

Teaching and Learning Policy

Philosophy

Mount Pleasant Junior School is a school where pupils are nurtured in a caring environment. Our pupils come from a variety of social and cultural backgrounds and our aim is to provide them with a happy, safe and secure learning environment. Our Teaching and Learning Policy is based on the expectation that:

- The staff are welcoming and approachable to both pupils and parents, developing an early partnership between school and home
- Positive relationships between all are valued and actively encouraged
- Pupils are motivated and have a vitality to seek solutions
- Pupils gain confidence from the secure and stable learning environment
- High self-esteem is promoted, with achievements celebrated
- Academic and social expectations are high, but realistic
- A love of learning is instilled
- Pupils are listened to and supported when experiencing difficulties academically, emotionally and socially

Key Aims and Processes

We enable our pupils to develop through:

- Development of their academic, creative, social and physical skills
- Ensuring the learning objectives of the lesson are clearly understood
- Providing a working environment that is calm, well disciplined and positive
- Providing a multi-sensory learning approach
- Experiencing a variety of teaching styles – whole class, group and individual
- Providing opportunities for co-operative and collaborative work
- Developing pupils' questioning skills and investigative opportunities
- Developing a love of learning by ensuring lessons are well paced with tasks that are differentiated and challenging
- Encouragement to take responsibility for their own learning, being actively involved in setting personal targets and periodically evaluating their progress against these targets
- Encouraging pupils to take 'risks' without fear of failure, to support their learning process
- Giving positive encouragement
- An awareness and support of their emotional needs through PHSE including circle time where appropriate
- Establishing mutual trust and respect, valuing the rights and opinions of every individual
- Linking homework to directly support class work/activities
- Valuing parents as partners in the education of their child
- Ensuring staff are knowledgeable and confident to deliver all aspects of the curriculum

Practical Consequences / Organisation

To ensure the delivery of effective teaching and learning, every teacher:

- Establishes a classroom environment which is tidy, well organised with basic resources easily accessible to develop independent learning
- Prepares their lessons well, giving thought to differentiation and the individual's needs
- Establishes stable routines and clearly understood procedures
- Ensures children's work desks are clear, with basic items (pens, pencil crayons, dictionaries/word banks) readily available
- Has access to, and makes use of, a range of resources
- Provides stimulating and interactive topic and book displays
- Encourages pupils to take care of school and pupil property
- Ensures support staff are fully briefed of pupils' needs and are made aware of their role in supporting the lessons' learning intentions

Planning, Assessment and Recording

Our curriculum planning is based around Hampshire and QCA schemes, personalised to suit the needs of our children.

- We plan in teams, drawing on the expertise of subject co-ordinators to ensure a broad and balanced curriculum
- Termly planning sheets are produced by each team from the school's schemes of work, clearly identifying the learning objectives and activities to be covered in each subject
- Individual planning sheets are used on a weekly basis, highlighting learning objectives, differentiated activities and evaluations to inform subsequent planning
- Some subjects are 'ongoing', others are 'blocked'. Details of units covered can be found in the curriculum map
- Each teacher will have an assessment file with an assessment schedule breakdown for his or her class at the front of the file. Further guidance on assessment can be found in the assessment policy.
- We record what has been covered and what has been learnt by using:
 - a) Sampling and moderation of children's work
 - b) Annotation and moderation of children's work
 - c) Individual and class records of pupils' achievement
- Work is marked on a regular basis with positive, challenging comments to guide future progress. See Marking Policy

Appendix 1

Teaching and Learning Policy Checklist

Aspect	Observation Comments	Feedback Points
Teaching Clear knowledge and understanding of the subject taught Clearly planned and differentiated learning objective Clear statement of learning intentions and clear review in plenary Resources prepared adequately and appropriately Teaching matched to prior attainment Balanced teaching and learning strategies Assessment opportunities identified/acted upon Lesson offers pace/progression Realistically high expectations Clear explanations and questioning Expectations of behaviour allow children to learn Praise and encouragement in high profile Effective use of homework Appropriate use of ICT		
Learning Are pupils interested, attentive and motivated? Are pupils able to concentrate/persevere with tasks? Are they able to self-evaluate/correct? Are they eager to make progress/complete tasks? Can they collaborate/work independently according to task requirements? Do they take responsibility around the classroom? Do they demonstrate positive behaviour/courtesy? Do they use resources appropriately? Are they able to draw on previous learning and skills to solve problems/make connections? Do they take care/pride over presentation?		
Classroom Organisation Organisation of the classroom promotes independent learning and decision making Resources are clearly labelled and easily accessible Pupils use resources and put them away sensibly Resources are appropriate to the learning intention/task Support staff/parents/helpers are made aware of the learning intentions of the		

<p>activities and their role in meeting these</p> <p>Displays are attractive and are used to reinforce and stimulate learning</p> <p>A range of curricular areas are on display in the classroom, including 'working' Literacy and Numeracy boards</p> <p>The classroom layout is appropriate to the task</p> <p>The classroom is tidy with no evidence of clutter</p>		
<p>FURTHER ACTION</p>		
<p>Teaching</p> <p>Learning</p> <p>Classroom Organisation</p>		

Class teacher

Date.....

Observed by