

Bordon Junior School

Learning and Teaching Policy

Introduction

At Bordon Junior School we believe that good teaching means effective learning which is what we strive for in every lesson. Our learning and teaching 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.

Aims and Objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities.

Through our learning and teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners
- foster children's self-esteem and help them to 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, promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of the community
- help children grow into reliable, independent and positive citizens for the 21st century

Effective Learning

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that there is a visual, auditory and kinaesthetic element to each of our lessons.

Effective learning results in:

- knowing you have succeeded
- feeling you can do more
- explaining what you have learned
- applying what you have learnt to other situations
- being able to teach what you have learnt to someone else
- feeling good about yourself

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, including what helps them learn and what makes it difficult for them to learn.

Effective Teaching

Effective learning comes about from effective teaching. When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum.

For effective teaching to take place there are a number of 'ingredients' that we feel are needed. Whilst it is impossible to include all these elements in every lesson, we believe that our lessons must contain a mixture of the following elements:

- a clear learning objective appropriately shared with the children
- a clear link to previous and future learning
- clear targets/outcomes to be achieved by the end of the lesson
- on-going review of the learning during the lesson (pitstops)

- a purposeful plan focussed on next steps in learning
- appropriate challenge for all children
- teacher modelling
- good questioning
- interaction between teacher/pupil and pupil/pupil
- appropriate pace
- appropriately and readily resourced
- enthusiastic delivery
- fun
- involvement of all the children
- elements of visual / auditory / kinaesthetic

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of our children. We strive to ensure that all tasks set are appropriate to 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 Individual Education Plans (IEPs). We have high expectations of all children, and we encourage work to be of the highest possible standard for each individual child.

We plan our lessons with clear objectives. We take these objectives from the National Curriculum and the age related expectations for the group we are teaching. Our lesson plans contain information about the tasks to be set, the resources needed and the way we will assess the children's work. We evaluate lessons to identify next steps in learning for individuals and groups.

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 endeavour to give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour.

We deploy learning support assistants (LSA's) and other adult help as effectively as possible, sometimes working with individual children or small groups.

The Learning Environment

We try to ensure that all areas and resources of the school, including the classrooms, are clearly labelled. Children are made aware of school resource areas at the beginning of each year. Our learning environment is organised to ensure that children have the opportunity to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of computers and connected IT resources
- fieldwork and visits to places of educational interest
- creative activities
- watching television
- responding to musical material
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity

We believe learning takes place in an environment which:

- is challenging and stimulating
- is peaceful and calm
- is happy and organised
- is well resourced and clearly labelled

- makes learning accessible
- is encouraging and appreciative
- is welcoming
- provides equal opportunities for all
- provides an atmosphere conducive to work

We aim for our classrooms to be attractive learning environments. We change displays regularly to ensure that classrooms reflect the topics children are learning. We try to ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of dictionaries, fiction and non-fiction books, as well as displays relating to literacy and numeracy. 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.

Routines and Rules

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 enforced
- inclusive of regular daily activities to enable familiarity of a routine

All rules should result in the children knowing the expectations and give them the opportunity to learn how to make a positive contribution to the groups they are in.

Celebrating Achievement

We give specific praise which means rewards are not given unless they are deserved and the child needs to know what they have done well. Rewards for achievements are given in a variety of ways, including:

- verbal or written praise
- the opportunity to publish their work, including displays of work
- positive notes added to work
- post cards home
- awarding of stars and merits
- celebration assemblies
 - writers awards
 - achievement awards
 - STEP awards
- the opportunity to perform or share
- termly Gala of the Performing Arts

The role of Governors

Governors determine, support, monitor and review the school policy for learning and teaching. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure the school buildings and premises are best used to support successful teaching and learning
- monitor how effective learning and teaching strategies are in terms of raising pupil attainment
- ensure the performance management policy promotes good quality teaching
- ensure that staff development is centred around the school's improvement plan
- monitor the effectiveness of the school's learning and teaching by receiving regular reports from subject leaders at curriculum meetings
- monitor the effectiveness of the school's learning and teaching through regular Head teacher reports

The role of Parents

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:

- sending information to parents at the start of each term in which we outline the topics that the children will be studying, and key events
- holding meet the teacher evenings to provide information on the work being covered
- explaining the progress made by each child and discussing targets at parents' evenings
- explaining to parents how they can support their children with homework
- providing an expanse of information on our school website

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 children arrive at school on time, wearing correct school uniform and well rested.
- Ensure that children attend regularly and will notify the school early on the first day of absence.
- Make the school aware of any concerns or problems that might affect their child's behaviour or work.
- Support the school's Behaviour policy.
- Attend Parent's Evenings and meetings about their child(ren)'s progress.
- Support the child in learning at home and the school's Homework Policy.

Monitoring and review

We are aware of the need to review the school Learning and Teaching 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.

The policy is reviewed every 2 years by the governing body in line with the policy review schedule.