



# St George's Junior School

W E Y B R I D G E

## TEACHING AND LEARNING POLICY

### **We are:**

Perfectly balanced; co-educational; 3 – 18; Josephite; Catholic

### **Our Mission:**

To inspire all in our Josephite, Georgian Family to be the very best version of themselves.

### **Children's Mission Statement:**

“Learning to Live and Love like Jesus”

Within the Catholic, Christian, Josephite ethos of St George's Junior School, high but realistic standards of academic attainment are set. The School aims to provide a challenging curriculum with differentiated teaching to meet the academic needs of all pupils.

All pupils are equally valued and encouraged to fulfil their aspirations and potential in an environment of broadly based education, within which they strive for the highest standards of academic excellence, sporting and extra-curricular achievement.

The academic curriculum at St George's Junior School interprets statutory requirements in stimulating and well-structured ways, providing for high achievements in all subject areas, and offering pupils a wealth of additional opportunities.

St George's Junior School is committed to safeguarding and promoting the welfare of children. School policies and procedures always consider the safeguarding of children as the first priority.

### **Through our teaching we aim to:**

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them to build positive relationships with other people;
- develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in doing so, to promote positive attitudes towards other people;
- enable children to understand that they are part of a community and help them to feel valued as such;
- promote the values associated with the School's Founder, Constant van Crombrughe, including those of Politesse, Douceur, Hospitality, Mercy, Parenthood, Collaboration, Inclusiveness, Pastoral Care and Discipline;
- promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;

**At St George's we believe that children learn best:**

- when exposed to a variety of teaching styles and methods in a secure atmosphere where they are not afraid to make mistakes and learn from their experiences;
- when the learning is tailored to individual needs and, when appropriate, based on first-hand experience;
- when praised for their effort, given constructive feedback and their achievements are celebrated;
- when their tasks are challenging and stimulating, promoting independent learning to enable the children to be successful and autonomous learners;
- when there is a partnership between child and teacher, home and school, based on mutual respect and cooperation;
- in a well structured environment which encourages self-discipline;

We acknowledge that children learn in many different ways and, when planning our lessons, we recognise the need to develop strategies that allow all children to learn in a way that suits them and the nature of the subject. Strategies will include:

- investigation and problem solving
- research tasks
- group and paired work
- independent work
- whole class activities
- opportunities to ask and answer questions
- use of ICT
- opportunities to learn outside of the classroom, including fieldwork and visits to places of educational interest
- responding to musical or filmed recorded material
- designing and making opportunities
- participating in athletic or physical activities, whether individually or as part of a team
- learning a musical instrument
- participating in extracurricular activities

**Effective learning results in:**

- knowing you have succeeded and a sense of achievement
- feeling you can do more
- being able to explain what you have learned and teach others
- the ability to apply knowledge to another situation

**Effective Teaching**

Effective learning only comes from effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge, understanding and mastery of the curriculum. The National Curriculum is used as a reference point to inform our teaching, though in many subject areas we would aim to exceed the breadth covered and the required standards. For effective teaching to take place there are a number of characteristics that we feel are typical within high quality teaching; not all of these elements will be present in each lesson, but the expectation is that lessons will contain a number of these:

- a clearly identified learning objective which will usually be shared with the children both visually and auditory; at times teachers may decide to make this less explicit depending on the nature of the lesson;
- a clear reference to previous learning that has taken place and future studies;
- a definite sense of the desired outcomes to be achieved by the end of the lesson;
- a purposeful, well-prepared plan which is clearly differentiated and includes tasks which challenge all abilities;
- teaching modelling;
- a range of well-considered questions
- interaction between teacher and pupil and the pupils and their peers;

- optimum pace of learning, providing children with memorable and stimulating experiences and opportunities to make progress;
- appropriate, readily available and accessible resources;
- involvement of all the children;
- assessment that clearly identifies children's strengths and any misconceptions that they might have;
- effective feedback, whether verbal or written, clearly identifying how the children might improve;
- a positive and inclusive learning environment;

The appendix at the end of this policy includes the School's standard format for Learning Observations by staff through an evidence based approach.

