

Thomas Jones School Teaching and Learning Policy

The Governing Body of Thomas Jones School adopted this Teaching and Learning Policy on 21st June 2021. The policy will be reviewed biennially or more frequently as needed to meet statutory guidelines.

The aim of this policy is to reflect how the teachers and support staff at Thomas Jones School will endeavour to provide the best possible learning opportunities for our children.

The Teaching and Learning policy will be updated biennially or more frequently as required in order to take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Aims

The aims of the Teaching and Learning Policy are:

- To provide a sense of direction for every staff member
- To ensure a consistent approach across the school
- To enable and encourage development
- To provide a basis for evaluation of teaching and learning at Thomas Jones

Teaching and Learning

Highly effective teaching and learning is characterised by **personalisation**. Teaching and learning opportunities at Thomas Jones are tailored to ensure differentiated, yet challenging learning opportunities, meet the needs of each individual child.

Our primary objective is to engender in the children a love of learning, an eagerness for knowledge and a delight in exploration of the world around them. We know that children will make the best progress when they are encouraged and when any effort, however small is noticed and praised. We want the children at Thomas Jones to feel secure and confident enough to take risks and 'have a go'. We openly acknowledge and encourage a range of learning strategies and styles to ensure the full engagement of all children in their learning.

Learning Strategies and styles

A range of learning strategies are utilised by staff to support the engagement of all pupils. For example: structured and free play, a balance of open ended and closed tasks, exploration and experimentation, independent and directed learning, trial and error, first hand experience, imitation.

Teachers are aware of different learning styles and plan and teach lessons, taking into account the learning styles of their pupils, in order to maximise learning potential.

All learning opportunities include:

- Clear learning objectives that are differentiated where necessary
- Shared success criteria for children to meet their objective
- High expectations for child involvement
- High expectations of behaviour
- Engagement/ interaction opportunities – a mix of teacher led input and child directed tasks
- Teacher modelling and explaining
- Appropriate questioning including open ended questioning
- Authentic and specific praise
- Immediate formative feedback
- Maximum use of visual and kinaesthetic as well as auditory/visual learning
- An appropriate level of challenge for all pupils- differentiated

The episodic or ‘ping-pong’ style of teaching that benefits the children’s cognitive development and engagement is apparent across all lessons at Thomas Jones with carefully structured lessons. Teachers orchestrate a continual back-and-forth dialogue with the children, using questions, short tasks, explanations, demonstrations, and discussions. This enables teachers to ensure all pupils are fully engaged in each segment of learning, vary the pace and direction of the lesson if necessary, and to continuously monitor the progress of the class. This practice follows Barak Rosenshine’s theory on the ‘Principles of Instruction’, 2010 and supports children’s ability to acquire, use and retain new information.

At Thomas Jones we believe that high quality teaching and effective learning is characterised by effective questioning. Teachers are encouraged to plan for questioning and ensure that they include open ended questioning to allow children to explore their learning opportunities at greater depth.

Specific feedback (orally and through marking) is afforded for all pupils during lessons and retrospectively to afford children opportunities to reflect on their learning and make further progress. See Assessment Policy.

Special Educational Needs and Disabilities

Children who receive special educational needs support and/or have disabilities at Thomas Jones are supported using a variety of techniques and resources. Aspirational outcomes are planned to ensure that children achieve their potential and are able to access teaching and learning opportunities alongside their peers, as much as possible. Staff are deployed effectively to ensure that children’s individual needs are met and that outcomes for the children are impressive.

Provision for children with SEND is reviewed on an automatic basis when children start at Thomas Jones and this is always personalised. Provisions always meet national guidelines and take into account any changes in documentation from national and local governments.

See SEND Policy for further details of how children's individual needs are supported to ensure they are able to access all teaching and learning opportunities at Thomas Jones.

Children with English as an Additional Language

We recognise the need for children to develop a good command of a range of language structures if they are to express their learning. The explicit teaching of language is embedded in our day to day practice and set out in our planning through key questions and the teaching of specific vocabulary and language structures.

Class teachers are aware that providing opportunities for talk is central to effective learning. All pupils and in particular those with more than one language benefit from opportunities to rework and rehearse their understandings and explanations before more formal presentation, whether orally or in writing.

The expectation at Thomas Jones is that children use Standard English orally and in their writing. Teachers consistently model spoken Standard English and are proactive in considerably restructuring children's language regularly to provide children with effective models in spoken English.

Home learning

At Thomas Jones we believe that home learning contributes to the academic achievement of pupils. The key purposes of home learning are to:

- Consolidate learning that has already taken place in class
- Practice spellings/ times tables / grammar rules
- Afford opportunities for children to read frequently outside of school
- Provide an opportunity for children to revise or prepare for tests
- Engage or inform parents/carers where possible of their child's learning and development
- Teach the children good habits with regards to time management and prepare them for secondary school

The Learning Environment

The expectation is that the learning environment of Thomas Jones School will provide children with a safe and calm space in order to focus on their learning and thrive. The environment should be:

- Well organised with easily accessible learning resources visible to all
- Calm and spacious

- Tidy and clean
- Colourful and stimulating
- Well resourced
- A celebration of the children's learning with up to date topic information
- Reflective of the children and families at Thomas Jones School

Classroom Layout

Classrooms will be organised with the best possible use of space ensuring children have appropriate space to learn and move around their environment. Desks and chairs will always be of the appropriate size and height for the child and arranged for clear sight lines of the teacher and teaching resources.

Additional teaching areas across the school are used effectively for children and adults to work uninterrupted in smaller groups.

Resources

Learning resources are introduced and deployed in order to maximise learning potential. Resources are regularly evaluated and developed by teachers and support staff. Sufficient budget is allocated to purchase quality, authentic and intriguing resources to ignite interest in learning and support progress.

Resources are organised in such a way as to ensure that they are:

- Accessible
- Kept in good condition with resources replaced immediately if damaged
- Stored safely and in the correct location

Behaviour

Expectations of behaviour are incredibly high at Thomas Jones which support children to focus on their learning and ensures children achieve their potential.

See Positive Behaviour Policy for further details of expectations.

Roles and Responsibilities

The Role of Governors

The governors of Thomas Jones School will determine, support, monitor and review school policies on teaching and learning. Governors will support

effective teaching and learning through the allocation of resources and in ensuring that the school building and premises are best used to support successful teaching and learning.

Governors will make visits to observe teaching and learning across the school and will scrutinise performance data to ensure that the Teaching and Learning Policy is effective in raising pupil attainment.

Governors will monitor the effectiveness of the school's teaching and learning policies through the school self-review processes including reports from the Head teacher and subject leaders and will set targets related to performance improvement as required.

The Role of the Head teacher

The Head teacher will ensure that the Teaching and Learning Policy is implemented across the school, that all teachers adhere to the policy and that in real terms the policy impacts on pupil outcomes and attainment.

The Head teacher will ensure an effective appraisal process is in place to ensure all teachers' performance is assessed and support is provided for continued professional development. The Head teacher will oversee the moderation of teaching, planning and marking to ensure teachers are afforded opportunities to develop best practice.

The Role of Class teachers

Class teachers at Thomas Jones will adhere to this Teaching and Learning Policy. Teachers will employ a range of teaching strategies and styles to meet the learning needs of all pupils within their class and will plan differentiated learning opportunities for children with SEND and differing attainment levels. Teachers will ensure that they are following the National Curriculum and the school Curriculum Policy. Class teachers will continually monitor and assess their teaching to ensure they are meeting attainment targets set out within the appraisal cycle and develop as reflective practitioners. They will attend training as available and other professional development opportunities to improve practice.

The Role of Support Staff

Support staff are deployed to support an individual child or groups of children to ensure they make optimum progress. Support staff are expected to liaise with the class teacher to ensure that they are clear about expectations and maximise the quality of learning in each lesson. Support staff are expected to liaise regularly with the class teacher regarding progress and attainment and for specific planning for the children they support.

Improving Teaching and Learning at Thomas Jones

Improvements in the quality of teaching are brought about through an ongoing process, which involves:

- Reflection by individual professionals
- Action on planning feedback and guidance
- Use of assessment data
- Target setting through the appraisal process
- Sharing in-house expertise through
 - joint/ team planning
 - discussion with colleagues, subject coordinators and SLT
 - staff training
 - model lesson observation
 - INSETs
 - Subject Leader's Action Plans and training sessions
- Implementation of recommendations arising from classroom monitoring
- Effective response to guidance from advisers and implementation of Ofsted recommendations
- Professional development opportunities
- School Improvement Plan
- School Evaluation Document

Equality and Diversity

Every child in our care is valued for who and what they are and that means that we will make every effort to become informed about their ethnic background, their culture, their concerns, their experiences and their interests and make considerations of these in our teaching and learning.

See Single Equality Policy for further details of how at Thomas Jones we meet the requirements of the Equality Act 2010 and have set out objectives related to teaching and learning to ensure we meet the needs of all pupils and staff.

Accessibility

Every child in our care is valued and we make every effort to ensure that teaching and learning is accessible for all children. Adaptations are made to planning to ensure that all children are able to access the learning objectives appropriately for their own needs. Adaptations are also made to the physical environment of the school to ensure that all children are able to access teaching and learning opportunities alongside their peers both within and outside of the classroom.

See Accessibility Plan for further details of objectives related to teaching and learning to ensure that we meet the needs of all pupils and staff.

Emma Jones
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