



**Fairfield Endowed CE (C)
Junior School**

**Policy Document
Teaching & Learning**

2018

Introduction

Rationale:

Want children to be happy and enjoy learning

At Fairfield Endowed CE (C) Junior School we believe in the concept of lifelong learning for everyone. We maintain that learning should be a rewarding and enjoyable experience for all. Through our teaching we equip children with the skills, knowledge and understanding necessary to help them lead happy, healthy and rewarding lives, to secure their economic well being and above all else, to reach their full potential.

Through our teaching we aim to:

- Build a community of enquiry amongst our pupils, staff and parents, motivating them to become life-long learners.
- Enable children to reach their full potential.
- Raise levels of attainment for all pupils.
- Provide equality of opportunity for all our pupils.
- Provide the children with the necessary skills to become confident, resourceful and curious learners.
- Foster children's self-esteem, helping them to build positive relationships with their peers so as to be able to work well as a team.
- Develop children's self-respect and sense of pride, encouraging them to respect the ideas, attitudes, values and feelings of others.
- Enable children to make informed healthy lifestyle choices.
- Promote positive attitudes towards people and communities of people both locally, nationally and in the wider world.
- Help our children grow into reliable, independent citizens who can make a positive contribution to their community and the world beyond.

The Principles behind successful learning

Having high expectations

We have high expectations of all children, and we aim for teaching and learning at Fairfield Endowed CE (C) Junior School to be of the highest possible standard. We aim to include a level of challenge in all lessons which is realistic and sharply focused and which leads to children making good and better progress. We also aim to include mastery at every level for the core subjects enabling all children to consolidate their learning and build from a strong foundation.

At Fairfield, we

- Have high expectations of pupils and encourage them to have high expectations of themselves.
- Set challenging targets for the children and set out clear steps to success .
- Develop a strong working ethos amongst pupils by encouraging them, rewarding their good work and by sharing their successes with parents and friends.
- Expect all pupils to take part in the learning journey and plan for an inclusive education for all.
- Support and challenge children to reach their full potential.
- Develop independent learning in children through the fostering of resilience, by empowering children the development of individual strategies to support their own learning.

- Monitor attainment carefully and identify success and underperformance using regular ‘progress reviews’ of achievement with the Headteacher with a view to identifying and focusing support where needed.
- Aim to raise progress by at least three assessment points each year during a child’s time here whilst aiming to accelerate children’s learning where necessary in order to ensure that they reach Age Related Expectations by end of Year 6.
- We acknowledge that children make progress at different rates and can have other factors in their lives which effect learning. In response, we provide appropriate pastoral support through our nurture provision, positive play and through developing positive and purposeful relationships with parents, carers and outside agencies.

Learning to Learn

At Fairfield, we

- Plan a varied curriculum to encourage an enquiring mind
E.g. Each unit of work or topic will begin by encouraging children to ask questions about what they want learn and develop in order to extend their thinking and develop a sense of ownership. Planning will be reshaped to accommodate children’s ideas.
- Developing questioning and thinking skills across the curriculum from concepts of reasoning in Maths to developing investigative questioning in Science.
E.g. We use the principles of Philosophy for Children to encourage discussion and debate amongst our pupils.
- Work together [teachers and teaching assistants] to develop our questioning and probe into the children’s understanding of new concepts and ideas. Equally children are encouraged to ask questions about these new concepts and ideas.
- Encourage speaking and listening by using talking partners, group discussions or whole class activities. Children are encouraged to work as part of a team and take on the specific roles to encourage peer discussion/debate amongst them.
- Develop speaking explicitly across the curriculum e.g. developing presentation skills and learning to read with expression to engage an audience.
- Develop and enhance children’s use of key words and phrases relevant to the subject in order to develop specific vocabulary. For example, we encourage children to think as scientists or as artists and use vocabulary such as ‘I wonder why...’ or ‘I wonder if...’. There is a focus extending vocabulary across the curriculum which may include technical vocabulary in subjects such as Science and Maths but equally includes ensuring that children address meaning and usage when learning spellings each week.

Promoting positive attitudes towards learning

At Fairfield, we

- Promote confidence and resilience by encouraging children to have a go and accept that failure can be a powerful part of the learning process.
- Develop strategies with the children to allow them to develop as independent learners.
- Encourage children to become confident decision makers and have an element of choice in their own learning.
- Teach children to evaluate their own progress through self and peer assessment and respond to feedback from the teacher.
- Celebrate the success of individual and collective achievements using feedback, house points and headteacher awards and invite parents to share in the celebrations.
- Share learning experiences with parents through curriculum events and curriculum days which are held throughout the year and through parent evenings, reports, text messages and newsletters and face to face communication.
- Have adopted a Presentation Policy to instill a sense of pride amongst our pupils.

