



Junior School Teaching and Learning Policy

Introduction

Throughout their time at Queen's College Junior School children will be learning. This learning will not just happen in lessons but also within the day to day routines and events that take place as the pupil progresses through the school. In order to achieve the school aims we need to ensure that each child's learning experiences are positive and supportive. Learning should be challenging, rewarding and enjoyable. Teaching should be relevant, creative and enthusiastic.

Aims

Queen's College Junior School provides a happy, stimulating learning environment where every child is valued. We seek to develop the aptitudes, skills and knowledge which will help pupils achieve their true potential through praise, encouragement and high expectations of work and behaviour.

We aim to:

- Provide a broad and balanced curriculum with a sound grounding in the basic skills of English and maths, together with the independence and confidence to apply these skills
- Foster lively, enquiring minds and enthusiasm for learning by treating children as individuals and building on their success
- Make children feel valued and respected so they can be confident and secure; willing to seek help in the understanding that overcoming difficulty is part of the learning process
- Develop, through example and explanation, a sense of responsibility, self discipline and respect - for one another, the school and community
- Show the importance of socialising and collaborating with sensitivity, consideration and humour

School Ethos – Creating a Learning Culture

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work, the staff will contribute to the development of this ethos by providing an environment that is:

- Calm, well ordered and effective, in which each child can achieve his or her maximum potential
- Welcoming, in which courtesy, kindness and respect are fostered
- Fair and disciplined, in line with the school's rewards and sanctions policy. (Rules and routines can be very simple and simply applied, but essential to good discipline is consistency and clarity)
- Stimulating; setting the climate for learning; an exciting, vibrant classroom promotes independence and high-quality work by the children
- Supportive, allowing the children to make and learn from mistakes

Staff will provide positive and professional role models by:

- Maintaining purposeful and informative planning, record keeping and assessment documents, in line with the school's policy
- Providing children with meaningful, purposeful tasks related to the National Curriculum programmes of study
- Valuing and celebrating pupils' success and achievements
- Recognising the importance of personal, social and emotional aspects of learning
- Reviewing personal and professional development by attending appropriate INSET and CPD training and support in order to ensure a high level of professional expertise

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners
- 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 promote positive attitudes towards other people and are aware of British values
- Enable children to understand their community and help them feel valued as part of this community
- Help children grow into reliable, independent and positive citizens equipped to deal with future challenges

Equal Opportunities

All children at Queen's College Junior School are given full access to the curriculum. Staff endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

Curriculum Management

Work will be planned using the agreed subject policy statements and associated schemes of work, with reference to whole school planning, ensuring that programmes of study are effectively covered.

Effective Learning

Children enter school at different stages of development. They learn in different ways and at different rates of progress. We need to develop strategies that allow all children to enjoy success and learn in ways that best suit them. In order to take into account these different forms of intelligence and learning styles, teachers should ensure they present information in a variety of ways, making effective use of resources and computing, to fully involve all children in their own learning. In the course of learning children develop their skills through:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information

- Research and finding out
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

It is important is that the appropriate teaching method is employed for the appropriate learning event so that the lesson objectives are most effectively met. Teachers should ensure that learning incorporates different styles, with the emphasis on first hand experience.

- Group work
- Paired work
- Independent work
- Whole-class work
- One to one learning with an adult, or more able pupil
- Asking and answering questions
- Use of computing
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching television and responding to musical or recorded material
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity

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. They need to value and evaluate their learning and be willing to seek help in the understanding that making mistakes is part of the learning process. Children learn more when there is a clear purpose in their learning and a clear understanding of why they are being asked to do any activity. Children are, therefore, encouraged to evaluate and improve their own work in relation to their learning targets. They are also encouraged to peer mark and provide constructive advice.

The classroom will be organised to facilitate learning and the development of independence. Teachers will use a variety of strategies, often in combination, to differentiate the curriculum:

- Task: setting work appropriate to the pupils' ability which will allow children to be given sufficient challenge by the task although some will be working at levels above or below expectations for their age
- Teacher/ adult support: when pupils are given different levels of support from the teacher to enable them to successfully complete a set task
- Input: adjusting the didactic part of the lesson to give additional time presenting more challenging concepts to the more able or offering further explanation to the less able while other children move on to work independently
- Outcome: although the task may be similar for all children the learning outcomes/targets will be matched to the children's ability.

