

Jennett's Park CE Primary

Teaching and Learning Policy



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'Education is not the filling of a pail, but the lighting of a fire.' (W.B.Yeats).

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1 Overview

Our aims here at Jennett's Park are to ensure we live out our vision: Empowering our children to flourish and achieve under God's love. This comes from the passage in the bible where Jesus says: I have come to let you live life in all its fullness (John 10:10).

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah, that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness, we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, as a church school, we recognise that we are all created and valued by God, and so, as a school community, we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so we seek strength within ourselves and from God to achieve.

All children and young people have a right to a primary education, which should be free. Our aim is that learning at Jennett's Park CE Primary School should empower children. It should celebrate success and progress for all. It is a key part of our role as the heart of our local community.

These are our Promises to keep to our children. They enable us to be able to serve the common good with our work as part of the Church of England. By following our Promises, we know our curriculum suits our local needs.

At Jennett's Park we are:	Our Promises:
Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity to empower themselves and their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds.
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals, who are loved by God, who feel valued and involved, where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much they are loved and valued so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

2 Rationale

All children and young people have a right to a primary education, which should be free. Our aim is that learning at Jennett's Park CE Primary School should empower children. It should celebrate success and progress for all, and be part of our role as heart of the local community.

The purpose of this teaching and learning policy is to state clearly the factors that we feel are important in influencing the effective learning of the pupils in our care, to create a shared ethos among the staff and to give a consistency of approach across the school. It pervades every aspect of school life. We ask ourselves often 'What do our children need to do in order to be successful citizens and global contributors?'

3 High Expectations

Our expectations are very high because our learners deserve the very best. High expectations are flattering; they tell our students that we fully believe they have what it takes to achieve the things we want them to achieve. Low expectations convey the opposite: that they can't achieve, can't behave, and can't get along with each other. High or low, achievement and behaviour move in the direction of the expectation.

We set three types of high teacher expectations: academic (attainment and progress), behavioural (learning behaviours – our Owl learning behaviours and conduct – Our 4 points to our code of conduct) and social (how the students interact with staff and each other – our Rainbow Promise). We are trained to give our children the best and to provide learning opportunities and experiences that maximise learners' progress.

4 Our Vision

Our vision is for children at Jennett's Park CE Primary School to be:

- Happy, nurtured and inspired to achieve their best
- Lifelong learners with a thirst for knowledge

- Able to make informed decisions about the important things in their lives

We believe children are entitled to:

- Learning that is a rewarding and enjoyable experience for everyone
- A rich and varied learning environment that allows them to develop their skills and abilities
- Experience a range of teaching strategies because people learn best in different ways

We know children learn best when they:

- Feel the atmosphere in school is welcoming
- Feel safe and secure
- Feel valued and have a sense of belonging to the school
- Are involved in their own learning
- Are supported through difficult times
- Are encouraged to make mistakes as learning points towards success
- Know there is respect for people, belongings and the building
- Know genuine interest and encouragement is shown and efforts valued
- Know equal opportunity exists regardless of religious belief, culture, gender or disability

5 Raising Standards

Learning is the purpose of the whole school and is a shared commitment, striving relentlessly for the best outcomes and impact. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis, therefore, any attempt to raise standards in our school must be focused on the classroom.

We work with the Challenge 10 toolkit in mind (from Mike Fleetham and detailed below)

Relationships- how are you maintaining and building effective learning relationships with pupils and between pupils?

Self-efficacy- How are you encouraging perseverance to be resilient, determined, independent, gritty and focussed on goals?

Collaboration- what opportunities are you providing for pupils to work together towards a common goal?

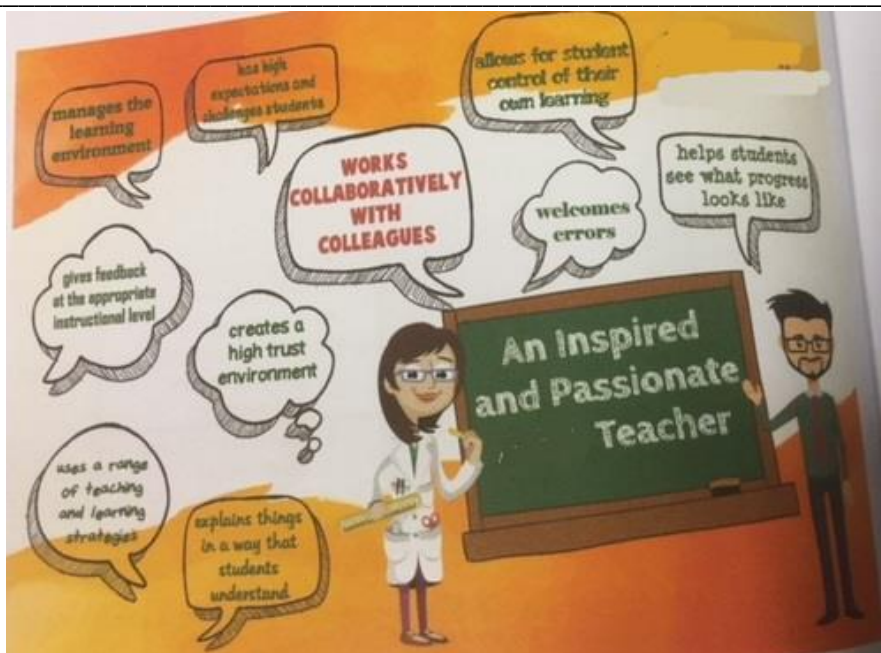
Peer T & L -How are you facilitating pupils being able to teach each other?

Feedback-In what ways do you offer feedback that is immediate, relevant, meaningful and actionable?

Active Learning- In what ways are you enabling pupils to physically, intellectually and emotionally engage with their learning?

Visual Learning – In what ways have you designed activities so that pupils get to access, process and express their learning using images?

Higher Order Thinking- How have you challenged pupils with higher order questions and connections; analysis, synthesis and evaluation?



All staff reflect on their own strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.

Leaders at all levels at Jennett's Park CE Primary School ensure that teaching and learning is taken forward through robust quality assurance to provide consistency of teaching and learning across the school. Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.

The staff look at various aspects of school life:

- Ethos
- Relationships
- The Curriculum
- Learning Environment
- Pupil Progress

We moderate our judgements using a variety of methods including learning tours, book scrutiny, pupil interviews, staff questionnaires, lesson studies and parent surveys.

6 Pupil Voice

Pupil Voice in our school is very strong and children are given many opportunities to influence their learning through the School council, twice yearly questionnaires and Year 6 student meetings.

7 Successful Teaching

7.1 Successful teaching is:

- Confident and Modelled; teachers have a clear understanding of subject knowledge and setting objectives
- Adapted (see section below)
- Characterised by high expectation; there is optimism, positivity and a high expectation of success
- Well-planned; there is a variety of scaffolding, support and challenge (known across the school as green star challenges) offered to all learners to enable them to access the learning
- Well-paced; there is a sense of urgency, driven by the need to make progress and succeed
- Interactive; pupil contributions are encouraged, expected and extended
- Characterised by high quality oral work (across the school Agree, Build-on, Challenge strategies and sentence stems are used to aid discussions)
- Informed by assessment outcomes

7.2 Long term memory

It is important to think about memory and not just curriculum coverage – we move to longer term memory if the subject IS FRIED

- Interesting
- Scary
- Funny
- Real
- Important
- Emotional
- Different

We revisit to embed in long term memory – 10mins, 1 hour, 1 day, 1 month – (like we would do in maths starters), revisiting previous skills.

We deploy teaching and learning assistants, and other adult helpers, as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Children may sometimes work in small intervention groups outside the classroom with an adult to boost their learning. Teachers will support all learners.

7.3 Effective Learning



7.4 Effective learning results in:

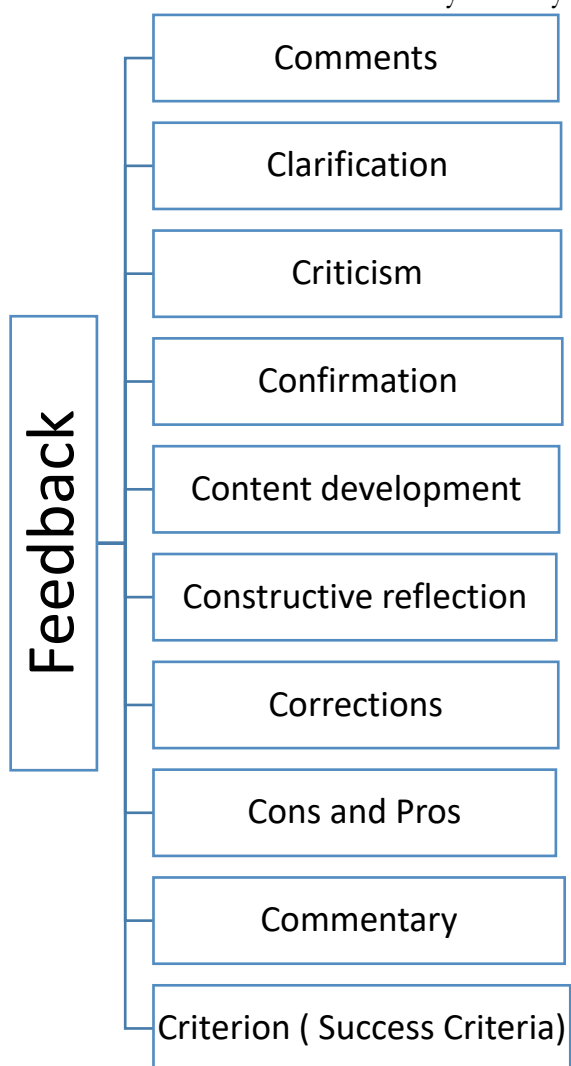
Knowing you have succeeded	Explaining what you have learned	Applying it to other situations
Teaching it to someone else	Feeling you can do more	Feeling good about yourself

7.5 Effective Feedback

The best feedback is powerful but can have varied impact on learning. Goals should therefore be specific and challenging in order to keep us in the stretch area of learning. This 8-stage model reflects how feedback should occur:



Feedback to a learner can take a variety of ways:



7.6 Peer Feedback

Feedback from peers is important at Jennett's Park CE Primary School. This is led by the ABC model (Agree, Build on and Challenge).

A – Agree
B – Build on
C - Challenge



7.7 Rosenshine

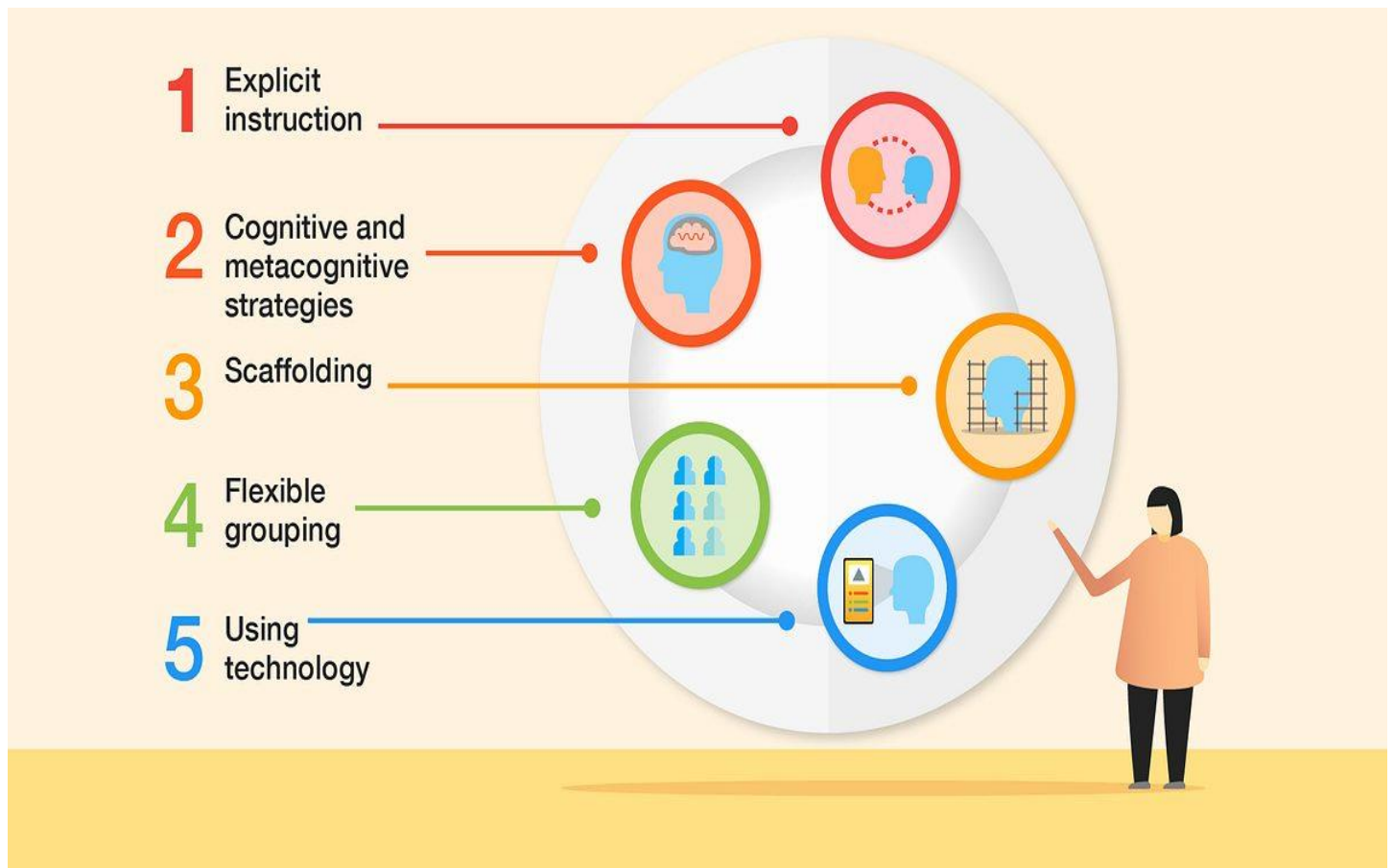
Barak Rosenshine (1930 – 2017) was a professor in the Department of Educational Psychology at the University of Illinois. Along with Robert Stevens, he explored teacher instruction, and identified the approaches and strategies that were features of the most successful teachers' practice. His 2010 'Principles of Instruction' are grounded in a varied range of evidence from three sources:

Rosenshine's 10 Principles of Instruction

1. Review learning at the start. 
2. Present new material in small steps. 
3. Ask lots of good questions. 
4. Provide models and worked examples. 
5. Practise using the new materials. 
6. Check for understanding. 
7. Obtain a high success rate. 
8. Provide scaffolding and support. 
9. Encourage independent practice. 
10. Weekly and monthly review. 

7.8 What is adaptive teaching?

- Adaptive teaching is nothing new this is first quality teaching for all.
- It is ensuring that all children can access the curriculum and appropriate measure are put in place to ensure all children can reach their full potential.
- Ensuring no 'glass ceiling' is placed upon anyone.
- Removing 'coloured view of groupings' and enabling a level playing field.
- Supporting children as rounded individuals and developing resilience and independence which will have a positive impact upon self esteem.
- Adaptive teaching will significantly benefit all children.



8 Owl Learning Behaviours

As a school, we have developed a set of values which reflect what we believe to be key attributes to being a successful learner. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn. Our school was born on Tawny Owl square and upon our school gate you will pass an owl for this reason our successful learning traits became known as our Owl Learning behaviours. These are regularly reflected on in class and are celebrated weekly in our awards assembly.

C - Collaboration

O - Optimism

P - Perseverance

P - Pride

I - Independence

C - Challenge

MD - Managing Distractions



9 The 5 B's – What can I use to help me with my learning?

To further encourage our learners to gain independence and take responsibility for their learning, we guide them through the 5B's. These are displayed in our Key Stage 1 and 2 classrooms. This helps to develop one of our Growth Mindset mantras – “I can't...yet” and supports our children to become independent learners fully embody our Owl Learning behaviours.



Do I already know the answer or is this something I can decide myself?

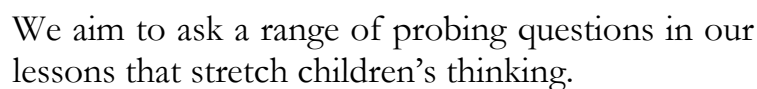
Can I look back through my book and find the answer there?

Is the answer somewhere in the room? Perhaps on display, or the whiteboard?

Can the person next to me help me? Or might my talk partner know the answer?

If I have tried all the other 'B's', then I can put my hand up but I must continue working.

Bloom's *revised* Taxonomy



11 Delivering the Best

For effective teaching to take place there are a number of 'ingredients' that we feel are needed. However, not all chefs use the same ingredients to produce a superb dish. The same principle applies to teaching. Teachers work the magic. Use our consistent threads but think outside the box... and sparkle!

How do we deliver the best teaching?	How do we ensure the best learning?	What does 'doing it well' look like?
<p>We have a strong knowledge of the curriculum and endeavour to develop links to the real world to flexibly deliver ideas across subjects, that link to real-life purposes.</p> <p>Our systematic approach to teaching looks to the end of the year and children's time in primary.</p> <p>Through our rainbow values, we build good relationships that provide effective support for learning and allow us to challenge all learners.</p> <p>We know the children's starting points and what they need to learn and how to show progression in year and over their time in primary</p> <p>Teachers find out what <u>children</u> want to learn so learning is more personal.</p> <p>We make our teaching (learning) fun, and relevant, and encourage positivity – 'Is FRIED'</p> <p>We establish <u>relationships</u>, rules and <u>routines</u> and these high expectations underpin all we do.</p> <p>Teachers continually assess, plan and evaluate relevant next steps</p> <p>We use a selection of high-quality texts that are central to our learning and topics.</p> <p>Teachers consistently model high expectations, but also high-quality examples for children, both physically and orally.</p>	<p>We are adaptable in lessons and provide positive and timely feedback to ensure that progress is made by all learners.</p> <p>We take risks and encourage others to do the same by offering support and challenge.</p> <p>We build learning environments with the children to be positive, inspirational and to share and support learning.</p> <p>We start topics with a bang by sparking interest and provide practical, real-life experiences in and outside the classroom to enthuse and inspire. Teachers find out what <u>children</u> want to learn so learning is more personal.</p> <p>We expect and celebrate high attendance to encourage children to take ownership of their learning.</p> <p>Our children understand where learning is taking them and know that mistakes help them to learn.</p> <p>We establish <u>relationships</u>, rules and <u>routines</u> and these high expectations underpin all we do.</p> <p>Our parents are informed through positive and supportive dialogue and regular updates.</p> <p>We have respect for all cultures and, in so doing, promote positive attitudes towards other people.</p> <p>Reading opportunities are explored across lessons – not just guided reading, and writing is linked to class texts and topics at hand.</p>	<p>Classrooms have a buzz as children are engaged, motivated and enthused by their learning opportunities.</p> <p>Our teachers can appear invisible in some lessons as they facilitate and seamlessly adapt learning.</p> <p>Our children are confident with a can-do attitude and can explain their learning to teach others.</p> <p>Our learning atmosphere is purposeful which leads to inquisitive, active learners who listen attentively to one another, using the ABC approach.</p> <p>We make the best use of all lesson time with good pace and learning opportunities using split inputs to support all children.</p> <p>Our students build successful learning habits and show our owl learning behaviours. They are supportive of each other's learning.</p> <p>Children can verbalise learning and previous learning links.</p> <p><u>Children</u> are curious and want to <u>lead their own learning</u>.</p> <p>Children can explain what they have learnt, why they have learnt it and identify next steps.</p> <p>Seesaw, Tapestry and books document learning journey and children can talk us through where learning fits in.</p> <p>Children can link learning across years, build-on previous knowledge from other year groups and recall this.</p> <p>Children are kind and thoughtful and supportive of one another's achievements by celebrating progress in owl and rainbow values.</p>
We believe in the children and enjoy celebrating their progress.		