

Compassion – Courage – Hope – Integrity – Justice  
Respect – Responsibility - Wisdom



**Herne Bay Junior School**

# Teaching & Learning Policy

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**Review Date: February 2022**

**Approved by: Senior Leadership Team**

## **Teaching and Learning Policy**

### **Introduction**

At Herne Bay Junior School we strongly believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We feel that all children should have the opportunity to explore learning in a safe and stimulating environment. 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 knowledge, skills and understanding necessary to be able to make informed choices about the important things in their current lives and their future. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### **Aims and objectives**

We believe that people learn best in different ways. Here at Herne Bay Junior School we provide a stimulating and varied learning environment (both in the classroom and outside the classroom) which allows children to develop their knowledge, skills and abilities to their full potential.

#### **Through our teaching we aim to:**

- enable children to become confident, resourceful, enquiring and independent learners.
- broaden, deepen and develop children's knowledge and skills to ensure they are ready for the next stage of education.
- foster children's self-esteem and help them build positive relationships with other people – both peers and adults.
- 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 promote positive attitudes towards other people.
- enable children to understand their community and help them feel valued as part of this community.
- help children grow into reliable, independent and positive citizens.
- take pride in their work and the work of others.

## **Effective learning**

We recognise the need to develop strategies that allow all children to learn in ways that suit them best and take into account these different forms of learning when planning lessons and learning experiences.

We offer opportunities for children to learn in different ways which include:

- investigation and problem solving
- research and finding out
- collaborative learning including group and paired learning
- independent learning
- whole-class work
- asking and answering questions
- use of ICT both within and outside the classroom
- visits to places of educational interest
- creative activities
- designing and making things
- participation in athletic or sport-based activities and a variety of musical activities
- after school clubs
- guest visitors and performers
- accessing relevant resources to support the learning

## **Effective teaching**

When teaching, we focus on motivating the children and building on their knowledge, skills and understanding of the curriculum so that they can reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. Teachers make ongoing assessments of each child's attainment and progress and use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop and further the knowledge and skills of all our children. We strive to ensure that all learning activities are appropriate to each child's level of ability.

When planning the learning for children with special educational needs, we ensure a continued breadth of curriculum subjects are covered and that the curriculum is designed to meet individuals' needs. This includes giving due regard to information and targets contained in the class Provision Map. Teachers modify learning and teaching as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

Each teacher makes a special effort to establish a strong, positive relationship with their children in the class and the wider school. All staff treat the children with kindness and respect. We give all children equal opportunities to take part in class activities and ensure that our behaviour policy is established and actively put in place so that we have outstanding behaviour for learning. We praise children for their efforts in their learning and by so doing, help to build positive attitudes towards school. We celebrate the children's learning every Friday in our 'celebration assembly' and children are sent to members of the SLT for a remarkable and impressive piece of learning which is acknowledged with a comment in purple pen. We insist on good order and behaviour at all times.

We deploy Teaching Assistants effectively both inside the classroom to support whole-class teaching as well as outside the classroom through the delivery of small-group and one-to-one interventions. Interventions may be directed by the SENCO as a result of an SEN review meeting, or by the class teacher.

We strive to make sure our classrooms are attractive learning environments which are free of clutter and specific to the learning needs of the children. We change displays when appropriate and ensure that the classroom reflects the current learning and topic work. We ensure that all children have the opportunity to display their best learning at some time during the year. All children have access to a range of high quality learning resources as well as working walls that relate to the learning taking place; these help the children develop their thinking.

Through appraisal, all our teachers reflect upon their strengths and areas of development, and how these impact teaching and learning. As a result, professional development needs are planned accordingly with the intention that all will continually improve their practice and work towards being outstanding practitioners.

### **Learning outside the classroom**

At Herne Bay Junior School we value the additional opportunities for learning provided by an outdoor environment. These can consist of planned activities directly linked with the daily learning set in the school grounds as well as residential visits, field trips, sporting events and music or drama productions. When planned and implemented well, learning outside the classroom contributes significantly to raising standards and improving pupil's personal, social and emotional development.

### **Role of the Leadership Team and Governing Body**

The Headteacher, Leadership Team and Governors will:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies, in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff appraisal and professional development promote good quality teaching

### **Role of the Parents/Guardians**

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

- publishing curriculum overview documents on the school website
- sending regular text messages regarding forthcoming learning
- holding parents' evenings to discuss children's progress
- sending an annual report to parents in which we explain the progress made by each child and indicate next steps and areas to focus on
- sending mid-year reports to parents to share the latest assessment data
- holding ad-hoc meetings with parents as required
- explaining to parents how they can support their children with home learning
- holding curriculum events for parents

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school and for learning
- 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
- support children in completing their homework
- fulfil the requirements set out in the Home/School Agreement

### **Monitoring and evaluation**

Staff development needs will be identified in line with this policy, Performance Management, the School Improvement Plan and Herne Bay Junior School's CPD programme (led by the Deputy Headteacher for Teaching and Learning). The Teaching and Learning Policy has been written to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation
- sampling pupil's work
- pupil progress reviews, including formative assessment data (tests)
- sharing and discussing pupil's work throughout school
- internal moderation of pupils' work
- discussion with pupils

### **Race Equality and Equal Opportunities**

All children have equal access to the curriculum regardless of their gender, race, disability or ability. We encourage every child to develop their own cultural identity and value it in others. Where beneficial, we plan work that is clearly differentiated for the performance of all groups and individuals. We are committed to creating a positive climate that will enable everyone to work free from racial intimidation, prejudice and harassment to achieve their potential.

### **SEN**

Pupils with SEN receive a broad and balanced curriculum which is differentiated yet ambitious so as to match their needs and abilities. SEN children receive support that reflects their needs which can include being part of an intervention group or a 1:1 session with a member of staff. Teachers recognise the key role they play in supporting the learning of children with SEN.