

Ludlow Junior School
Policy for teaching and learning
Reviewed: October 2017
To be reviewed: October 2019

This policy should not be read in isolation, but in conjunction with other relevant school policies and guidelines.

At Ludlow Junior School, we believe that teachers should:

- provide a secure and educationally stimulating environment in which a positive attitude to learning is fostered
- set high expectations for all pupils
- have a clear understanding of pupils current attainment and the necessary next steps in their learning
- plan sequences of lessons within the context of a broad, relevant and challenging curriculum
- employ a range of appropriate teaching strategies which are appropriate to the subject matter and which sustain pupil enthusiasm
- have clear strategies to support pupils in developing confidence and independence
- fully embrace the concepts embodied in the 'Enjoy and Achieve' elements of Every Child Matters

At Ludlow Junior School, we believe that pupils should:

- feel secure, stimulated and positive
- aspire to achieve the highest possible standards for themselves
- have a clear understanding of the next steps in their learning journey
- find lessons relevant, challenging, active and enjoyable
- have opportunities to discuss lessons and their learning with staff
- continually develop their levels of independence and interact appropriately with others
- be inspired

At Ludlow Junior School we believe that learning is the process by which pupils gradually acquire and assimilate knowledge, concepts and attitudes to enable them to make greater sense of the world. We believe that effective teaching achieves this through a well-planned and structured approach and needs to be supported through positive strategic management and a shared vision of excellence.

Teaching and learning are most effective when pupils:

- adhere to all school policies and routines regarding behaviour and positive attitudes to work;
- demonstrate respect for the rights of those around them (other pupils and staff);
- have the highest expectations of themselves and their work;
- consider the impact of their actions on others;
- understand the need to take responsibility for their own learning appropriate to their age and ability and extend their learning beyond the classroom;
- are self evaluative of their progress towards learning targets and feel that their achievements are recognised and celebrated;
- attend school regularly and are punctual every day;
- are proud of their achievements;
- are inspired and motivated;
- respond positively, appropriately and enthusiastically to the full range of learning opportunities provided.

Pupils learn most effectively when teachers and other adults:

i) Environment

- provide a secure, educationally stimulating and child friendly environment in which a positive attitude to learning is maintained;

ii) Expectations

- set appropriate and demanding expectations so as to challenge pupils and deepen their skills, knowledge and understanding;
- set high expectations for all pupils, taking into account individual differences, including gender, cultural and linguistic heritage;
- make use of opportunities to contribute to the quality of the pupils' wider educational development, including their personal, spiritual, moral, social and cultural development;
- evaluate own teaching critically and use this to improve effectiveness;
- foster positive relationships between all individuals in the school;

- foster positive relationships and good communication between home, school and community;
- strive to achieve or exceed objectives set within the school's Performance Management framework.

iii) Planning

- plan thoroughly to ensure continuity and progression within the curriculum, matching the work to the needs of pupils (underpinned by AfL);
- present activities in the context of a broad, balanced and relevant curriculum through continuous, blocked and linked modules of work;
- provide clear structures for lessons, and for the sequence of lessons in the short, medium and long term;

iv) Provision for SEN, EAL and Able Pupils

- identify pupils who have special educational needs, are very able, are gifted and /or talented or have English as an additional language and provide appropriate support, extension, intervention and/or resources where appropriate.
- ensure that the needs of all pupils are met and reviewed.
- See associated policies.

v) Subject Knowledge

- have a secure knowledge and understanding of the subject areas they teach;
- stimulate intellectual curiosity, communicate enthusiasm for the subject being taught, and foster pupils' motivation through having sound knowledge and understanding of what they are teaching.

vi) Teaching Methods

- regularly employ a range of appropriate teaching strategies within a lesson which are appropriate to the subject matter and which sustain the momentum of pupil enthusiasm and work;
- structure information well. This includes the outlining of content and aims, success criteria, signalling transitions and summarising key points as the lesson progresses;
- present content clearly around a set of key ideas, using appropriate subject-specific vocabulary and well chosen illustrations and examples;
- use clear instruction, demonstration and accurate, well-paced explanation;

- exploit opportunities to improve pupils' basic skills in literacy, numeracy and ICT, and the individual and collaborative study skills necessary for effective learning, including information retrieval from libraries, texts and other sources;
- provide opportunities to develop pupils' wider understanding by relating their learning to real and work related examples;
- Use a range of AfL strategies in the classroom;

vii) Management of Pupils

- enable pupils to work regularly as individuals, in groups of various sizes and as a whole class (making best use of partner talk strategies and reducing teacher talk);
- set high expectations for pupil behaviour establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships;
- give pupils frequent opportunities to achieve success. Value and praise pupils' efforts and achievements;
- encourage pupils to become increasingly independent in planning, organising, selecting resources and evaluating their own work;

viii) Marking, Assessment & Target Setting

- mark pupils' work constructively, paying careful attention to pupils' errors and misconceptions, and help to remedy them;
- assess pupils' work regularly and promptly, using the results to inform future planning;
- develop clear challenging targets with pupils;
- maintain accurate records and produce effective reports;
- listen carefully to pupils, analyse their responses and respond constructively in order to take pupils' learning forward;
- facilitate pupils' opportunities for self assessment and peer assessment
- Develop a dialogue between pupils and teachers in relation to current attainment and next steps in learning

ix) Use of Time & Resources

- ensure that the pace of lessons is sufficiently challenging and that pupils' time is used effectively;
- select and make good use of printed resources, Information and Communication Technology, and other learning resources and environments, which enable learning objectives to be met;
- Make highly effective use of additional adults in the classroom;

- provide opportunities for pupils to consolidate their knowledge and maximise opportunities, both in the classroom and through setting well focused home learning to reinforce and develop learning.