be shown to the children and discussed, or selected by the children themselves. Children should know that they have met the learning objective when they have completed these steps.
* Lessons are interesting, stimulating and challenging for all pupils.
* The curriculum is relevant and purposeful.
* Teachers have good subject knowledge which is used to inspire children and build pupil’s knowledge, skills and understanding.
* Lessons are well structured and paced with effective use made of time – children have a sufficient amount of time to work independently on a given task.
* Teaching is organised with due regard to the 20:80 rule. There are plenty of opportunities for pupils to be actively involved in both thinking and doing.
* Key vocabulary is discussed and reinforced during the lesson. SEND pupils are given visual representations of tier 3 language which are relevant to the lesson.
* Lessons follow the ‘explain, model, practise/ develop’ structure.
* Teachers use a range of strategies to show and model learning to children. Questioning and responses are used to develop learning at all points during a lesson.
* Lessons are well planned and appropriately adapted based on effective, inclusive teaching and learning strategies. Children with SEND are given sufficient support to access the age appropriate curriculum and suitable adaptations are made to every lesson, in line with the school’s SEND policy.
* Learning objectives are based on the AREs, taught in a well-sequenced manner and at the right level.
* Lessons involve a wide range of resources and media where possible to help children learn, such as but not limited to: videos, songs, games, drama, working wall, talk partners, jotters.
* Children are given opportunities to make decisions about their own learning.
* A wide range of teaching methods and well prepared learning activities which suit different learning styles and include lots of first hand and investigative experiences are provided.
* Homework is effective, reinforcing and extending learning in school.

**Building on prior learning:**

* Knowledge Organisers (KOs) are regularly referred to, to reinforce and assess knowledge and as a support tool for pupils. Previous KOs are also used to familiarise staff with knowledge children should have already.
* There are many planned opportunities for pupils to practise, re-visit and embed key skills and knowledge across the curriculum.
* A range of ‘no stakes’ quizzes and tasks are used on an ongoing basis to encourage learning of key skills and knowledge to take place.
* Links are continually made and discussed between prior learning and current topics so that children can compare similarities and differences between concepts and situations, building on their knowledge and understanding of topics.

**Assessment:**

* Pupil progress is tracked on an ongoing basis and strategies are put in place as soon as necessary to ensure no child falls behind.
* Accurate assessment and on-going oral and written feedback related to learning objectives, is used to promote pupils’ progress and actioned by children the following day at the latest where required.
* Questioning and assessment are used to focus teaching throughout lessons and enable teachers and teaching assistants to make timely interventions.
* ‘Assessment for Learning’ strategies are used effectively across the curriculum.
* Pupil progress is tracked. Adapted work and targeted interventions are provided as necessary to keep pupils on track or close gaps.
* Effective records of pupils’ learning are maintained on subject planning and on ARE checklists inside books.
* Assessments are adapted where necessary for pupils with SEND so that they are accessible and appropriate for each child.

**Staff Development:**

* Positive and effective working relationships are maintained as part of a staff team, sharing good practice to provide the very best opportunities for children’s learning.
* The monitoring and evaluation process and the opportunities this provides for discussion and professional development are valued.
* Staff are reflective of their own teaching in order to continually improve.
* Staff attend relevant CPD courses and share best practice with others where necessary.

**School Community:**

* The partnership between home and school is valued and promoted by all staff.
* All parents will be invited to an online ‘drop in’ meeting at the start of each year to provide another opportunity to meet the class teacher and inform them of anything they feel necessary.
* Parents will be able to attend a progress meeting during the spring term to discuss their child’s progress. Work books will be sent home prior to this so parents can see what the children have been doing in lessons.
* All parents can access curriculum information on the school website and regular updates are sent via the school newsletters.
* All parents will be invited to attend a class assembly once a year.
* All parents will receive a written report on their child’s progress on an annual basis and are able to discuss these with the class teacher.
* All parents are able to liaise with their child’s teacher through calls to the school office or by email.

**Pupils:**

* Strive to show our ‘Secrets of Success’.
* Recognise which ‘Zone’ is best for learning to take place.
* Work hard and are engaged in lessons.
* Follow and demonstrate our school values.
* Develop as enthusiastic, confident and skilful learners.
* Develop an understanding of how they learn not just what they learn.
* Follow our ‘Always’ objectives.
* Be supported to develop an understanding of the purpose and relevance of their work.
* Be well-motivated and inspired to learn. They are encouraged to be prepared to try new things, work hard, concentrate, use their imagination, strive to improve, understand others, push themselves and not give up.
* Be pro-active and make decisions about their learning, seeking support when necessary.
* Value the work of others and develop as a truly inter-dependent learner.
* Work hard and develop good rates of physical and mental productivity through lots of doing and thinking.
* Continually acquire and build upon a range and breadth of knowledge, skills and understanding.
* Develop skills in understanding and organising their learning, asking questions, managing their time and use success criteria to assess their own and their peers' learning.
* Read/ listen and respond to feedback, make improvements in their work.
* Communicate their findings for a variety of purposes.
* Constantly re-visit and develop basic study skills and knowledge.
* Make effective links between new learning and old learning.
* Use KOs to help retain knowledge.
* Practise and apply newly acquired skills and knowledge in school and at home.