

Alexandra Park Junior School
TEACHING AND LEARNING POLICY

At Alexandra Park Junior School we believe that children learn best when:

- * Learning is rewarding and drives a pupil's thirst for learning to make expected or accelerated progress;
- * Teaching is purposeful, positive, well-paced, varied and engaging and provides rich learning experiences;
- * High quality teaching equips children with the life-long skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about the lives they live now and in the future;
- * Learning activities are well planned, ensuring progress in the short, medium and long term.
- * Assessment informs teaching so that there is provision for support, repetition of learning for each child, at each level of attainment;
- * They feel happy and safe;
- * Their confidence and self-esteem are high and they enjoy positive, trusting relationships with adults and peers;
- * They are challenged, encouraged and supported by peers and adults, including family.

Aims

Alexandra Park Junior School aims to provide children with the opportunities needed to develop towards their full potential: academically, emotionally and socially:

- * Providing the highest standard of education to enable children to acquire the cultural capital relevant to their future.
- * Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- * Enabling children to become active, responsible and caring members of the school and wider community.

Quality First Teaching

At Alexandra Park Junior School we believe that outstanding teaching is when teachers and other School staff:

- Form positive relationships with the children in their class and other members of the school community;
- Plan engaging, active and cross-curricular lessons (where appropriate) effectively which take children's prior learning and current assessment into account and are appropriately adapted in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good or accelerated progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focused communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;

- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use higher order questioning effectively to gauge and extend children's skills, knowledge and understanding.

Core learning

At Alexandra Park we access and evaluate quality research, follow advice from external support and look at good practice in many other settings. We have used Rosenshine's 'Principles of Instruction' (2012) to help us design teaching strategies for every area of the curriculum (See individual policies for more subject specific detail).

Every unit of learning taught across the curriculum must have:

- *A starting point that collects and assesses pre-existing knowledge (KWL grids, pre learning tasks, wonder clouds, questioning etc);
- *Knowledge organisers which are sent home, available in books and used throughout a unit as much as possible;
- *Regular retrieval activities built into the unit;
- *Time for pupils to summarise their learning through review and reflection;
- *Visuals created by pupils and teachers, displayed in the classroom and open areas;
- *Identified and progressive vocabulary to be taught to children at the start of every lesson.

Each lesson (where suitable) taught across the curriculum must have:

- *A starter that recaps previous learning (from multiple points of learning not just last lesson);
- *Breaks new learning down into bite sized pieces;
- *Questioning varied throughout using Bloom's Taxonomy;
- *Use a variety of Kagan cooperative strategies to avoid overuse of talk partners;
- *Children to make their own enquiries and explore them;
- *Feedback given to all pupils by every adult in the room;
- *Use of peer assessment and self assessment;
- *Opportunities for the teacher to 'think out loud' and model learning processes;
- *Provide pupils with opportunities to explain their learning;
- *Checking in on pupil understanding through a variety of methods other than question and answer (paraphrasing, summarising, being teacher etc.);
- *Provide opportunities for pupils to review their learning in that lesson, using Steps to Success where appropriate.

Curriculum Enrichment

At Alexandra Park Junior School we believe that providing enrichment through real life experiences is key for achievement. For each term's topic we plan effective and engaging wider learning experiences such as educational visits, themed activity days, art projects, use of computer technology and exploration of the local area including the park, library and gallery. This approach equips all children with an equality of opportunity and experience with which to build learning on.

Classroom Environment

We aim to provide as immersive a learning experience as possible to engage pupils further in their learning yet not to overstimulate them. Pupils are involved in creating this. Displays will have explicit links to the curriculum. Where possible, they will include interactive displays, where pupils can pin-up notes and write on whiteboards. They should inspire learning and celebrate the achievement of all pupils.

The classroom environments should be both language rich and numerate rich and organised in a way that promotes and encourages independent and further learning opportunities.

Working walls in core subject areas are used and updated throughout a topic and provide good quality support prompts/ methods and guides that the children can access easily.

You will see in our classrooms that:

- Each display must include 6 key words from the knowledge organisers
- Children's work is used to affirm features of work that are desired.
- WAGOLL's (What a good one looks like) are displayed.
- Vocabulary relevant to the focus of the learning is evident in all subjects.
- They are of an interactive nature.
- Work on the wall is at age related expectation.
- Work is not mounted as it is expected to develop rapidly and change frequently.
- Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference.
- Handwriting should be modelled in our letterjoin.

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children
- Supporting a small group within the classroom
- Delivering intervention groups under the guidance of the teacher
- Carrying out assessments
- Preparing resources
- Supporting children with EHCPs or statements

Behaviour Management (Please refer to the school's expectations for learning policy)

We believe that excellent standards of behaviour are central to effective learning. Our Expectations for Learning outlines our procedures relating to behaviour both within the classroom and in the wider School environment. Outstanding learning behaviours are encouraged, praised and rewarded with dojo points, prizes, stickers, certificates and their achievements are celebrated in our whole-school assemblies.

Assessment (please refer to the School's Assessment Policy)

Marking and feedback is done throughout the lesson to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning through same day interventions and daily planning.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders, the Deputy or Headteacher. A termly review of monitoring procedures is held with all members of



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the teaching staff in the form of Pupil Progress Meetings which includes discussions around the impact of the quality first teaching and the interventions that are used.

Subject leaders will termly monitor their area of responsibility through subject specific 'spotlights:' looking at work in books, planning, pedagogy, pupil and staff voice and data analysis.

SLT will observe each class teacher in a specified curriculum area on a regular basis.