



Reviewed by staff: Sept 2022
Reviewed by governors: Sept 2021

Brookland Junior School Teaching and Learning Policy

Guidelines

The following guidelines were written by all the teaching staff to explain how these principles are embedded in teaching and learning practice at Brookland Junior School. The governors, PA and School Council were consulted about and contributed to these guidelines.

The teachers work as a team to ensure there is a clear intent for each unit of work and each lesson which cover the aims of the Brookland curriculum, giving much time and thought to all areas of the curriculum to ensure the children experience varied, challenging and stimulating lessons and that knowledge and skills are progressively gained at each stage.

Teachers work with the children and parents to make the best possible progress. The school emphasis on assessment for learning provides a strong structure for the implementation of the curriculum as our children are able to reflect on what they have learnt and work with their teachers to set their next learning targets.

Assessment of each child's progress by the class teachers is ongoing and the impact of the learning is assessed by teacher throughout lessons as well as after the completion of lessons and units of work. This assessment is used to inform further teaching and learning for individuals, groups and cohorts of pupils.

At Brookland our talented staff:

- Ensure every child has the opportunity to succeed ; to be supported and challenged as learners.
- Encourage learners' thinking skills and provide opportunities for creativity.
- Make learning an enjoyable and memorable experience.
- Develop life learning skills of teamwork, quality, listening, determination and evaluation across the curriculum.
- Grow successful and confident citizens through social, emotional, cultural, physical and academic development.
- Teach children to reflect on and take responsibility for their development : celebrating achievements and setting next steps.
- Teach children to use technology confidently and responsibly.
- Model core values and celebrate and enjoy learning about our differences.
- Value working in partnership with staff, parents, children, governors and the community.



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Teachers

Teachers are responsible for the quality of teaching and learning within their classrooms.

- Teachers plan as year group teams follow our *curriculum policy* and *planning guidelines*. They ensure that plans are continually updated and improved to reflect the needs of their current class.
- They ensure that learning is relevant and includes time for PSHCE and P4C.
- Teachers have a good knowledge of the learning needs of each individual child in their class which they use to lead their development in academic, physical, emotional, social, creative, spiritual, moral and cultural learning.
- Teachers plan and mark homework to support and extend children's learning- *see Homework Guidelines*.
- Teachers plan a wide variety of learning opportunities such as role play, visits and visitors, problem solving, collaborative and independent work. They employ different teaching approaches and lesson structures, the best pedagogy for the specific lesson objectives and making good use of technology to aid learning.
- They communicate professionally with other staff and share ideas and resources to ensure they offer the best possible teaching and learning experiences.
- Teachers meet the needs of all learners by differentiating teaching and learning effectively. *See SEN, EAL and Able Child Policies*.
- Teachers give particular focus to Looked After Children, disadvantaged pupils, vulnerable pupils and those at risk of underachieving.
- They take an active interest in the children and their pastoral care, listen to those with issues, teach negotiating skills, encourage participation and give responsibilities.
- Teachers use Assessment for Learning strategies in all lessons, give feedback and support children to meet the learning objectives set and achieve individual and class targets. *See Assessment Policy and Guidelines*
- The teaching staff evaluate their planning and practice and work to continually develop their skills.

Role of Teaching Assistants

Teachers and Teaching Assistants work closely together to enable children to learn as effectively as possible.

- The many skills of our teaching assistants are known by the teachers and put to best use to support learning and teaching.
- Teachers and Teaching Assistants reflect on their own strengths and weaknesses and appropriate Professional Development is planned.
- Teachers and Teaching Assistants meet regularly to share information about the children's development and needs and plan teaching and learning accordingly.
- Teachers and teaching assistants collaborate to plan the curriculum, particularly differentiation, fulfilling learning outcomes, the use of resources and intervention work for target pupils.



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- Teaching Assistants and Teachers work together with the SENCO, children and parents to review and write support plans for those children with identified SEN.
- During lessons, teaching assistants teach and support specific children, a group or the whole class while the teacher teaches and supports a group or individual child.
- Teaching Assistants may support the class with administrative tasks such as displays and some marking in line with feedback and marking guidelines.
- All staff support children in taking responsibility for their behaviour- *see behaviour policy*.
- All staff encourage children to have a positive self image and attitude to learning and to respect other children and adults.

Parents

Parents and teachers work together to enable their children to learn as effectively as possible- See Home/School and online safety agreement

- Parents attend Meet the Teacher Evening to learn about the year ahead, meet with class teachers formally twice a year to discuss their child's progress and receive a written report in the Summer term. Parents and teachers meet informally when concerns are raised.
- Parents support their children's development by ensuring homework is completed, helping out with trips, attending meetings and events such as class assemblies, secondary transfer meetings and open evening. They also support through the parent helper scheme in Y3 and Parents' Association.
- The Head teacher writes a weekly newsletter to keep parents informed of events and issues and to share the many things our children do.
- Our children want parents to help them at home; with homework, by testing their knowledge, supporting their reading and going over things they don't understand.

Governors

Governors monitor the quality of teaching and learning, working in partnership with staff and parents.

- They ensure staffing, premises, policies and resources support the work of staff. They liaise with parents and keep them informed through visiting the school while it is in session, attending assemblies, performances and events.
- They monitor the quality of teaching and learning through the Head Teacher's reports, SATs analysis, target setting and presentations from subject leaders. They contribute to improvements in teaching and learning through involvement in the school review, self-evaluation, review of the school website, School Development Plan and through the Head Teacher's Appraisal.
- All governors have a specific link area of the curriculum which forms the focus for their visits to classrooms including meeting with the relevant subject leader and



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reporting back to the governing body. They monitor the impact of pupil premium funding, SEN and PE Grant.

Children

The core purpose of our school is to enable children to learn as effectively as possible. This depends on close working partnerships between staff, pupils, parents, governors and the local community.

- Children at Brookland want teachers who are encouraging, funny, fair, firm and kind. They want to learn in a fun, tidy, colourful and interesting classroom. Our children recognise that, with their teachers, they are responsible for the progress they make in school.
- Children at Brookland learn from teachers with strong subject knowledge who show them how to create strategies for learning.
- They expect staff to be approachable, trusting understanding, fair and consistent and expect teaching to be stimulating, vibrant and enthusiastic. They need clear instructions for tasks.
- Children understand the need for clear boundaries and expectations about behaviour and place great importance on fairness and consistency. They respect and value the cultural, religious, social and ethnic backgrounds of the school community.
- They are confident learners and their contributions and achievements are celebrated by the whole class or school. They have their work valued through displays, Gold Star Book and reward systems.
- They are enthusiastic learners, wanting work to be challenging and relevant and to have achievable targets.
- They feel part of the Brookland community. They need to be part of a friendship group and learn social skills; working with friends where appropriate. They place great importance on the relationships they develop.
- Children feel safe and healthy in school and feel secure about making mistakes.
- Children need to have parental support including backing up strengths and successes.
- Children help to make decisions about and evaluate whole school and subject based issues through the termly Whole School Meetings and School Council as well as taking initiative and responsibility through roles such as buddy, prefect, play leader or member of WE Act.

Classrooms

Classrooms provide a supportive, stimulating, happy, positive and safe environment for teaching and learning.

- Resources are tidy, well organised, labelled and accessible for the children.
- A well organised and inviting book area is used by the children
- The Golden Rules and class rules are discussed in detail at the start of the year and promoted and adhered to throughout the year.
- The Brookland Values, British values and Learning skills are displayed and referred to.



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- Varied use is made of seating.
- Children work either independently, in pairs or groups, either based on ability or mixed.
- Technology is used to enhance teaching and learning, including Interactive Whiteboards and ipads.
- The classroom is child friendly, well organised with children taking on responsibilities.
- Achievements in all aspects of learning and development are celebrated.
- The classrooms are safe, tidy and clean.
- Displays are bright, vibrant, interactive, informative and celebrate children's work- see *display guidelines*.

Related policies

The teaching and learning policy is fundamental to our school's purpose and practice and therefore underpins many other policies and practices in particular:

Curriculum Intent

Assessment and marking policy

Behaviour Policy

SEN Policy

Able Child Policy

Curriculum Subject Policies

EAL Policy

Display Guidelines

Homework Policy

Planning Guidelines

Educational Visits Policy