



# **Springfield Junior School** **Teaching and Learning Policy**

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# Springfield Junior School

## Teaching and Learning Policy

### OUR AIMS

- ✓ We aim to lay the foundations of a good education in a caring environment.
- ✓ We aim to enable children to attain the highest standards of which they are capable.
- ✓ We recognise and celebrate the achievements of our pupils.
- ✓ We have high expectations of behaviour, and encourage children to become useful and considerate members of the community.
- ✓ We aim to establish and maintain an effective partnership with parents and the wider community.

### KEY PRINCIPLES OF TEACHING AND LEARNING

At Springfield Junior School we believe that effective learning takes place when learning is well structured, delivered and differentiated.

When pupils are:

- ✓ Given clear direction and are praised for all the good things that they do;
- ✓ Encouraged to form positive relationships with their teacher, peers and other members of the school community;
- ✓ Challenged with stimulating learning experiences at an appropriate level to match their learning needs and which are relevant to their lives;
- ✓ Enabled to learn about appropriate aspects of personal, social, moral and emotional development.

Across the school we give the pupils clear '*Steps to Success*' to ensure that learning is divided into achievable steps.

### PLANNING FOR LEARNING

At Springfield Junior School we are committed to following the programmes of study as required by the National Curriculum 2014. We follow a cross curricular approach to learning where most subjects are taught through a topic and some are covered as discrete subjects. Regular year group and staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards. Plans are based upon previous assessment data, pupil need and subject expectation.

## **CREATIVITY AND ENRICHMENT**

Inspirational and creative ideas are highly emphasised in order to fully engage the pupils, for example making films. Enriching activities are incorporated, including trips to places of interest both locally and further afield and also visits to the school from experts. Pupils also regularly take part in 'Apprenticeships' within curriculum time to broaden their horizons. These apprenticeships are broad in coverage. Examples include puppet making workshops to ornithology projects. The school also provides a wide range of extra-curricular clubs, from fishing through to poetry writing.

## **BASIC SKILLS**

At Springfield Junior School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum. We have a weekly cycle of teaching maths and grammar skills, assessing and then focusing on necessary areas.

## **SUBJECT LEADERSHIP**

Subject leaders have a key role in developing and monitoring teaching and learning.

These include:

- ✓ Taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- ✓ Supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- ✓ Monitoring progress in their subjects and advising the headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- ✓ Using release time to support colleagues;
- ✓ Keeping up-to-date through reading, research and appropriate cpd.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

## **PUPIL MENTORING**

Each class teacher has an individual meeting with each pupil 5 times a year. During this meeting the teacher and pupil have a dialogue about the pupils' progress, any barriers to learning and misconception. These meetings are invaluable and ensure that the pupils have a voice and that the teachers are fully aware of the needs of every pupil.

## **LEARNING ENVIRONMENT**

To make sure we create the optimum conditions for learning, we:

- ✓ Create an atmosphere of trust, where pupils are encouraged to try out new ideas without fear of failure and where mistakes are seen as learning opportunities
- ✓ Use displays within the classroom to act as active learning spaces (e.g. working walls, useful reminders, engaging displays etc)
- ✓ Use displays outside the classroom to celebrate the work of pupils
- ✓ Ensure that pupils know the location of resources to encourage their independent learning by being able to select and utilise suitable equipment and resources

## **INCLUSIVE PROVISION**

Successful inclusive provision at Springfield Juniors is the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. We ensure that:

- ✓ All children are given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff actively support all children to reach their potential regardless of academic ability, race, gender or age.
- ✓ Children who receive additional or extra support, including those with statements of SEND, have provision specifically tailored to their needs.
- ✓ Inclusive practice across the curriculum enables all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.