



Glebe Junior School

Teaching and Learning Policy

Date	Approved by	Minute Number
13 July 2020	Full Governors	FGB07/07/20
6 June 2021	TLAC	TLAC04/06/21
21 June 2022	TLAC	TLAC04/06/22
10 July 2023	RMC	RMC05/07/23 – minor changes
11 June 2024	TLAC	TLAC05/06/24 – no changes

This should be read in conjunction with the following policies: Safeguarding, Framework for Effective Teaching, Learning and Assessment, Marking and Response, Behaviour, Assessment, Anti-Bullying, Equalities, Special Educational Needs and other Child Protection Policies.

1. Introduction

This policy is central to Glebe's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

This policy, alongside the Framework for Effective Teaching, Learning and Assessment, and the 'Teachers' Standards, is about practice, not theory. These documents will promote a consistent and effective approach, and lead expectations for all. They will be used by Glebe Junior School to hold itself to account on the quality of teaching, learning and assessment.

2. Definition of Learning

At Glebe Junior School, we define learning as:

- the process of building new concepts, knowledge, skills and attributes through a variety of experiences;
- the refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications;
- the development of personal characteristics;
- making sense of the world around us and discovering where we fit into it;
- a continuous, lifelong process of personal development.

3. Principles of Effective Learning

We believe that children learn best within a positive climate for learning and when:

- they feel happy, comfortable and safe; (4.1)
- their confidence, self-esteem and resilience are high and they enjoy positive, trusting relationships with adults and peers; (4.2)
- they are challenged, encouraged and supported by peers and adults, including family; (4.3)
- adults and older children provide good role models as learners and members of the community; (4.4)
- the learning environment is stimulating and properly resourced; (4.5)
- teaching is authoritative, purposeful, positive, well-paced, varied and stimulating; (4.6)
- they are actively engaged in the learning process; (4.7)
- teaching, learning and assessment teaching, learning and assessment takes account of their individual needs and interests. (4.8)

4. Strategies used to Promote Effective Learning

4.1 To promote children to feel happy, comfortable and safe, we will:

- treat them fairly and consistently;
- smile at them, greet them and ask about their welfare, making time to listen to what they have to say;
- ensure that they feel 'ownership' through personal spaces, name tags, classroom responsibilities etc;

- show them that we work closely with their families in support of their welfare and education;
- provide opportunities for physical movement or relaxation/energising in or between learning activities;
- use music to create appropriate moods.
- rigorously implement behaviour, equal opportunity, anti-bullying, inclusion and race equality policies
- implement appropriate induction and transition arrangements;

4.2 To build children’s confidence, self-esteem and resilience and to enable them to develop positive, trusting relationships with adults and peers, we will:

- ensure that they experience success and praise every day,
- use positive language and encourage them to do the same,
- talk to them about their own lives, hobbies, interests and cultural background;
- celebrate variety in culture, religion and language,
- give them opportunities in class to take part in role play, speaking activities school council etc,
- make use of learning/talking partners, peer assessment and collaborative working,
- show respect for them and value their contributions,
- effectively use Glebe reward system and own classroom rewards,
- display their work and help them to display their own work attractively,
- give constructive feedback verbally and in writing, in line with Feedback and Response Policy
- provide weekly time for Reflection and Response, giving valuable time for their thoughts and comments on their work,
- support opportunities for them to take part in Positive Play, Circle Time, Forest Schools, Lego Therapy and other interventions if required.

