



West Byfleet Junior School

Teaching & Learning Policy

Introduction

At West Byfleet Junior School we believe in the concept of lifelong learning and that both children and adults learn new things every day. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that exceptional teaching and learning experiences, which are rewarding and enjoyable for everyone, help children to lead happy and rewarding lives.

Aims and objectives

We aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to achieve their full potential, irrespective of socio-economic background, ethnicity, gender or creed.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring, independent and reflective learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- enable children to grow into reliable, independent and positive citizens.

Teaching is characterised by:

- Highly focused lessons with challenging learning objectives and engaging activities which develop skills across the curriculum
- High expectations of pupil involvement and engagement with their learning
- High levels of interaction for all pupils where praise and timely feedback is provided

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Lead: *Deputy Headteacher*

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Successful teaching and learning is characterised by the nine features of Personalised Learning:

- High quality teaching and learning
- Target setting and tracking
- Focused assessment
- Intervention
- Pupil grouping
- The learning environment
- Curriculum organization
- The extended curriculum
- Supporting children's wider needs

High quality teaching and learning

- Teachers and staff encourage very high levels of enthusiasm, commitment and dedication to learning and the development of skills. Personalised learning is at the heart of effective teaching and learning. At West Byfleet Junior School, we develop and use an array of imaginative teaching strategies that will allow all children to learn in ways that best suit them so that they may fulfil their potential.
- Our pupils are given a fantastic variety of opportunities. Through our understanding of their different needs (e.g. visual, auditory and kinaesthetic learning styles) children are able to develop their understanding of concepts and ideas confidently and independently.
- Children are positively encouraged to take responsibility for their own learning. Therefore, they are fully involved in reviewing and reflecting on their progress. As a result of this, they are able to confidently identify barriers in their learning and what their next steps are. Thus, we encourage high levels of engagement and interest.

Target setting and tracking

Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of systematic and accurate assessments including formative teacher assessment (against NC and small step descriptors) and test results. Strengths and areas for development are identified to inform planning, set challenging tasks and to implement intervention programmes as appropriate. High quality, constructive feedback is shared frequently between teachers and pupils enabling students to understand how to improve their work.

Pupil progress is managed through whole-school Classroom Monitoring.

Pupil progress is discussed regularly at SMT meetings to identify strengths/weaknesses in performance and/or identify CPD requirements.

Pupil Progress is monitored through regular meetings with classteachers and the Headteacher to ensure children are making the best possible progress and that suitable interventions are put into place.

Pupil voice is central to the review of performance and target setting.

Parents/carers receive regular updates on their child's progress so that they can provide support/encouragement as appropriate.

Planning teams monitor pupil progress through lesson observations, pupil interviews, book and planning analysis, parent questionnaires/interviews.

Focused assessment

Secure knowledge of each pupil's prior skills, knowledge and understanding in addition to current progress is a core element of teaching and learning at West Byfleet. Lesson planning is based on prior learning and, throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made.

Fundamental to our formative assessment procedures is Assessment for Learning (AfL). A range of AfL strategies are used in the classroom:-

- Learning questions are made explicit and shared with the pupils.
- Partners are used in all classes to help the learning.
- Success criteria are agreed, and often created, by the pupils and teacher.
- Self and peer assessment is used against the success criteria.
- Pupils are engaged in their learning and receive immediate feedback on their progress.
- A range of questioning techniques are used alongside the use of resources such as lolly sticks to ensure active engagement by all pupils.
- Pupils are actively involved in assessing their own work leading to acknowledging successes and identifying next steps.

Teachers systematically and effectively check pupils' understanding throughout lessons and adapt to the emerging needs of pupils, ensuring positive and immediate impact on the quality of learning.

Summative assessment opportunities are detailed in the assessment calendar. These include optional and end of KS tests, standardised tests in spelling and reading.

Regular continuous assessment is central to teaching and learning practice. We hold regular moderating sessions to ensure consistency across classes and year groups. We are also involved in moderating sessions with other local schools to ensure consistency.

Intervention

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It is expected that the great majority of pupils at West Byfleet will make at least the expected rate of progress through first quality, class based teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for intervention, a wide range of assessment evidence is drawn upon to support judgements made about pupil progress. (c.f. SEN/Inclusion Policy)

Pupil Grouping

All classes are mixed ability. In order to meet the learning objectives and learning needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the year group and within their classes.

- ability groups across the class or year group (Maths)
- skills based grouping (guided reading/writing)
- paired work (learning partners) to facilitate discussion
- individual work
- pupil choice
- whole class groups

The Learning Environment

Our classrooms are attractive learning environments. Displays are changed regularly, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year – see display section below.

Classrooms should:

- Have a range of topic and story books within the classroom to be used as a resource.
- Have Dictionaries and Thesauruses for children to use
- Be a stimulating environment to aid children's learning
- Not have too much stored on the floor to ensure that classrooms can be cleaned effectively
- Not have anything stuck on the windows
- Minimize items stuck to the walls in the classroom
- Have Zones of Regulation on display

Year groups have responsibility for the corridor area outside their classrooms. They also need to ensure that cloakroom areas are tidy and equipment is not stored on the floor in these areas.

All classrooms are extremely well resourced, facilitating a wide range of different teaching and learning activities.

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Creative use of internal space has provided areas for small group intervention work or 1:1 tuition and increasingly, external spaces are being used to provide the 'outdoor classroom'.

