

**Higher Bebington Junior School**  
**Teaching and Learning Policy**



**Introduction**

At Higher Bebington Junior School we want every child to achieve their full potential through happy learners who strive for success. We believe that good quality first teaching means effective learning and that this is what we should be striving for in every lesson. Raising standards in our school must be focused in the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. Our Teaching and Learning Policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

**Aims**

By adopting a whole school approach to teaching and learning across the school we aim:

- To provide consistency of teaching and learning across our school
- To enable teachers to teach as effectively as possible through support and CPD
- To enable children to learn as efficiently as possible
- To give children the skills they need to be lifelong learners
- To provide an inclusive education for all
- To learn from each other through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared
- To further strengthen the partnership between school and home

At our school, we provide both high quality teaching and a rich and varied learning environment which allow children to develop their skills and abilities and to achieve their full potential. The children are also encouraged:

- to become confident, resourceful, enquiring and independent learners;
- to develop their self-esteem and help them build positive relationships with other people;
- to develop both the children's self-respect and ability 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;
- help children grow into independent and positive citizens

## **Effective Learning**

To be effective learners children need to work in a sustained manner with commitment and enjoyment, be confident in raising questions and have perseverance and resilience when answers are not readily available.

We promote independence and 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 – what helps them learn and what makes it difficult for them to learn. We recognise the value of peer and self-assessment as a tool for this. We encourage children to reflect on their own work and the work of their peers and to build a strong learning dialogue to aid the learning process.

We recognise that children learn in many different ways, and when planning our lessons we ensure wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons. We provide a variety of opportunities for children to learn in different ways to compliment their learning styles. These include:

- investigation and problem solving
- research
- independent, pair and group activities
- whole class activities
- asking and answering questions
- using computing across the curriculum
- learning outside the classroom including fieldwork, visits to places of educational interest and residential visits
- creative activities
- debates, role-plays and oral presentations

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with respect. We treat them fairly and give them equal opportunity to take part in class activities. To help to create an effective environment for learning, all our teachers follow the school policy with regard to discipline and classroom management. We follow the Golden Rules and expect our pupils to comply with these rules. We praise and reward children for their efforts and, by so doing, we help to build positive attitudes towards school life and learning in general. If children misbehave, we follow the guidelines for sanctions as outlined in our School's Behaviour Policy.

Building Learning Powers have been adopted as a whole school approach to help our children become better learners. This approach fosters resilience in our children and builds self-esteem. The principles of BLP extend through lessons and assemblies and are presented as learning muscles that need to be exercised in order to function at their best. This will develop positive attitudes and skills in order to prepare our children for a lifetime of learning.

Gifted and talented pupils are extended in many ways through careful planning and grouping as well as higher level questioning and levels of challenge in activities and tasks.

We use homework as a regular opportunity to apply new learning to an independent task. The expectations regarding independent home-based tasks increase with the age and ability of the children. We believe that parental involvement in learning is vital in recognising, valuing and developing deeper learning.

## **Effective Teaching**

Effective learning only comes about from effective teaching. At Higher Bebington Junior school our teachers challenge and inspire. When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

Our teachers use a combination of guided, modelled and independent activities within learning experiences. A careful balance is struck, enabling children to feel supported yet challenged and able to express their learning in a variety of ways. Questioning is also used to promote independent thought and learning.

Each *learning experience* must work to the following principles:

- Sessions must relate to prior or future learning (usually both) in order to ensure a progressive approach. Regular opportunities to Review and Respond (RAR) are given at the start of lessons to revisit and practice learning from the previous lesson
- There must be clear learning objectives and these must be understood by the children by the end of the experience
- There must be a sense of challenge for individuals
- New learning and/or the consolidation of existing learning must occur
- There must be an opportunity for reflection and review of learning

Please note, this model refers to a *learning experience* and not a lesson. A learning experience may, for example, last for ten minutes or over an extended period of time.

We base our teaching on our knowledge of the children's level of attainment and differentiate tasks accordingly to provide challenge for each child's level of ability. When planning work for children with Special Educational Needs, we give due regard to information contained in the provision map, Vulnerable Pupil Trackers, Additional Support Plans and Educational Health Care Plans. We have high expectations of all children, and we aim for their work at this school to be of the highest possible standard.

We review the progress of each child termly and Pupil Progress Meetings are used to discuss with Senior Leadership Team members, the progress of individuals and the whole class.

Recognising the importance of efficient use of staff to foster pupil progress, we deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. We also do all we can to support our staff in the further development of their skills through support and CPD, so that they can continually improve their practice.

To ensure a high level of teaching that is engaging for all children, planning is purposeful and promotes progression and is informed by prior learning and assessment. Teachers plan from the New National Curriculum 2014 using the following:

Long term plans - These are documents which outline the coverage of the topics, units of work or themes of learning. These documents are brief and are designed to ensure coverage and progression within and between National Curriculum year groups

Medium-short term plans - These are documents which provide details of the specific learning experiences and learning objectives within a unit, topic or stand-alone lesson. These documents will make reference to the specific differentiated learning experiences for different groups and classes of children. The role of teaching staff (qualified teachers and support staff) is clear and assessment opportunities are built into the planning. These documents are strictly ***working documents*** and will be amended, adapted and changed based on the professional judgement of the adults in school as the learning experiences are facilitated.

### **Learning Environment**

At Higher Bebington Junior School we ensure our classrooms are attractive learning environments. We ensure that children have the opportunity to display their work and encourage them to take a pride in their learning. All classrooms have working walls and 'finished' work display areas. We believe that a stimulating environment sets the climate for learning, and a well organised classroom promotes independent use of resources and high-quality work.

### **Additional information can be obtained by reading the following documents/policies:**

- SEND Policy
- English as an Additional Language (EAL) Policy
- Assessment Policy
- Pupil Premium Policy
- Equalities Policy
- Behaviour Policy
- Marking and Feedback Policy

This policy is a working document and will be monitored and evaluated. The governors' Standards Committee will review and evaluate this policy and consider information regarding its effectiveness. The policy will be subject to a full review every two years but is a working document and may be modified by the Standards Committee at other intervals.