4.3 To ensure that children are challenged, encouraged and supported by peers and adults, including family, we will:

- involve them in collaborative working and peer assessment,
- encourage open discussion during reflection and response time,
- build an ethos of freedom to take risks and make mistakes,
- involve them in peer support, e.g. break time buddies, friendship groups;
- involve them in self-assessment and the setting of appropriate new targets;
- use target setting information and other assessment procedures to track their progress, identify their learning needs, sharing information with children.
- identify and provide and targeted support and intervention so that all pupils learn well;
- set homework appropriate to their age and ability;
- enable them to share achievements through displays, class assemblies etc.
- provide a range of extra-curricular activities;
- keep parents informed about the curriculum their child will experience;
- communicate regularly with parents about their progress;
- make clear to children’s families that we value their contribution;

4.4 To ensure that adults and older children provide good role models as learners and members of the community, we will:

- be positive and enthusiastic each day,

- be consistent in attitude and expectations,
- encourage all school employees to visually be active, lifelong learners, who share their interest in learning with colleagues and children;
- give children opportunities, motivation and encouragement to act as good role models and supporters of others;
- have high and clearly communicated expectations that every adult on the school premises will set a good example as a member of the community;
- encourage parents to be actively engaged with their children's learning both in and out of school;
- invite members of the outside community to share with children their knowledge and experiences as learners and community members.

4.5 To provide a stimulating and properly resourced learning environment, we will:

- have appropriate resources according to the varying needs of the children,
- ensure that resources are accessible to children,
- vary the learning environment, using outdoor spaces and out-of-school visits,
- use technologies to engage pupils and enhance learning, where appropriate,
- ensure informative, interactive and celebratory displays that are changed frequently,
- provide interesting and up-to-date Working Walls for Mathematics and English,
- ensure that children and adults have access to water as needed,
- ensure that classrooms are tidy and free of clutter,
- ensure that all our school is visually attractive, warm and welcoming,

4.6 To ensure that teaching is authoritative, purposeful, positive, well-paced, varied and stimulating, we will:

- plan and deliver lessons and units of work that incorporate the principles of the Framework for Effective Teaching, Learning and Assessment;
- plan lessons that are adapted to meet the needs of individual children based on on-going assessments;
- provide appropriate challenge for all children, reflecting high expectations;
- ensure an appropriate balance between teacher talk and children's learning in every lesson;
- promote basic skills, especially in English and Maths;
- use verbal and written feedback in line with Marking and Response Policy to inform all of their next steps,
- engage all in reflection and response to consider learning and promote progress, (R&R)
- provide a curriculum that covers, and goes beyond, the statutory requirements;
- ensure teachers guide and support other adults in their class to ensure successful learning;
- provide teachers and teaching assistants with day-to-day, line management support and a planned programme of continuous professional development;
- monitor the effectiveness of our teaching, learning and assessment through line management and subject management arrangements, including lesson observations, work scrutiny, pupil interviews, pupil progress data and scrutiny of teachers' planning and assessment records;

4.7 To ensure that children are actively engaged in the learning process, we will: implement the Framework for Effective Teaching, Learning and Assessment, taking into account the views of staff and School Council.

4.8 To enable our teaching, learning and assessment to take account of children's individual needs and interests, we will:

- implement a range of diagnostic and summative assessments in all subjects, assessment and tracking procedures appropriate to their age and in-line with Glebe Assessment Policy;
- use pre-learning tasks to inform planning and assess needs, and provide intervention to enable all children to access the high standards expected in lessons,
- use frequent, accurate assessment to set relevant work for all children, including feedback, marking and response,
- talk to them about their interests and incorporate those interests in our teaching;
- fully implement all policies, especially the SEND policy and action plans including the Glebe Improvement Plan;

5.0 Evaluation of success of this policy

When observing and judging lessons, leadership will be guided by the response and engagement of pupils and evidence of how well they are learning. Pupils' responses should demonstrate sufficient gains in their knowledge, skills and understanding, including of English and Mathematics.

5.1 When the policy is successful, we will see children who:

- are confident, well-motivated, independent, resilient learners,
- are prepared to take risks and challenge themselves,
- feel safe, enjoy learning and have good relationships with adults and other children,
- have a sense of pride in their work and themselves,
- make good progress,

5.2 When the policy is successful, we will see teachers and teaching assistants who: are knowledgeable, engaged, skilled, confident and motivated.

5.3 When the policy is successful, we will see parents who are fully engaged in their children's learning and are proud of their children's achievements.