See also the **Presentation of Work Policy** and the **Writing and Handwriting Policy**.

Planning the Curriculum

Teachers' knowledge

At Fairfield, we

- Research and prepare topics to improve our own subject knowledge and adapt planning to our current cohort and their needs.
- Deliver lessons with enthusiasm and professionalism in order to inspire and motivate pupils and fellow colleagues.
- Recognise that the learning culture includes staff as well as pupils and parents and work as a learning community to share expertise and experience within our staff.
- Make use of specialist teaching/teacher knowledge such as in Music, French, Art, PE and ICT.
- Accept our responsibility for pupil progress and reflect on the effectiveness of our teaching.
- Acknowledge the importance of monitoring standards in teaching and learning [using lesson observations, learning walks, work scrutiny and professional dialogue with fellow colleagues/management of the school] and use the outcome as a tool to support our own professional development.
- We act upon advice with a sense of urgency in order to improve our teaching.
- Develop our knowledge of children's experiences by conducting prior knowledge assessments in the form of questioning, an exercise or activity and by making reference to previous planning.
- Use knowledge of the locality to best meet the needs of our pupils.

How we plan the curriculum

At Fairfield, we

- Plan from an overview of skills based, cross curricular topics over the year which forms part of a four year Learning Journey at Fairfield. These skills have been adapted using the National Curriculum Programmes of Study.
- Plan for foundation subjects on a termly basis but also allow for topics to be developed during the course of the term, allowing changes to be made where necessary.
- Make learning purposeful and meaningful and relevant to the development of a skills based curriculum.
- Plan for the development of key skills in Literacy and Numeracy within a unit of work to plan for the steps in learning within the unit or a term's plan. This planning will contain references to specific taught sessions for groups of children within the class, support staff input as well as opportunities to develop questioning and thinking skills amongst pupils. [P4C]
- Use Classroom Monitor to inform planning and track pupil progress. We will change and adapt lesson planning before delivery in the classroom and within the lesson itself based on our findings.
- Differentiate work and learning experiences, catering for the full range of ability [including those with SEN] within the classroom but also mix children according to ability group when relevant.
- Target support and pre-intervention, post-intervention or immediate intervention by taking account of the learning needs of groups of children including those who are more able, those with special educational needs, those who are in receipt of pupil premium and those who are below Age Related Expectations and show this in our planning and tracking of pupil progress.

Fairfield Endowed CE (C) Junior School Teaching and Learning Policy

- Maximise learning time by providing personalized, flexible learning, for example by differentiating lesson starters and plenaries using the valuable input from both teacher and teaching assistant. This ‘fluid grouping’ is informed by AfL and influences the stage in planning.
- Provide appropriate resources to support teaching and learning from those which will help children learn best.
- Provide children with meaningful homework opportunities which allow them to practice skills well and which enables them to share their learning experiences with parents
- Bring learning to life through trips, visits and visitors to school.

How we deliver the curriculum

At Fairfield, we

- Show a passion for learning.
- Use a ‘learning hook’ to enthuse the pupils at the beginning of a unit of work.
- Share the learning intention [short term] at the beginning of the lesson and the learning journey [long term] at the beginning of the topic or unit of work. For each lesson there will be a clearly displayed ‘Learning Objective...’ using language accessible to children.
- Show the expected learning outcomes through clearly displayed ‘Success Criteria...’ broken down into steps for learning and using language which makes them accessible to children.
- **Stretch and Challenge children.**
- Outline the context and purpose for learning.
- Make links to other subjects where relevant.
- Include links to key skills such as those which are transferable from one learning experience to another.
- Model expected outcomes of lessons for pupils through teacher demonstrations and shared work.
- **Children have the opportunity to share with the class what they feel they have achieved during the week.**

Please also refer to the **Curriculum Policy**

Assessment

At Fairfield, we

- Review pupil progress every term and adjust provision accordingly.
- Mark and assess a child’s learning before the lesson [prior learning], within the lesson and after the lesson.
- Check for understanding using key questioning.
- Monitor learning closely within a lesson and will reshape the lesson based on the children’s understanding.
- Provide children with ongoing verbal feedback regarding their progress and follow up any misconceptions as soon as possible.
- Provide children with opportunities to recognize their own progress, know what they need to do to improve and plan their next steps.
- **Test children in core subjects once a term.**

Please also refer to the **Assessment Policy** and the **Marking and Feedback Policy**

Health and Safety

We ensure that all tasks and activities are carried out in line with the Health and Safety Policy and Educational Visits Policy.

Signed:

Date: