



TEACHING AND LEARNING POLICY

School Mission Statement and Aims

For all Members of the School Community to work together to enable all pupils to develop as enthusiastic, confident and skilful learners.

The curriculum at GMJS is designed to deliver our Mission Statement and our School Aims, which are to:

- Provide a welcoming, safe and stimulating learning environment
- Enjoy and develop positive attitudes to school and learning.
- Recognise the individuality of all pupils and provide for their particular needs
- Equip pupils with the skills and values they need to form positive relationships based on equality and mutual respect
- Learn with and from others; co-operating, being respectful and supporting each other.
- Be resilient and engaged in the process of their own learning
- Develop a positive sense of self-esteem and resilience
- Enable all pupils to fulfil their potential and reach the highest possible academic standards
- Understand and respect diversity
- Foster a love of learning that will continue throughout our pupils' lives, learning from a broad and balanced curriculum where there are high standards of teaching and learning.
- Build strong partnerships between school, home and the community

The curriculum at GMJS is designed to support our core values: *Respect, Kindness, Tolerance, Responsibility, Co-operation*

Guiding Principles

We teach the National Curriculum using a combination of approaches based on the acquisition of knowledge and progression of skills. Our bespoke curriculum is sequenced and planned effectively so that pupils know more, can do more, remember more and are able to apply more. We believe that the curriculum, including the extra-curricular opportunities we provide, should ensure that all children enjoy their education. We aim to use a range of evidence-based teaching approaches to ensure knowledge, skills and understanding are reinforced and embedded. We evaluate our practice regularly against what we know works.

Non-negotiable elements for practice in all year groups

Lessons:

Our learning and teaching pedagogy and practice is informed by research principles such as Rosenshine's Principles of instruction, to guide pupil practice and build metacognitive learning. As a guideline, lessons will generally follow this approach:

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Ask key questions and check the responses of all students.
- Provide models.
- Guide student practice.
- Check for student understanding.

- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Require and monitor independent practice.
- Engage students in review.

Planning and delivery of the curriculum:

- Teachers have good subject knowledge which is used to inspire children and build pupil's knowledge, skills and understanding.
- The curriculum is relevant and purposeful and the 'real-life' purpose should be made clear to children. Learning objectives are based on the AREs, taught in a well-sequenced manner and at the right level.
- Lesson introductions provide stimulus and variety to grab the children's interest and include a clear explanation of the learning objective, links to AREs and prior learning.
- Effective use is made of success criteria during lessons and target setting for future teaching. The success criteria should be shown to the children and discussed, or selected by the children themselves. Children should know that they have met the learning objective when they have completed these steps.
- Lessons are interesting, stimulating and challenging for all pupils and involve active learning where possible.
- Lessons demonstrate excellent use of all resources including teaching assistants, other adults, technology and learning materials, which should be of the highest quality. The focus of teaching assistants during all parts of the lesson is clear and effective.
- Lessons are well structured and paced with effective use made of time – children have a sufficient amount of time to work independently on a given task.
- Teaching is organised with due regard to the 20:80 rule. There are plenty of opportunities for pupils to be actively involved in both thinking and doing.
- Key vocabulary is discussed and reinforced during the lesson.
- Teachers use a range of strategies to show and model learning to children. Questioning and responses are used to develop learning at all points during a lesson.
- Lessons are well-planned and appropriately adapted based on effective, inclusive teaching and learning strategies.
- Lessons involve a wide range of resources and media where possible to help children learn, such as but not limited to: videos, songs, games, drama, working wall, talk partners, jotters.
- Children are given opportunities to make decisions about their own learning.
- A wide range of teaching methods and well prepared learning activities which suit different learning styles and include lots of first hand and investigative experiences are provided.
- Homework is effective, reinforcing and extending learning in school.
- A planning rota may be devised for staff in each year group to complete planning so that staff are able to utilise the talent and expertise of their colleagues. This ensures high quality planning, reduces workload and secures consistency between classes. However, it is the individual class teacher's responsibility to ensure that teaching and learning in all lessons is appropriate for all pupils, challenging, effective and engaging. Year group leaders should oversee Maths and English planning on a weekly basis to ensure this is the case and seek support from SLT if necessary.
- A well-considered seating plan is put in place each week, with necessary pupils sat at the front of the class.
- The use of school's oracy strategies are embedded across lesson planning and referred to at each opportunity.
- Subject-specific vocabulary is presented visually for pupils where appropriate.

➤ **SEND:**

- Teachers are aware of all pupils in their class with additional needs and which area of need from the SEND Code of Practice that these needs relate to. They are aware of how best to deliver their lessons for these pupils, in line with our SEND policy and our SEN Information Report.
- Children with SEND are given sufficient support to access the age appropriate curriculum where possible and suitable adaptations are made to every lesson, in line with the school's SEND policy.

