

St. Lawrence College

Junior School

Teaching & Learning

Policy



Our school is one community, united in our respect for each other, tolerant of differences and proud of our diversity, honest and positive about our learning and behaviour every day.

Issued: 2018

Most recent review: 2021

Teaching and learning are the core activities of the school and through these activities we aim to maximise the learning potential of all St. Lawrence College Junior School pupils. This policy outlines the school's approach to promoting excellence in teaching and learning and as such should be read in conjunction with the school's curriculum and assessment policies.

AT ST. LAWRENCE COLLEGE WE BELIEVE CHILDREN LEARN BEST WHEN:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful, and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

TEACHING STANDARDS & STYLES

The school recognises the positive relationship between effective teaching, quality learning and rising standards of achievement. It is accepted that teaching is the vital link between the curriculum and achievement.

We expect the following:

- Staff have secure subject knowledge and understanding of the subjects they teach. When support is needed, they seek advice from senior leaders or subject leaders.
- Staff plan appropriately for all groups of children and access quality resources.
- That every lesson has a clear LO (Learning Objective) which all pupils understand, see the point of, and which remains on display throughout the lesson.
- That all lessons demonstrate key elements of good AfL practice.
- That activities are varied and differentiated to ensure that children explore, develop and practice new concepts at an appropriate level.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding.
- Staff provide appropriate resources which support learning outcomes and provide challenge for the more able.
- That staff have high expectations of presentation, quality and quantity of work.
- TA's are fully involved and active in lessons whether with small groups, individuals or the whole class.
- That teachers are know how to interpret pupil results and data in CEM by Durham University.

QUALITY TEACHING TAKES PLACE WHEN THE FOLLOWING FACTORS ARE PRESENT.

- Secure subject knowledge or expertise
- Confident delivery
- Awareness of how to address a range of learning styles
- Differentiation that caters to the needs of each child as an individual
- An appropriate level of expectation, challenge, pace and sense of purpose, informed by assessment and planned for, prior to the lesson
- Effective and targeted use of TAs and other adults in the learning environment to have an impact on pupil progress
- Classroom management that supports positive relationships and a purposeful working environment

- Teaching that reinforces and strongly supports learning through things such as:
 - ✓ effective questioning creating levels of understanding and metacognition
 - ✓ high quality dialogue and interaction
 - ✓ a child-centric focus which all learners can access at their level
 - ✓ scaffolded learning so that pupils can apply skills with increasing independence
 - ✓ use of resources which engage, support and challenge
 - ✓ teachers and TAs (teaching assistants) modelling strategies through guided work
 - ✓ less teacher talk, more pupil-led discussion and group activities

- Assessment of, and for, learning, so that pupils have an explicit understanding of:
 - ✓ the purpose of the lesson
 - ✓ how to achieve success within the lesson
 - ✓ how to improve
 - ✓ demonstrating progress within the lesson

GOOD OR OUTSTANDING LESSON PLANNING IS ENSURED THROUGH:

- Being informed by thorough and accurate assessment
- Including a level of challenge that stretches but does not inhibit
- Work that is closely tailored to all the children's different capabilities so that all can succeed
- Clear learning objectives and outcomes
- Well directed TAs
- Effective time management
- The variety and type of resources, including ICT, that are compatible with learning
- Appropriate resources, extensions and project work to foster independent learning
- Home learning tasks that reinforce and extend learning in school

EXPECTATIONS OF PUPILS IN LEARNING:

- Pupils show high levels of engagement, commitment and cooperation during lessons.
- Pupils respond well to teachers, and lessons proceed without interruption.
- Pupils respond readily to challenge, show willingness to concentrate, and resilience when faced with difficulties in tasks.
- Disruptive behaviour is not exhibited
- Work is sustained with a sense of commitment and enjoyment.
- Pupils are sufficiently confident and ask questions and to persevere with their work when answers are not readily available.
- They are provided with the skills to evaluate their own work and understand their learning journey.

THE LEARNING ENVIRONMENT

Where children learn is important and makes a significant contribution to the quality of education provided. Each area needs to be established and maintained in a way that is directly related to the learning outcomes addressed in that particular space. This will vary according to the nature of the children, the demands of the curriculum and the constraints of the space.

A quality learning environment is one in which:

- children feel safe and secure
- space is used effectively
- furniture/equipment layout accommodates movement
- resources are clearly labelled and easily accessible
- order is appreciated, it is tidy and well maintained
- displays reflect current learning and are updated regularly to reflect topics as well as pupil achievement and understanding
- the environment offers challenge and opportunity for further learning
- the needs of the children are reflected and explicitly understood
- appropriate resources are well maintained
- there is an emphasis on creating independent learners and thinkers
- children want to learn
- a bright, colourful and stimulating effect is produced

Teaching & learning are always prioritised by all staff in the day to day running of the junior school.