Effective Teaching

At Queen's College Junior School, teachers employ a range and balance of teaching styles. We have high expectations and provide support, encouragement, positive reinforcement and praise; giving all

children opportunities for success both in and out of the classroom. We plan our lessons with clear learning objectives, which are shared with the pupils. When teaching we focus on motivating the children, building on their existing skills, knowledge and understanding, creating secure foundations for subsequent learning.

Our teaching is based on our knowledge of each child's level of attainment. We strive to ensure that all tasks set are relevant and appropriate to each child's ability. Day to day formative assessments are used to inform future planning and teaching. When planning work for children with special educational needs we give due regard to information and targets provided for us by the Learning Development Department.

Summative assessments are used to monitor individual progress and determine whole school priorities for raising attainment. Activities show a balance in terms of individual, group and whole class work. In order to ensure effective matching of tasks to needs teachers will employ a variety of techniques.

- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Direct teaching
- Interactive teaching
- Listening
- Brainstorming
- Providing opportunities for reflection by pupils
- Providing opportunities for repetition/reinforcement
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Using a range of communication strategies - verbal and non-verbal

Teachers manage time effectively; the structure and pace of the lesson should vary to cater for the full range of abilities within the group, ensuring all children, including the most able, are challenged while providing time for others to consolidate their learning.

With clear audiences for their work, children will have real purpose and be able to understand the relevance of the work. We should exploit the use of audiences within and outside of schools to ensure that pupils' work becomes as meaningful as possible, as often as possible.

All children will have access to or be supplied with resources and books appropriate to the age range. Specialist resources will be stored in the appropriate area/rooms, and will be regularly audited by the Subject Co-ordinators. Consumables will be stored in a central area where members of staff will have easy access. Staff may contact Subject Co-ordinators with suggestions for specialist materials, which may need ordering. Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Assessment

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the school Assessment Policy.

Roles and Responsibilities

A variety of procedures should be used to help secure and sustain effective teaching and learning throughout the Junior School. These should include:

The Parents' Role

Parents are encouraged to support their children's learning by:

- Ensuring children attend school regularly and punctually and give reasons for any absence
- Ensuring children are properly prepared and equipped for school
- Supporting children at home with reading and other opportunities for home learning
- Keeping the school informed about concerns or problems which may affect their children's behaviour
- Attending parent consultations and taking advantage of other opportunities to find out about and support the work of the school
- Presenting a positive image of the school to the child

The School's Role

To help children achieve their potential we will agree to:

- Provide a balanced curriculum and meet individual needs
- Provide a caring, stimulating and happy learning environment
- Keep parents informed about the school curriculum and events
- Keep parents informed about their child's achievement and progress through regular assessments, reports and meetings
- Let parents know about any concerns or problems that may affect their child's work or behaviour
- Contact parents if there is a problem with attendance or punctuality
- Encourage children's enthusiasm for learning and provide opportunities for them to develop their work at home

Together we encourage high standards of work and behaviour and develop a sense of responsibility and a caring approach towards others.

Conclusion

We must have high expectations and give each and every child confidence that they can succeed.

APPENDIX 1

Multiple Intelligences

Body/Kinaesthetic Intelligence

This intelligence is related to physical movement of the body. Body/kinaesthetic intelligence is awakened through physical movement such as in various sports, dance, and physical exercises as well as by the expression of oneself through the body, such as inventing, drama, body language, and dance.

Interpersonal Intelligence

This intelligence operates primarily through person-to-person relationships and communication. Interpersonal intelligence is activated by person-to-person encounters in which such things as effective communication, working together with others for a common goal, and noticing distinctions among persons are necessary and important.

Intra-personal Intelligence

This intelligence relates to inner states of being, self-reflection, metacognition (ie. thinking about thinking), and awareness of spiritual realities. Intra-personal intelligence is awakened when we are in situations that cause introspection and require knowledge of the internal aspects of the self, such as awareness of our feelings, thinking processes, self-reflection and spirituality.

Logical/Mathematical Intelligence

Often called "scientific thinking," this intelligence deals with inductive and deductive thinking/reasoning, numbers, and the recognition of abstract patterns. Logical mathematical intelligence is activated in situations requiring problem solving or meeting a new challenge as well as situations requiring pattern discernment and recognition.

Musical/Rhythmic Intelligence

This intelligence is based on the recognition is based on the recognition of tonal patterns, including various environmental sounds, and on a sensitivity to rhythm and beats. Musical/rhythmic intelligence is turned on by the effect of music and rhythm on the brain, including such things as the human voice, sounds from nature, musical instruments, percussion instruments, and other humanly produced sounds.

Verbal/Linguistic Intelligence

This intelligence is related to words and language both written and spoken. Verbal linguistic intelligence is awakened by the spoken word, by reading someone's ideas thoughts, or poetry, or by writing one's own ideas, thoughts, or poetry, as well as by various kinds of humour such as "plays on words," jokes, and "twists" of the language.

Visual/Spatial Intelligence

This intelligence, which relies on the sense of sight and being able to visualize an object, includes the ability to create internal mental images/pictures. Visual/spatial intelligence is triggered by

presenting the mind with and/or creating unusual, delightful and colourful signs, patterns, shapes, and pictures, and engaging in active imagination through such things as visualization guided imagery, and pretending exercises.

Metacognition

Helping children understand how they learn

APPENDIX 2

Promoting Skills across the School Curriculum

Children learn, practise, combine, develop and refine a wide range of skills in their work across the curriculum. Some of these skills are subject specific (painting in Art and Design), some are common to several subjects (enquiry skills in Science, History and Geography). Some skills are universal, for example the skills of communication, improving on own learning and performance, and creative thinking. These skills are essential to effective learning. Opportunities for teaching all these skills across the key stages can be identified when planning. Children can be encouraged to reflect on what and how they learn, and how these skills can be applied to different subjects, different problems and real life situations.

KEY SKILLS

Six skills are described as key skills because they help learners to improve their learning and performance in education, work and life. These skills are embedded in the National Curriculum.

1. Communication
2. Application of Number
3. Computing
4. Working with others
5. Improving own learning and performance
6. Problem solving/Metacognition

The features of communication skills in the curriculum:

- Provision for the teaching of speaking, listening, reading and writing in all subjects
- The focus on speaking and listening to include the ability to speak effectively for different audiences; to listen, understand and respond appropriately to others; and to participate effectively in group discussion
- Promotion of the reading of a range of literary and non-literary texts and to reflect critically on what has been read
- Promotion of writing fluently for a range of purposes and audiences, including critical analysis of their own and others writing
- Planned assessment of skill development, including encouragement of self assessment

The features of application of number in the curriculum:

- Provision of mental calculation skills and their application in a range of subjects and contexts
- A focus on the development, understanding and use of mathematical language related to numbers and calculations

- Opportunities for the processing of data, solving increasingly complex problems and explaining the reasoning used
- Planned assessment of skill development, including the encouragement of self assessment

The features of computing in the curriculum:

- Explicit teaching of computing as a separate subject
- Promotion of the use and application of computing in cross curricular ways
- Development of the pupils' ability to make judgements about computing use, to access and process information (research skills), solve problems and communicate using the appropriate platforms
- A focus on computing in a range of settings
- Assessment of computing and pupils' role in considering how best to improve
- Creating an awareness amongst pupils of e-safety and how to use the internet in a safe and productive manner

The features of working with others in the curriculum:

- Promotion of the values of teamwork including the ability to contribute to small group and whole class discussion
- Explicit attention to ensuring that pupils understand the convention of working with others and the rules of good behaviour
- Planned opportunities for collaborative working in different subjects
- A focus on self-assessment

The features of improving own learning and performance in the curriculum:

- Teaching practices that ensure pupils are given clear learning intentions and are enabled to develop success criteria in tasks
- Provision of opportunities for pupils to review and evaluate their work and plan ways to improve their learning
- Giving pupils time in the different subjects to reflect on and review progress
- Ensuring that all pupils are included in opportunities to make progress

The features of problem solving in the curriculum:

- Provision to develop the skills and strategies to solve the problems they face in learning and in life
- Opportunities for problem solving in all subjects and a variety of contexts
- Promotion of pupils' confidence in problem solving, including the skills of hypothesising, predicting and evaluating solutions
- Planned assessment of problem solving and self review, helping pupils to improve their own learning
- Metacognition is incorporated throughout the curriculum and allows children to understand about themselves as learners and to explore how they best learn

Reviewed by: TMU

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This policy to be reviewed annually by TMU – next review due January 2018