



St Ann's Heath Junior School

Teaching and Learning Policy

'Learning together, Achieving today, Preparing for tomorrow'

This school is committed to safeguarding and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment.

Introduction

Our expectation at St Ann's Heath Junior School is that all children will be provided with high quality learning experiences that lead to consistently high levels of achievement and progress.

We are committed to providing quality teaching through which we endeavour to equip our children with the skills, knowledge and understanding to be able to, ultimately, make informed choices in their lives.

We believe that learning should be rewarding and enjoyable, thereby developing the concept of lifelong learning and the idea that both adults and children learn new things every day.

Aims and Objectives

We believe that children learn best in different ways. At our school we try to provide a learning environment that is focused on individual pupils' needs, skills and abilities.

Through our teaching, we aim to:

- Give all children the equality of opportunity to enable them to reach their full potential, through a challenging, broad, engaging and creative curriculum
- Provide opportunities through the curriculum and extra-curricular activities to extend children's talents
- Enable all children to develop enquiring minds, initiative, self-esteem, confidence, and resourcefulness
- Develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others
- Develop children's resilience around their learning and encourage perseverance to overcome challenges
- Promote good behaviour so that children develop a sense of self discipline and an acceptance of responsibility for their own actions
- Encourage the involvement of parents and the community so as to support successful learning

Curriculum	
We believe children learn best when...	What this looks like at St Ann's Heath...
They are motivated to achieve and their achievement is acknowledged and celebrated.	Success is celebrated in class and across school e.g. through team points, HT certificates, excellence certificates, class rewards etc. We instil a celebratory culture.
They are challenged and extended.	All children, regardless of ability, are challenged to achieve their full potential through differentiated activities. Teachers provide differentiated tasks so that every child can develop their work, behaviour and attitudes at their own pace. Tasks are always differentiated appropriately to ensure curriculum access for all pupils.
They enjoy the learning experience and have a love of learning.	Teachers establish clear outcomes and success criteria. Lessons are stimulating, fun and engaging; planned to ignite children's love of learning by making purposeful links across curriculum areas.
There are opportunities for independence, initiative, originality, creativity and challenge.	Tasks provide challenge and encourage children to think in an imaginative and varied way.
They are confident and understand that making a mistake is a route to learning.	Teachers provide opportunities for children to develop strategies to support themselves, when faced with challenges.
Stimulating activities and first-hand experience actively engage the learner.	First-hand experience and challenge are a key focus in the planning and implementation of the creative curriculum.
The learning question for each lesson is shared with and understood by all.	Teachers and LSAs liaise closely and are involved in curriculum planning as appropriate. Year group teams plan their work together to ensure continuity and consistency.
A whole school creative curriculum is planned, defined and well documented in a curriculum map that is reviewed annually. The curriculum is designed specifically to cater for the needs of each cohort: building on prior knowledge and ensuring progress can be made by every child.	Teachers and subject leads work collaboratively to develop a varied and creative curriculum which is fully implemented across each year group.
Teaching staff are aware that children have preferred learning styles.	Teachers plan a wide range of tasks within lessons where different learning styles are taken into account.
They are given opportunities to present their work in a variety of different forms e.g. drama, writing, presentations, diagrams, displays etc.	Teachers use effective and varied resources, including ICT.

The Teaching Team

We believe children learn best when...	What this looks like at St Ann's Heath...
Subject knowledge is strong and teachers collaborate to maximise learning opportunities.	Staff take responsibility for their own subject knowledge and continually seek opportunities for professional development. Staff consult with subject leaders and colleagues with specialist knowledge.
The staff have a sound understanding of the individual needs of each child.	Staff keep class records and use these to track the children's progress.
Members of the teaching team use a consistent approach.	Standards and expectations are consistent across the year group and whole school.
Positive attitudes, learning behaviour and relationships are modelled throughout the school.	A firm, fair and nurturing atmosphere is established. Consistent approach throughout the school.
The teacher is well prepared for the learning process.	Planning is thoroughly and consistently documented and shared with all the adults involved with the pupils learning.
There is mutual respect between adults and children with clearly established boundaries.	Consistent standards of behaviour and discipline are set and maintained for all pupils in the school. All staff adhere to the behaviour policy and there is consistency across year groups. The school is developing a restorative approach towards behaviour.