Display

All displays within the school should promote, enhance and assist the children's learning and achievement.

- Interactive displays: asking questions referring to the topic;
- School Topic related display e.g. RE/Authors/Science/Geography – weekly based
- All inclusive work on display – reflective to year group.
- Safeguarding – names on work: first names and the class only when displayed in the corridors. (same for any other displays with photos of children on them) Full names fine in the classroom.
- Subject variety within each year group classroom termly
- Class values displayed
- Weekly example of excellence displayed within classroom
- Displays need to be maintained, particularly in the corridors.
- Display boards should clearly show what is the topic of the year group.

Classroom display recommendations:

- Learning Walls to aid learning and give ideas about success criteria; key vocabulary etc.
 - Maths board – ideally with topic focus;
 - English – ideally with topic focus;
 - Reading - Word Millionaire display
- General information in the class (this must be used as a learning tool): world map; times table info etc.; vocabulary
- Try not to over stimulate.
- Positive mind set, well-being or calming technique examples displayed
- Plenty of examples of the handwriting that we expect – written as well as typed (Comic Sans, Calibri, Arial or Century Gothic).

Classroom Management

- Behaviour Management chart – Green/Amber/Red – choice of teacher
- Positive reinforcement
- Reward system token store (house points)
- Details of reward system
- Star of the Week displayed
- White Board adjacent to IWB for Housekeeping
- Children understanding the standard of classroom tidiness at all times
- ECO e.g. lights

Curriculum Organisation

We use the National Curriculum and the Primary Framework to guide our teaching. These set out the aims and objectives and detail what is to be taught in each year group. Our medium and short term lesson plans contain detailed information about the skills being taught, teaching activities and tasks to be set, success criteria, the resources needed, and the type of assessment to be used.

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed. We provide opportunities for pupils to be able to use their literacy and numeracy skills in other subjects.

We aim to cater for the needs and interests of a full range of all learners including:

- the more able and talented (MAAT)
- learners with learning difficulties and disabilities
- learners with English as an additional language (EAL)
- girls and boys
- looked after children (LAC)
- young carers
- Pupil Premium (PP)
- learners with social, behavioural & emotional difficulties (SBED)
- children from a Forces family
- GRT (Gypsy, Roma & Traveller)
- Free School Meals (FSM)

8. The Extended Curriculum and creativity

Helping pupils to discover and/or develop new interests is essential to personalised learning at West Byfleet. During the school year a range of activities are organised to enhance the curriculum:-

- Residential visits
- Clubs
- Visits
- Visitors

This approach extends beyond school hours. The school hosts a number of after school clubs, for example:

- Cooking
- Football
- Choir
- Art
- Cross-country

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. In so doing, we follow the LEA guidance on Off-Site visits and volunteers.

Enrichment Day

In addition we have introduced a creative learning opportunity for each pupil each term when teachers, LSAs and other specialist staff create unique learning opportunities in family groups of between 12-15 children.

This gives an opportunity for children to learn outside the existing opportunities, learn something new, work with different teachers and peers from other year groups.

Furthermore, it ensures that teachers can develop creative teaching outside their normal teaching timetable.

9. Supporting children's wider needs

Schools that are able to identify barriers to learning beyond the classroom and address them, are in a strong position to provide personalised learning for individual pupils. At West Byfleet, we aim to establish good relationships with all our families and to provide a climate open to dialogue. Within school, we can offer advice and support through our school-based services, for example:

- Home-school link worker
- School nurse
- Speech and language therapy
- Pastoral Support - Social & Emotional

Where additional support from other agencies is required, a 'Team Around the Child' (TAC) approach may be needed. We identify barriers to learning and, as a result, TAC meetings, involving a range of multi-agency professionals, are set up by a Lead Professional.

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively
- ensure that the school buildings and premises promote successful teaching and learning
- ensure that high quality staff are appointed
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- ensure that staff development and performance management policies promote good quality teaching and learning
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from curriculum group leaders, Inclusion Manager, Senior Leaders and the half-termly Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

The role of the school

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We believe that parents have a fundamental role to play in helping children to learn.
We inform parents about what and how their children are learning by:

- holding curriculum evenings to explain our school strategies for teaching the National Curriculum;
- sending information to parents at the start of each term in which we outline the topic areas that the children will be studying during that term at school;
- sending termly reports for Autumn and Spring to inform parents of their child's progress and current targets;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and/or investigative work;
- holding parental consultations (which involve the children where possible) which provide an opportunity to discuss progress children are making.

The role of parents

We believe that parents, as their child's primary educators, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:-

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct equipment, uniform and PE kit;
- ensure that their child is supported with homework activities which consolidate learning
- inform us of their child's interests and capabilities
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

The role of the child

We believe that the child has a responsibility to:

- participate as fully as possible in the learning opportunities and help other children to do the same
- work hard and try his/her best
- behave appropriately in school according to the school's behaviour code
- be polite and helpful to other pupils and adults in school
- come to school regularly and be on time
- talk at home about what he/she has learnt at school

- take good care of the school environment
- do the homework regularly and bring it back to school
- wear the correct school uniform
- tell the teacher or an adult at home if he/she finds the work difficult

Monitoring and review

All members of staff should understand and actively reflect upon their own contribution to teaching and learning. Our staff reflect on their strengths/areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our staff in developing their skills, knowledge and understanding so that they can continually improve their practice. We aim to develop further links with other schools to compare best practice.

As a whole staff we commit to reviewing the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.