

# Whitehill Junior School



# Teaching and Learning Policy

## **Policy Review**

This policy will be reviewed in full by the Curriculum Committee every three years (Or sooner if significant changes to governing body.)

The policy was last reviewed and agreed by the Governing Body on 2<sup>nd</sup> March 2022

It is due for review in March 2022 (up to 36 months from the above date).

### **Key questions during the review should be:**

- Does the policy still meet the needs of the pupils at Whitehill Junior School?

Signature .....

Date .....

### **Head Teacher**

Signature .....

Date .....

### **Chair of Governors**

## Introduction

At Whitehill Junior School our 'Core Purpose' is at the heart of our Teaching and Learning Policy which provides a clear statement of the principles and practices found in our school and to support our belief that 'future success balances curiosity with understanding'.



This policy should be read in conjunction with the following policies:

- Curriculum Policy
- Inclusion Policy
- Feedback Policy
- Home-School Agreement
- Homework Policy
- Behaviour Policy
- Child Protection Policy
- Acceptable Use Policy
- Staff Code of Conduct

## Aims

We are committed to high quality teaching and learning to continue to raise standards of achievement for all pupils. We recognise that pupils learn in a variety of different ways and therefore provide a rich and varied learning environment which allows our pupils to develop their personal skills and abilities to their full potential.

This policy takes each of our 'Guiding Principles' in turn and outlines how these will be applied at Whitehill across the three stakeholder groups of pupils, staff and parents.

Whitehill Junior School Teaching and Learning Policy – February 2022

## ‘Working hard to be the best you can be’

Pupils	Staff	Parents
<ul style="list-style-type: none"> <li>• Will demonstrate an enthusiasm for the challenge of learning.</li> <li>• Will build up resilience to failure and understand that it is part of the learning process.</li> <li>• Will strive to hand in their ‘best work’ at all times including work completed at home.</li> <li>• Will engage with the ‘marking and feedback’ (both oral and written) given to them and will use this to improve.</li> <li>• Will make the most of the many extra-curricular opportunities available to them in order to extend and develop their understanding.</li> <li>• Will, regardless of their background (or ‘group’), understand how to thrive and make the maximum possible progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Will demonstrate through a rigorous and robust appraisal process a desire to improve and a belief in nurturing, recognising and valuing ‘Profound Individual Growth’.</li> <li>• Will demonstrate a deep and developing knowledge and understanding of the subjects they teach.</li> <li>• Will plan lessons effectively and liaise with all adults involved in the pupils’ learning.</li> <li>• Will manage pupils’ behaviour effectively ensuring an environment conducive to high quality learning.</li> <li>• Will constantly have high expectations and demand more of the pupils regardless of their background (or ‘group’).</li> <li>• Will set challenging homework which deepens understanding and prepares pupils for the next steps to learning.</li> <li>• Will display ‘quality work’ in the classroom and around the school.</li> <li>• Will reward pupils for excellent effort in all aspects of their learning including activities completed out of school.</li> </ul>	<ul style="list-style-type: none"> <li>• Will demonstrate a positive attitude towards the school and work with high expectations.</li> <li>• Will support homework and independent research.</li> <li>• Will look to further their understanding of teaching and learning through attendance of parent information evenings and consultation evenings.</li> </ul>

## ‘Encouraging successful learning’

Pupils	Staff	Parents
<ul style="list-style-type: none"> <li>• Will take an increasing responsibility for their own learning, capitalising on the various forms of feedback received.</li> <li>• Will accept the support and guidance offered.</li> <li>• Will challenge the school to provide a wide range of curricular and extra-curricular opportunities and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Will provide a challenging and stimulating curriculum and learning environment.</li> <li>• Will provide adequate time to practise and consolidate pupils’ knowledge and understanding.</li> <li>• Will provide opportunities for a child to broaden their understanding and deepen their knowledge of all subjects across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Will demonstrate a positive attitude towards the school and work with high expectations.</li> <li>• Will show an interest in and support their child’s work and continuing development.</li> <li>• Will share resources from home.</li> <li>• Will sign and uphold the school’s ‘Home-School Agreement’.</li> </ul>

<ul style="list-style-type: none"> <li>• Will behave in accordance to the school's behaviour policy thus enabling all pupils to feel safe and supported.</li> <li>• Will attend school regularly and punctually.</li> <li>• Will be organised, bringing the necessary equipment to all lessons.</li> <li>• Will complete homework to the best of their ability and hand it in when required.</li> <li>• Will support, encourage and praise each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Will support and embed the school's behaviour policy in all aspects of school life.</li> <li>• Will identify and support any pupil who is falling behind and ensure every opportunity is provided to allow that child to catch up.</li> <li>• Will provide effective feedback in line with the school's marking policy ensuring it is followed up by pupils and staff.</li> <li>• Are determined that pupils, regardless of their background (or 'group') achieve well and will have high expectations of all pupils' attitudes to learning.</li> <li>• Will give regular and timely guidance, both formal and informal, to parents on how they can support their child.</li> <li>• Will make use of, and provide access to the latest resources and technology where appropriate.</li> <li>• Will be good role-models, punctual, well prepared and organised.</li> <li>• Will demonstrate a commitment to life-long learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Will ensure their child attends school regularly, wears the correct uniform and has the necessary equipment.</li> <li>• Will inform the school of any reasons why learning may be affected.</li> <li>• Will support and encourage their child to form positive relationships with their teacher.</li> </ul>
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### **'Building self-confidence in all'**

<b>Pupils</b>	<b>Staff</b>	<b>Parents</b>
<ul style="list-style-type: none"> <li>• Will recognise that pupils at Whitehill come from a range of backgrounds and cultures.</li> <li>• Will be confident and self-assured learners and will be proud of their and others' achievements.</li> <li>• Will discuss and debate issues in a considered way, showing respect for others' points of view.</li> <li>• Will support, encourage and praise each other.</li> <li>• Will be able to learn without fear of bullying or other prejudice. They will feel safe at all times due to the school's open culture.</li> <li>• Will not tolerate prejudiced behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Will work collaboratively with all involved in education to develop our core purpose.</li> <li>• Will reflect on the way they teach and will feel deeply involved in their own professional development.</li> <li>• Will promote equality of opportunity and diversity thus preventing any form of direct or indirect discriminatory behaviours.</li> <li>• Will encourage pupils to try hard and recognise their efforts.</li> <li>• Will have consistently high expectations of and for all.</li> <li>• Will not tolerate prejudiced behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Will be able to attend any school event and know they will be supported regardless of their background or personal circumstances.</li> <li>• Will support the school in its implementation of its rules and policies when on the school grounds.</li> <li>• Will not tolerate prejudiced behaviour.</li> </ul>

## ‘Seeing the bigger picture’

Pupils	Staff	Parents
<ul style="list-style-type: none"> <li>• Will be able to apply the skills and knowledge given in a range of curricular and extra-curricular activities.</li> <li>• Will understand how their education equips them with the behaviours and attitudes necessary for success in the next phase of their education.</li> <li>• Value their education and rarely miss a day at school, understanding how this can impact upon their achievement, both now and in the future.</li> <li>• Will be able to explain how to keep themselves healthy and how this can impact upon their future development.</li> <li>• Will have an understanding of the way the school promotes the fundamental British values.</li> <li>• Will develop a global understanding of local issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Will use resources and teaching strategies which reflect and value the diversity of the school's intake.</li> <li>• Will ensure pupils receive a comprehensive understanding of people and communities beyond their immediate experience.</li> <li>• Will use a topic based approach to deliver aspects of the National Curriculum.</li> <li>• Will promote the fundamental British values throughout all aspects of the curriculum.</li> <li>• Will have a secure understanding of the 'Prevent' agenda and be mindful of the need to recognise and report any issues causing concern.</li> </ul>	<ul style="list-style-type: none"> <li>• Will support the school in increasing their child's resilience and responsibility in preparation for the next phase of their education.</li> <li>• Will have an understanding of the way the school promotes the fundamental British values.</li> </ul>

## ‘Positive, considerate individuals achieving together’

Pupils	Staff	Parents
<ul style="list-style-type: none"> <li>• Will be confident and self-assured learners who are proud of their and others' achievements and the school.</li> <li>• Will behave impeccably and understand how their behaviour can impact of the progress and outcomes for others.</li> <li>• Work hard to prevent all forms of bullying including on-line bullying.</li> <li>• Will have an excellent understanding of how to stay safe online and of the inappropriate use of mobile technology.</li> <li>• Will have an age-appropriate understanding of healthy relationships and are confident at staying safe from abuse and exploitation.</li> <li>• Will support, encourage and praise each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Will celebrate the achievements of pupils, staff and parents.</li> <li>• Will be quick to challenge stereotypes and the use of derogatory language in lessons and around the school.</li> <li>• Will use resources and teaching strategies which reflect and value the diversity of pupils' experiences and backgrounds.</li> <li>• Will deal with any incident of antisocial behaviour expeditiously and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Will demonstrate a positive attitude towards the school and support the school's work in promoting high expectations.</li> </ul>

## **Monitoring and Review**

Our Governing Body's Curriculum Committee is responsible for monitoring the way the Teaching and Learning Policy is implemented.

The Headteacher and other senior members of staff carry out both formal and informal lesson observations throughout the school year. Feedback is shared with all staff on an individual basis and a summary of the key findings is shared with all staff and governors.

The governors are encouraged to participate in learning walks and classroom observations and these are carried out in accordance with the Governors' Visits Policy.

Subject leaders monitor the way in which their subject is taught throughout the school. They examine the planning as well as the outcomes in the pupils' books and other sources of work. Subject leaders have responsibility for monitoring standards and ensuring teachers have the skills and resources they need.

The Assistant Head - Inclusion together with the Headteacher, Assistant Head - Curriculum and other Curriculum Leads has a duty to ensure all pupils, including those in receipt of Pupil Premium Funding receive an equality of education and progress is commensurate with that of their peers.