When planning, teachers are expected to take due regard for children with special educational needs (SEND), or those who are on the Learning Support List, along with those identified as being Able Learners. Children who are listed on the EAL register will also be noted, where the activity requires specific provision. Teachers will give due regard for targets identified in children's Education and Health Care Plans/Statements and ensure that activities are differentiated as required. We deploy teaching assistants and other parent volunteers as effectively as possible; sometimes they work with individuals and at other times they work with pairs or small groups.

### **The Learning Environment**

All areas and resources within classrooms should be clearly labelled. Children should be made aware of these resource areas at the beginning of the year, where appropriate. The learning environment should be organised to enable children and to ensure that the children have the opportunity to learn in different ways.

### **Continuous Professional Development**

At St George's we have a commitment to Continuous Professional Development for all our staff for the following reasons:

- we believe that high standards of teaching and learning depend on relevant, focused and effective professional development for teachers;
- staff should be motivated to become and remain an outstanding teacher; keeping knowledge of curriculum subjects up-to-date and being able to make the most of new technology all require continuous professional development;
- teachers who are involved in, and have enthusiasm for, lifelong learning are themselves excellent role models for the pupils;
- a commitment to the development of staff members leads to greater self-esteem, self-confidence and enthusiasm, better quality teaching and the opportunity to positively influence the practice of others through the dissemination of new ideas;

### **The Role of the Head teacher and Senior Management Team**

It is the responsibility of the Head teacher, Deputy Heads and Assistant Heads to facilitate outstanding teaching and learning. In order to achieve this, they must:

- have a clear vision of what outstanding teaching and learning looks like through interpreting the strategic direction of the school set out by the governors;
- inspire colleagues and the pupils;
- monitor, advise and support;
- be at the heart of the ethos of the whole school;
- celebrate achievements and engender an environment in which staff and pupils are challenged;
- assist staff with their professional development;
- devise and implement a system of performance management review which appraises staff performance, recognises excellence and identifies areas for improvement;
- provide staff with the resources they need to carry out the job;

## **The Role of the Governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment and progress;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from the Academic Deputy Head and the Deputy Head i/c Lower Years to the Academic and Pastoral Committee and the annual report by the Head teacher to the governors, along with subject presentations from Curriculum Leaders;

## **The Role of the Parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what their children are learning and how they can best support them. These aims are achieved by:

- holding Parent Information Evenings to make parents aware of key dates, curriculum and timetabling information, setting arrangements, methods of communication and providing them with information about school trips and extra-curricular activities;
- holding parents' workshops to explain our school strategies for the teaching of reading, phonics, writing and mathematics; within these workshops, explaining how parents can support their children with home learning through support of extension activities;
- promoting internet safety through inviting parents to attend focused workshops focused on how to manage children's access at home;
- publish information to parents at the start of each term detailing the topics which will be covered in each subject area within the year group (Curriculum Outlines);
- meeting parents at Parent Teacher Consultation Evenings to discuss children's progress and development, along with any pastoral matters;
- publishing reports twice each year which celebrate the progress made and highlight areas for further focus and improvement;
- publishing Grade Cards for pupils in Years 3-6 at half term in the Christmas, Easter and Summer terms in order to report on achievement, effort and behaviour;
- providing parents of Upper Years' pupils with information about examinations in the Christmas and Summer terms, including revision guidelines detailing the content which will be assessed;
- holding information sessions for parents relating to residential trips (Years 3-6) and the 11+ process/secondary transfer;
- being proactive in communicating closely with parents over any concerns with their child's academic progress or pastoral matters;
- providing parents with opportunities to give feedback on school processes, policies and initiatives through focus groups, questionnaires and meetings;
- welcoming parents to attend Masses, assemblies, fixtures, concerts and fieldtrips to support the children's learning;

We believe that parents have the responsibility to support their children and the school implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform, PE/Games kit and equipment;
- do their best to keep their child healthy and fit to attend school and activities;
- ensure that their child is committed to activities which they have signed up to attend;

- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- reinforce the expectation of good manners at all times;
- support the school in the decisions that are taken, knowing that they are in the children's best interests;
- encourage their child to take an active role in embracing life at school by attending extra-curricular activities and representing the school in fixtures and events;
- fulfil the requirements set out in the Code of Conduct for Sports Fixtures;

### **The Role of the Child**

We believe that the children should take responsibility for their own learning and seek to ask and answer questions to ensure that they are processing their learning. The following approaches are qualities that we seek to engender in the children:

- good learners are curious and enjoy the discovery aspect to their learning, taking pleasure in finding out new things;
- good learners are diligent, determined and do not give up easily; they recognise the need to show persistence in their learning;
- good learners are independent and resourceful;
- good learners recognise that learning can be challenging and will result in mistakes and misconceptions; the teaching staff will encourage children to accept mistakes as a vital part of the learning process;
- good learners share their ideas with their peers and recognise that they can further develop their own understanding by listening to others express their thoughts and ideas;
- good learners follow the ideals set out in the Kindness Code and the Junior School Code;
- good learners are punctual and attempt to meet the expectations set by staff in terms of the quality of work they produce, both in class and when completing homework;

### **Monitoring and Review**

We are aware of the need to review the School Teaching and Learning Policy regularly so that we can take account of new initiatives, changes in the Curriculum, developments in technology and infrastructure or changes to the physical environment of the school.

This policy should be displayed in:

S:\SGW_Policy_and_Procedure_Index\SGJ Policies A-Z	<a href="http://www.stgeorgesweybridge.com/further-information/school-policies-">http://www.stgeorgesweybridge.com/further-information/school-policies-</a>
ISI Portal	

Associated policies:

Curriculum Policy	Assessment Policy
Feedback: Marking, Grading & Work Scrutiny Policy	Equal Opportunities Policy

Last reviewed: November 2018  
Next review: September 2019

Policy owner: Deputy Head (Academic)

## Appendix – Learning Observation

### Learning Observation

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Lesson being observed: Grammar & Punctuation: use of capital letters and recognition of adjectives

<b>Teaching</b>	<b>Evidence/comments</b>
<ul style="list-style-type: none"> <li>• Teacher uses appropriate learning objectives and success criteria effectively.</li> <li>• Teacher provides appropriate, challenging and differentiated activities for all pupils to promote deep learning.</li> <li>• Teaching methods are varied and highly effective.</li> <li>• Teacher uses higher order questioning to promote deeper learning.</li> <li>• Teacher uses strategies to activate pupils as instructional learning resources for one another.</li> <li>• Pupils use strategies to act as owners of their own learning (e.g. reflecting on progress against success criteria and actively seeking to fill gaps in learning).</li> </ul>	<p>Teacher sets objectives at the start of lesson on IOW using 'all must complete 'most must complete', 'some must complete'. Pupils demonstrate good understanding of objectives set by answering related questions correctly. Pupils could have been more engaged in 'success criteria' e.g. brainstorming different uses of capitals, questioning their own understanding and setting their own objectives/ success criteria for the lesson.</p> <p>Pupils swap worksheets, mark and highlight each other's mistakes and provide explanation of mistakes to show evidence of understanding.</p> <p>More able pupils feedback examples from extension activity showing evidence of deeper learning</p> <p>Pupils are confident and happy to answer questions and ask for help when needed demonstrating a desire to develop their learning.</p> <p>Pupils are able to answer questions set confidently, demonstrating good subject knowledge. Pupils could have been given more opportunity to question how they could develop their learning/ understanding.</p>
<b>Progress in Learning</b>	<b>Evidence/comments</b>
<ul style="list-style-type: none"> <li>• Teacher provides appropriate and challenging activities for students to promote deep learning.</li> <li>• Pupils are making satisfactory/good/outstanding progress in their learning.</li> </ul>	<p>Good range of activities to engage pupils and promote learning- use of IOW, interactive powerpoints and selection of worksheets.</p> <p>Pupils use skills learnt to move onto next activity.</p> <p>All pupils make good progress in their understanding and use of capital letters and adjectives. Evidence of some pupils making outstanding progress within the lesson e.g. pupils able to correct previous mistakes. Child X able to provide an answer at</p>