- Appropriate provision and teaching for SEND is recorded on all planning.
- Children working significantly below AREs have activities relevant to objectives in their small steps document.

Building on prior learning:

- Knowledge Organisers (KOs) are regularly referred to, to reinforce and assess knowledge and as a support tool for pupils. Previous KOs are also used to familiarise staff with knowledge children should have already.
- There are many planned opportunities for pupils to practise, re-visit and embed key skills and knowledge across the curriculum.
- A range of 'no stakes' quizzes and tasks are used on an ongoing basis to encourage learning of key skills and knowledge to take place.
- Links are continually made and discussed between prior learning and current topics so that children can compare similarities and differences between concepts and situations, building on their knowledge and understanding of topics.

Assessment:

- Pupil progress is tracked on an ongoing basis and strategies are put in place as soon as necessary to ensure no child falls behind.
- Pupil Premium sessions are used to give pupils extra support in areas needed as they arise.
- Accurate assessment and on-going oral and written feedback related to learning objectives, is used to promote pupils' progress and actioned by children the following day at the latest where required.
- Questioning and assessment are used to focus teaching throughout lessons and enable teachers and teaching assistants to make timely interventions.
- 'Assessment for Learning' strategies are used effectively across the curriculum, including lolly-pop sticks.
- Pupil progress is tracked. Adapted work and targeted interventions are provided as necessary to keep pupils on track or close gaps.
- Effective records of pupils' learning are maintained on subject planning and on ARE checklists inside books.
- Assessments are adapted where necessary for pupils with SEND so that they are accessible and appropriate for each child.

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

Staff:

- Know pupils well and differentiate support to meet their individual learning needs
- Maintain positive and effective working relationships as part of a staff team, sharing good practice to provide the very best opportunities for children's learning.
- Have high expectations for all pupils in terms of effort, productivity and learning. Only work at the pupil's highest standard will be accepted.
- Use the Zones of Regulation to support pupil wellbeing and enable pupils to articulate how they feel, including using emotion pots on a daily basis
- Reinforce the school's Behaviour Policy
- Update parents/ carers on pupils' progress
- Are reflective of their own teaching in order to continually improve
- Attend relevant CPD courses and share best practice with others where necessary
- Meet the expectations set out in all School's policies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

- Meet pupils in the morning at the entrance to the classroom and see pupils out at the end of the day
- Share on an ongoing basis the appropriate areas in our School Improvement Plan that we are working towards, eg. Oracy, writing

School Community:

- The partnership between home and school is valued and promoted by all staff.
- All parents are invited to an online 'drop in' meeting at the start of each year to provide another opportunity to meet the class teacher and inform them of anything they feel necessary.
- Parents will be able to attend a progress meeting during the spring term to discuss their child's progress. Work books will be sent home prior to this so parents can see what the children have been doing in lessons.
- All parents can access curriculum information on the school website and regular updates are sent via the school newsletters.
- All parents will be invited to attend a class assembly once a year.
- All parents will receive a written report on their child's progress on an annual basis and are able to discuss these with the class teacher.
- All parents are able to liaise with their child's teacher through calls to the school office or by email.

Pupils:

- Strive to show our 'Secrets of Success' and demonstrate our School Values.
- Recognise which 'Zone' is best for learning to take place.
- Work hard and are engaged in lessons.
- Be well-motivated and inspired to learn. They are encouraged to be prepared to try new things, work hard, concentrate, use their imagination, strive to improve, understand others, push themselves and not give up.
- Be pro-active and make decisions about their learning, seeking support when necessary.
- Value the work of others and develop as a truly inter-dependent learner.
- Work hard and develop good rates of physical and mental productivity through lots of doing and thinking.
- Develop skills in understanding and organising their learning, asking questions, managing their time and use success criteria to assess their own and their peers' learning.
- Read/ listen and respond to feedback, make improvements in their work.
- Communicate their findings for a variety of purposes.
- Constantly re-visit and develop basic study skills and knowledge.
- Practise and apply newly acquired skills and knowledge in school and at home.

Learning Environment:

- Classrooms offer a tidy, inviting and stimulating environment.
- Walls are backed in pastel colours (white or buff colour included).
- Classrooms must be free from clutter, including around the teacher's desk and on the shelves.
- Displays are kept up to date, relevant and follow the school's display policy.
- The high board at the back should be used as an art gallery and changed or added to every time you do Art.
- Recognition board changed regularly.
- Pots on every table with equipment for pupils.