



Stillness Junior School

Teaching and Learning Policy

Date of Policy:	May 2024	Approved by:
Renewal Date:	May 2026	Teaching and Learning Committee

1. Introduction

At Stillness Junior School we encourage pupils to become ambitious, curious learners who can make a positive contribution to the school and local community. Our knowledge engaged approach to learning promotes communication, problem solving and creativity. We aim to help pupils become curious, inquisitive learners who are well equipped to face challenges at school and in later life. Pupils are encouraged to take part in collaborative learning opportunities whilst developing a rich and deep subject knowledge within a progressive framework of skills. Our school values and aims underpin our curriculum and strongly contribute to pupils receiving an effective education that enables them to achieve highly. Children are encouraged to become active citizens who can make a positive contribution to the school and local community.

2. Aims and objectives

2.1 We believe that people learn best in different ways. At our school, we provide a rich, varied and creative learning environment that encourages children to develop their skills and abilities to reach their full potential.

Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- enable children to communicate in multiple forms – written, oral, visual and electronic;
- encourage children to work independently and interdependently;
- foster critical as well as imaginative thinking;
- teach children how to learn;
- 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;

3. Effective teaching

3.1 There must be a balance of individual, group, paired and whole-class teaching. Teachers must choose carefully the style of teaching that is most effective and groups will differ in composition and size for different activities. We believe effective teaching is when teachers (and other School staff when applicable);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;

- Develop and sustain good links and focused communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

3.2 When teaching we focus on motivating the children and building on their previous skills, knowledge and understanding of the curriculum.

3.3 We base our teaching on our knowledge of the children's level of attainment and interest. Our prime focus is to further develop the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability, but still ensuring challenge. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Education Health and Care Plan (EHCP) and individual IEP's. We have **high expectations of all children.**

4. Equal Opportunities

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed where possible. Particular care should be taken in the areas of Science and mathematics, Technology and Physical activities. Teachers must ensure that the same children do not dominate in group work. All activities, including extracurricular activities are open to all children, numbers permitting.

5. Effective Learning Environment

5.1 Effective learning takes place in an environment which:

- is challenging;
- is peaceful and calm;
- is happy and caring;
- is organised
- is well resourced;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities.

5.2 Displays should be used to create an attractive and stimulating environment. 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. Classrooms should also include a working wall. The purpose of the working wall is to support children's learning. It evolves as a unit of work unfolds, and is not

intended to be a tidy display of finished work. It should include key vocabulary, teachers modelling and it should encourage pupil interaction. We ensure that all children have the opportunity to display their best work at some time during the year. Work displayed should be of a high standard and use both 2D and 3D in a variety of media. It should include work on different aspects of the curriculum and reflect the individual child's effort as well as ability. Ideally displays should stimulate discussion and be accompanied by children's questions and answers. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children.

6. Effective learning

6.1 We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Our children come from different backgrounds and different experiences. Therefore, we offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of technology;
- fieldwork and visits to places of educational interest;
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.
- listening, responding, creating and appraising music

We believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

6.2 We 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. When response

marking, the children know to take ownership and respond to the question in green pen. This is then checked for misconceptions by the class teacher or support staff.

7. Effective Feedback

The purpose of feedback and assessment at Stillness is to:

- inform the teacher of a child's attainment
- inform a child of how well they have done and what they need to do next
- motivate a child through celebrating success
- inform lesson design and to address misconceptions within the current sequence of learning
- ensure that there is engagement with every piece of learning

7.1 Learning is assessed and feedback given in a variety of ways: -

- Live feedback within a lesson (including highlighting learning)
- Small-group and one-to-one conferencing after a lesson
- Whole class feedback
- Self and peer assessment

7.2 Live feedback within a lesson

Live feedback allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional challenge can be given where appropriate.

Green highlighting will be used to identify when the learning objective has been achieved through engagement with the work produced.

Yellow highlighting will be used to identify misconceptions for children to address.

Live feedback is used so that more time is available for planning the next sequence of learning.

7.3 Self-assessment and peer feedback:

During English lessons children are only expected to give peer feedback on the following two areas:

- Is the meaning clear in this sentence or paragraph?
- Is any of the phrasing repetitive? (EEF p.30)
- When learning is peer-assessed, teachers will look at all feedback to check for accuracy and plan next steps for individuals and groups of children.

7.4 Whole class feedback

This works when similar feedback can be given to the whole class: a common misconception or shared next step. Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment. Marking one piece of children's learning as a group/class also teaches particular points at the same time. Another strategy is to show two pieces of work with the same title, and discuss their differences.

8. Curriculum Planning

Our planning is based on the following:

Long Term Planning:

- Our 'Whole School Curriculum Map' plots the content covered from Y3 to Y6 for each individual year group and each curriculum area;

- It enables us to ensure coverage, balance and progression across the school and to identify cross-curricular links and opportunities for educational visits.

Medium Term Planning follows the schemes of work listed below, schemes of work are treated not as a script but as a starting point and plans are developed bearing in mind our particular cohorts as detailed in short-term planning:

- English: Talk 4 Writing model developed by Pie Corbett
- Mathematics: White Rose Maths
- History/Geography/D&T: Cornerstones Education
- Science: Twinkl
- RE: The Lewisham Agreed Syllabus for Religious Education
- Spanish, Art, Music and PE: The Primary National Curriculum 2014
- PSHE: Jigsaw
- Computing: Twinkl

Short Term Planning

- Detailed, daily short-term plans are drawn up by year groups for all subjects each week, unless a unit of work is being taught as a block when it will be planned accordingly. The plans identify the learning goal, steps to success, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at different levels and resources for learning.

6.4 Assessment

Children's standards and achievements across the curriculum are assessed for Y3 to Y6 and include:

- On-going assessment practices within class and group sessions, including the sharing of and reference being made to Learning Objectives
- Teachers mark the pupils work in line with the Effective Marking Policy
- Termly formal assessments (NFER for English and White Rose Assessments for Maths) and further assessments for particular aspects of the curriculum as necessary. The outcomes are recorded within the School's Insight Tracking system.
- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
- Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Parent Evenings and termly reports

Assessment approaches:

We see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Formative Assessment:

- This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment:

- This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

Nationally Standardised Summative Assessment:

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

6.5 Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive;
- kept to a minimum but enforceable;
- daily activities with which the children are familiar;
- reviewed frequently;

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the 'Positive Behaviour Policy.' Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities.

6.6 Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by:

- verbal or written praise by teachers, peers, Headteacher and parents;
- displays of work;
- opportunities to perform or share;
- encouraging self-esteem;
- the awarding of House Points and Headteacher's Certificates.
- teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis – this does not need to be a formal process.

6.7 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 and follow the guidelines set out in the out of school visits document.

6.8 We deploy teaching assistants and other adult helpers as appropriate. Sometimes they work with individual children and sometimes they work with small groups – not necessarily the same group consistently.

6.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

7 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 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 development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

8 The role of parents

8.1 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:

- holding parents' evenings to explain our school strategies for teaching English, maths and other curriculum areas;
- keeping the website up to date, so that parents know what topics their children are currently learning.
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with young children, and support for older children with their projects and investigative work.
- Holding curriculum assemblies to show parents/carers what the children have learned.
- Provide curriculum information via our Termly Newsletters

8.2 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 with the correct uniform, PE kit, glasses and up to date medicines such as asthma pumps.
- do their best to keep their child healthy and fit to attend school;
- inform the class teacher, Inclusion Lead, Deputy Head or Headteacher 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.

9. Monitoring and review

We are aware of the need to review 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.