The Learning Environment

We believe children learn best when...	What this looks like at St Ann's Heath...
All the classroom areas and communal spaces are neat, clean and tidy and are organised in a way that will maximise opportunities for learning.	Careful consideration is taken into the layout of the classroom. Classroom display areas are clearly defined, promote learning and celebrate children's work.
Interactive displays reflect current learning.	Displays celebrate children's work as well as support and engage them in their learning.
Systems and routines that facilitate the smooth running of the classroom are understood, established, and displayed and adhered to by everyone in the room.	Classroom expectations and routines are mutually agreed and noted with all those who form a regular part of the class teaching team. Rewards and consequences relating to classroom organisation are organised across year groups and understood by all.
The classroom routines take into account the needs of every child and can be adapted to accommodate a range of activities.	Staff regularly adapt their classroom and make changes to enhance learning opportunities.
The environment is calm, nurturing and children feel safe and supported. Children are encouraged to respect others and the environment.	A child centred learning environment is created where we aim to foster positive relationships within our school community.
The environment is safe and accessible for all.	There is an accessibility plan to ensure that all members of the school community are able to access the facilities.
Organisation allows an increasing sense of independence and responsibility.	When and wherever possible, children are able to access resources in the classroom independently. Children are encouraged to maintain the quality of the environment and to take pride in their surroundings.
The teaching staff are well organised and model good practice.	Staff are well prepared for lessons. Children are taught how to keep the classroom and school tidy and are encouraged to develop a sense of pride in their surroundings. Children are taught to value and care for their personal possessions. Children throughout the school are given a range of different responsibilities to develop skills to prepare them for their futures.

Feedback and Assessment

We believe children learn best when...	What this looks like at St Ann's Heath...
Constructive feedback is given to support their learning.	Feedback is concise and meaningful and children have plenty of opportunities to respond and edit their work.
Questioning is used effectively to assess where children are in their learning and to move the learning forwards.	A range of questioning strategies are used in class to ensure children build understanding, develop speaking and reasoning skills and provide opportunities for deeper and more profound thinking.
Assessment is an integral part of the curriculum.	Assessment opportunities are built into planning. Staff analyse data and this is used to inform future planning and intervention.
Children are taught to self-evaluate, give and receive feedback both independently and with peers.	Opportunities are built into lessons and planning for self-evaluation and receiving/responding to feedback.
Assessments are a combination of formative and summative.	A range of assessment opportunities take place throughout day to day learning. Formal assessments take place termly. All assessment is used to inform and plan future learning. Information on assessments are shared with the children and discussed during parents' evenings.

Self-Belief and Pupil Voice

We believe children learn best when...	What this looks like at St Ann's Heath...
Specific opportunities are given to develop and strengthen relationships within the school community.	Regular restorative circles take place in classes throughout the week. Affective I statements are used to explore how behaviour impacts others. Restorative practice is used to support and resolve conflict.
They have high self-esteem and self-worth.	Every opportunity is taken to recognise achievement, praise children and provide opportunities for responsibility. Staff build relationships with pupils.
They understand, accept and celebrate individual differences.	Provide opportunities to discuss and explore individual differences.
They feel comfortable and safe about sharing concerns and understand that they will always be listened to and supported whatever they share with staff.	Staff make time to talk to children about their concerns and always listen carefully to children's responses. Regular time is given for this.
They are consulted and work in collaboration with adults and their peers.	Staff make channels of communication clear. Regular meetings are set up to share thoughts with School Council representatives.
They feel able to explore their feelings and emotions and understand why they are feeling a certain way.	Provide opportunities for children to talk and express their feelings through a variety of ways including in class discussion, social communication, ELSA and pastoral groups. Teachers liaise with SENCo/ parents to support emotional needs of children.

Family and Community Links

We believe children learn best when...	What this looks like at St Ann's Heath...
Parents and carers are supportive and play an active role in their child's learning and social and emotional well-being. Parents /carers are consulted and given a voice.	Communication between home and school is essential. Concerns are followed up as soon as possible. Parents' evenings give opportunities for parents to hear first-hand about their child's learning. Parent/ carer views are sought and considered annually.
Effective channels of communication are established between home and school to keep parents/carers well informed.	All staff aim to provide clear and professional lines of communication between home and school. Planners are used to communicate between class teachers and parent/ carers. A variety of other forms of communication such as the newsletter and the website are updated regularly. Co-Head Teachers are visible in the mornings on the school gate.
Parents and carers understand and support school policies and practices and how they relate to the school and their individual child.	Parents are made aware of school policies and where to find them. Parents and children sign the home school contract at the beginning of each academic year. Other policies are available to view on the website or on request.
Parents are aware of the curriculum their child will be taught and the support they can offer them.	Teachers ensure parents are made aware of the curriculum their child will be taught via information meetings that take place at the beginning of the year and updates on the school website. Parents' workshops are delivered to provide an awareness of the curriculum.
School and community work together both formally and informally.	We create and support community links with sports, local schools, local churches and businesses.
School events are inclusive and encourage whole family participation and community engagement.	We have a strong supportive PTA who arrange a variety of different events with fundraising opportunities. Events are publicised to the wider community.

Monitoring and Review

Monitoring and review of the Teaching and Learning Policy is delegated to the Governors' Learning Committee. We review the policy and its implementation 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. The Teaching and Learning Policy will be reviewed every three years, or more frequently as the need arises.

Policy Status	
Agreed by Staff	June 2019
Agreed by Governors	June 2019
Next Review Date	June 2022