	the end of a lesson to a question she had previously misunderstood. (Teacher deliberately asked her the question to assess progress)
<b>Assessment/ Checking</b>	<b>Evidence/comments</b>
<ul style="list-style-type: none"> <li>Teacher elicits evidence of pupils' achievements.</li> <li>Teacher is focussed on the standards that are to be reached and the individual need of pupils.</li> <li>Pupils understand learning objectives of the lesson and are able to apply success criteria.</li> <li>Teacher systematically and effectively checks pupils' understanding throughout the lesson.</li> <li>Teacher anticipates where they may need to intervene and acts accordingly to impact the quality of learning.</li> </ul>	<p>Pupils supported individually by the teacher to assess understanding and progress. (see Child X example above)</p> <p>Pupils clear on objectives for the task as teacher refers back to the learning objectives before pupils begin writing task.</p> <p>Further assessment of pupils' understanding of lesson and whether they felt they had met the objectives could have been established in a plenary session.</p> <p>Pupils' understanding and learning moved forward throughout the lesson due to teacher questioning and checking pupils' understanding effectively.</p> <p>Pupils make good progress due to individual support given by teacher (lower ability) Teacher reacts to need for an additional task for the more able pupils and sets task using a Thesaurus. More able pupils share work with rest of the class, demonstrating their understanding.</p>
<b>Marking</b>	<b>Evidence/comments</b>
<ul style="list-style-type: none"> <li>There is evidence of consistent, high quality marking and constructive feedback in pupils' books.</li> <li>Oral/written feedback makes pupils think, is applied by the pupils, and moves their learning forward.</li> <li>Pupils use teacher's feedback readily to improve their own learning.</li> </ul>	<p>Learning is promoted through high quality marking and feedback as seen in grammar/ punctuation workbooks in the lesson and in previous work scrutiny sessions. Lots of positive comments and targets set to reinforce and move learning forward.</p> <p>Evidence of pupils listening to teacher's feedback in the lesson, correcting their work and moving their learning forward.</p>
<b>Basic Skills</b>	
<ul style="list-style-type: none"> <li>Teaching of reading/writing/ communication/grammar/punctuation/spelling is highly effective and cohesively planned</li> <li>Pupils' books show evidence of excellent use of writing/ communication/grammar/punctuation/spelling</li> <li></li> </ul>	<p>Work scrutiny- evidence of an excellent standard of work in grammar/ punctuation and comprehension work across abilities and throughout the year.</p> <p>Area for development-planning and delivery/teaching of creative writing.</p>
<b>Attitudes</b>	
<ul style="list-style-type: none"> <li>Teacher communicates high expectations for</li> </ul>	<p>Pupils are all actively involved in the lesson and enjoying their learning due to good use of differentiation to</p>

<p>all pupils e.g. through the use of challenging learning objectives and success criteria.</p> <ul style="list-style-type: none"> <li>• Teacher sets high expectations for pupils' behaviour.</li> <li>• Pupils demonstrate excellent attitudes to their learning e.g they are engaged and on task.</li> </ul>	<p>encourage confidence/ independence and use of stimulating resources Class very well -behaved, enjoy their learning due to the clear expectations set and appropriate levels of praise and support given by the teacher.</p>
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<b>Additional Comments</b>
<p>Pupils were motivated, very well behaved and keen to learn. They collaborated well and there was a very positive working environment in the classroom. Pupils were aware of the class routines and keen to meet teacher's expectations. Good pace to the lesson and interesting tasks set to meet aims/ objectives of the lesson. Overall a good lesson.</p>

Observed by: \_\_\_\_\_

Date: \_\_\_\_\_