

Teaching and Learning Policy

Introduction

At Oatlands Junior School, we believe in the concept of lifelong learning and the idea that both children and adults learn new things every day, experiencing successes and failures along the way to develop a resilience and passion for learning. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip the children with skills, knowledge and understanding necessary to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and objectives

At our school, we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- give children the skills they require to become effective lifelong learners;
- learn from each other, through the adoption of a collaborative, enquiry based approach to learning, where good practice is shared
- foster children's self-esteem and help them build positive relationships with other people;
- show respect for all cultures and, in doing so, to promote positive attitudes towards other people;
- enable children to understand their community and feel valued as part of this
- provide a consistent learning experience across our school;

Effective learning

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn effectively. We take this into account when planning and teaching to ensure all children access a full and varied curriculum.

We offer opportunities for all children to learn in different ways. These include:

- collaborative learning
- investigating and problem solving
- research
- independent work
- whole class work
- asking and answering questions
- use of technology
- visits to places of educational interest
- themed learning
- enrichment weeks
- debates, role-play and oral presentations
- artistic and creative work
- physical activity

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We encourage children to take responsibility for their own learning, and to reflect on how they learn, what helps and what makes it difficult for them.

In addition to the curriculum knowledge that we deliver, we also aim to develop lifelong skills that will play a major role in their learning both at school and in later life.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We base our teaching on knowledge of the children's attainment and individual needs to ensure that all tasks are appropriate for each child's level of ability. *When planning work for children with special educational needs we give due regard to information and targets contained in the children's 'Connect with me'.* We have high expectations of all children and we want them to all achieve their highest potential. This includes the following:

- We ensure that all tasks and activities that the children take part in are safe.
- All staff work hard to develop positive relationships with all of the children. We treat everyone with kindness and respect. We treat all children fairly and give them equal opportunity to take part in classroom and whole school activities. All our staff follow the school policy with regard to behaviour and classroom management.
- We set aspirational targets for all children across the year and share these with children and parents. We continually review the progress of each child and adjust the targets accordingly at appropriate times.
- We plan our lessons with clear learning objectives that are taken from the National Curriculum. From this we use a cross curricular approach to motivate and stimulate the children's curiosity for the topic.
- Plans contain information about the tasks set and identify target groups of children to close gaps in learning and to provide challenge.
- We conduct all of our teaching in an atmosphere of trust and respect for all.
- Teaching assistants and other adult helpers are used as effectively as possible to enhance teaching and learning.
- Our classrooms are attractive learning environments. We change displays regularly to ensure that they reflect the topics studied by the children. We believe that the processes undertaken by the children are equally as important as the product so we create 'working walls' to reflect this. All classrooms are well resourced with books, equipment and technology. We believe that a stimulating environment provides the right climate for learning and so will help promote the independent use of resources and high quality work by the children.

- 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.

Monitoring

Standards of teaching and learning across the school are monitored by:

- -Year Leaders regularly during PPA and SLT meetings
- -Maths and English subject leaders, each half term.
- -Foundation subject leaders, termly.
- -HT regular learning walks and pupil discussions in 'Weir's Weekly Review'
- -Governors invited to monitoring staff meetings, termly.

Evaluating our effectiveness through monitoring is through:

- Planning
- Assessment and Data Analysis
- Lesson evaluations and learning walks
- Classroom environment
- Book scrutiny
- Pupil Interviews
- Year Leader and Subject Leader meetings with DHT and HT

Appraisal

Information gathered through learning walks, formal observations, book scrutinies and peer reviews guide the appraisal process. Teachers work towards two whole school targets, taken from the SDP, one of which relates to pupil progress, as well as having a personal target specific to their role and responsibilities in school. Teachers review their practice with their Appraiser and how they have contributed towards the effective delivery of the SDP.

The role of governors

Governors monitor teaching and learning through subject-specific learning walks and responding to reports from link governors. They monitor the effectiveness of the impact of priority actions relating to teaching and learning, on the school SDP. They interrogate termly assessment data to challenge progress made by different groups of pupils, in all year groups.

The role of parents

Parents support teaching and learning through the home-school agreement in which they agree to read with their child at home, rehearse times tables and support homework tasks chosen from the termly menu.

Links to other documents:

See the following policies on the school server.

- English and Maths Guidance
- Marking and Feedback Policy.
- Curriculum Policy.
- Assessment, Recording and Reporting Policy.
- Homework Guidance.
- Behaviour Policy.

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- SEND policy.
- Appraisal Policy.
- OJS Home School Agreement.

This policy was approved by Governors on: 20th February 2019
This policy is due for review in: