

Elmhurst School
Teaching and Learning
Policy

January 2019

Aims of the policy

This policy, has been created by and agreed upon by the teaching staff and Governing Body. At Elmhurst Junior School, we are committed to high-quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

School Ethos

At the core of our aims are a set of fundamental beliefs summed up in our school mission statement: 'Where Every Child is Valued.' This underpins learning and helps create an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence. An environment where every child is challenged to be the best that they can be.

We believe:

- Children learn best when the teaching and learning activities are engaging, motivating and foster the children's curiosity for learning.
- The physical environment, in which children's learning takes place, should be one which supports and enhances their learning.
- Parental and family involvement in children's learning is important and should be encouraged and valued.

Relationships: Respect and Communication

Every teacher makes a special effort to establish good working relationships with all children. This is achieved by greeting the children at the door with a smile and "How are you today?"

At Elmhurst, we use *check in, check up and check out* each week. This enables teachers to understand how a child is feeling and to share special achievements. It also helps teachers learn if a child has a worry or concern.

Modelling respect at all times is vital; children will mirror our actions. Effective communication begins with mutual respect. Building relationships through communication and respect is a shared responsibility of all members of the school community. We all have an important role to play by:

- Spending time getting to know our children and showing them they are valued
- Communicating expectations clearly and fairly

- Celebrating individual and whole class successes and contributions
- Using a tone that is honest and tactful, choosing words that are appropriate to the situation and non-inflammatory
- Making eye contact and focusing on the speaker
- Speaking in turn, never interrupting the speaker with an understanding that disagreements in opinions may occur

Learning environment

Our classrooms and learning areas will support and enrich the learning of all children. As well as being rich, vibrant and welcoming, the environment is a learning tool, a way of engaging children, promoting and building the class and school climate for learning.

Class teachers will use their experience and knowledge of their children's needs, in order to set up their classroom as they see fit; although all classrooms should have a maths and literacy working wall and a book corner/reading area where possible.

Teaching Strategies: Being Creative and taking risks

At Elmhurst, we provide good quality teaching in a rich and varied learning environment which enables all children to develop skills and reach their full potential. We recognise that children learn in many different ways and when planning, we build in visual, auditory and kinaesthetic approaches (see appendix 1 Yearly Curriculum Overview, appendix 2 Termly Curriculum Overview, appendix 3 Medium Term Plan and appendix 4 Weekly Timetable).

Teachers also recognise that children have to be ready to learn and motivated by the lesson content. At Elmhurst our children are provided with the following strategies:

- Regular feedback throughout the lesson
- Effective use of adult support
- An appropriate challenge for all children
- High-quality questioning and extension
- Clear objectives referring to past and future learning
- Collaborative work with mixed ability groups
- Active learning both inside and outside of the classroom

Remember if a child can't learn the way we teach, we must teach the way they learn.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in Maths and Literacy by the Subject Leaders and Headteachers.

A termly review of pupil progress and attainment is held with all members of teaching staff in the form of Pupil Progress Meetings. These include discussions about key groups of children and the impact of interventions.

Subject leaders will regularly monitor children's books and class teachers and teaching assistants are observed according to the school monitoring programme and the performance management cycle.

At Elmhurst, we believe in openness and transparency. All staff are willing to learn from each other. A clear programme of CPD, a willingness to undertake coaching and mentoring activities and the shared PPA allows for all staff to reflect and craft their skills in a team.

Assessment for Learning: Target setting

The purpose of assessment in our school is to provide information to our staff which allows them to see how children are progressing, identify gaps and plan accordingly.

Termly summative assessments are carried out resulting in teachers identifying gaps and setting appropriate targets for children that are challenging and achievable within a suitable time-frame.

Learning Powers: Behaviour

Across the school, children at Elmhurst are introduced to six Learning Powers and characters, which are also used at Hindhayes. Each half term there is a specific learning power focus (see appendix 5 Learning Powers), which is shared in assemblies and in class to enable children to understand what each learning power entails.

A range of different activities may be provided in class to enable children to practise their learning powers and they are given advice and tips from their teachers in order to succeed in each particular area.

At the end of each week, children who have achieved the learning power for the term are rewarded with a certificate during Friday assembly time and a treat of

a hot drink and chat with the headteachers. Learning power certificates from previous terms' focus can also be given at any point in the year. At the end of the year, any children who have achieved all six learning powers are rewarded in a special learning power assembly.

Monitoring and review

We are aware that this policy will need to be reviewed regularly so that we can take account of any new initiatives, changes in the curriculum or changes to the physical environment of the school.

Date of review: