



Teaching and Learning Policy

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Audience: **Open**

Newnham Junior School

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1. Introduction

Through our school aims, we endeavour to provide children with the necessary skills, knowledge and understanding to make informed choices about the important things in their lives. We endeavour to give children a 'growth mind-set' message, in that deep thinking and focused hard work, causes improved achievement in all areas of life. We maintain that learning should be a challenging, rewarding and enjoyable experience for everyone. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives and sets them on the path to become lifelong learners.

2. Newnham Junior School aims:

- To raise standards of achievement and progress in all aspects of pupil development through the school.
- To develop each child's desire to achieve and progress.
- To develop the skill of learning from mistakes
- To develop skills enabling children to deal with challenge and failure.
- To promote independence.
- To develop and communicate an ethos of high expectation.
- To provide a rich and varied learning environment which engenders a passion and curiosity for learning, promoting lifelong learning
- To provide children with a purpose and context for their learning.
- To promote a caring and considerate attitude towards each other within the community.
- To foster the tolerance of opinions and beliefs of others.
- To engender social skills that enable children to work and communicate effectively with others.

3. We believe:

- Children are more likely to make greater progress if they have a 'growth mind-set' (that they are responsible for their own learning) rather than a 'fixed mind-set' (that outside factors are the main influence of their learning)
- Children must be involved in their own learning and understand that to improve they need to be challenged.
- Children should be encouraged to develop passion and curiosity for learning.
- All staff have high expectations of children in terms of their learning and progress.
- All children should have high expectations of their own learning, showing a determination to become increasingly independent learners.
- Quality learning is a result of quality teaching, which is itself informed by regular assessment and oral and written feedback.
- Quality learning is enhanced by a variety of teaching styles and strategies.
- Children and teachers value learning, the development of learning skills and acquiring knowledge.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

4. Ethos

Our school motto is, 'Non Progredi Est Regredi,' which translates as, 'To not go forward is to go backward.' We inform the children that the easiest translation of this is, 'No progress is regrettable.' This is the school's ethos; that we expect all children to make progress, whatever their background or starting point in life. At Newnham Junior School we endeavour to do this by following the 5 Rs:

- **Reflection:** Creating an environment where it is acceptable to make mistakes and an expectation to learn from them.
- **Resilience:** Creating an environment where the children want to be challenged and make progress.
- **Respect:** Fostering a caring and considerate environment where all children feel valued and safe.
- **Resourcefulness:** Encouraging passion and curiosity to promote lifelong learning.
- **Responsibility:** Encouraging intrinsic motivation, promoting children to take charge of their own learning.

5. Environment

The environment the children work in plays a crucial role in the way they learn. We strive to provide a stimulating environment conducive to learning.

This is achieved by:

- Organising environments which set an example for children and which are well presented and safe.
- Creating classroom environments that embody a range of displays that are bright, stimulating and celebrate children's work, as well as promoting learning.
- Providing opportunities in lessons and break time to contribute towards good physical and mental health.
- Providing opportunities for cultural capital throughout the school.

6. Classroom Management

All staff at Newnham Junior School make a special effort to establish good working relationships with all children in the class. We treat the children with respect, treat them fairly and give them an equal opportunity to take part in class activities. All our staff follow the school policy with regard to discipline and classroom management.

We acknowledge that well managed classrooms are characterised by a range of other features, which we strive to achieve:

- There are established daily routines and ways of working
- Children are given a sense of responsibility and are challenged when they make poor behaviour choices.
- Resources are well maintained and well presented.
- Teachers are prepared for lessons, including the organisation and preparation of teaching aids / resources.

7. Pupil Management

- All adults take responsibility for maintaining standards of behaviour for **all** children in the school community.
- All children take responsibility for how their behaviour can affect their own learning and can impact, both positively and negatively, the learning of their peers.

8. Effective Teaching and Learning

- When teaching, we focus on motivating the children to believe that if they work hard, are resilient, are reflective, are resourceful and responsible for their own learning, then they will make good progress.
- When we teach we aim to ensure that all children are challenged. We strive to ensure that, when appropriate, children can select their own challenge.
- We have high expectations of all children, and we encourage children to have high expectations of themselves.
- When planning work for children with special educational needs, we give due regard to information and targets contained in the children's support plans.
- Effective marking and verbal feedback provides invaluable guidance for the children on what they need to do in order to improve. It also gives guidance for the teacher in what the children need to do in order to make further progress.
- We involve children in the learning process and encourage them to develop self-assessment skills, so that they can take greater responsibility for their learning.
- We make regular evaluations of lessons so that we can modify and improve our teaching and inform future planning which is based on the national curriculum.
- Through our planning we offer opportunities for children to learn in a variety of different ways to promote curiosity and passion, with the overall aim of developing lifelong learners.

9. The Curriculum

- Intent – At Newnham Junior school we offer a broad balanced and vibrant curriculum which is ambitious for all learners, regardless of their starting point, background or needs. Through our curriculum, we develop essential knowledge, skills and understanding which are building blocks for later life. We ensure that all pupils are motivated, engaged and enthused about their learning experiences, inspiring them to become lifelong learners. We want the children to leave Newnham as confident individuals who make a positive contribution to society.
- Implementation – Our curriculum was designed by the staff of the school based on the national curriculum and the needs of children of the school in their local setting. Our curriculum map ensures that skills and knowledge are continuous throughout their schooling with an expectation that children build upon previous experiences. We also believe that our curriculum should give the children opportunities to gain experiences which will widen their cultural capital.
- Impact – Though our curriculum is outstanding we know the importance of monitoring its impact on the children. We do this through scrutiny of the children's books, speaking to the children, observations of lessons, by ensuring

the short term planning matches the curriculum map and by assessing individual children. Through this we can help children progress and ensure that the curriculum continues to meet the needs of all children.

How we Teach Reading

As a school, we feel that Whole Class Reading enables children to access a rich variety of texts, which both broadens their understanding of what they read and expands their vocabulary knowledge. These skills enable the children to not only develop a love of reading but also supports and enables them across all subject areas. Newnham Junior School has a wealth of whole class reading texts, both whole texts and carefully chosen extracts. Staff have been trained in how to deliver effective whole class reading sessions which involve the children accessing the same text rather than differentiated texts or books, ensuring inclusivity and engagement across all reading abilities. Tier 1, 2 and 3 vocabulary from the texts is taught explicitly in order to enhance the children's oral and written language as well as their reading comprehension. Staff deliver two whole class reading lessons each week, enabling them to cover the text in detail.

How we Teach Mathematics

Though no set scheme is followed at Newnham, Target Your Maths books have been used to provide a structure for the medium-term planning. This is supplemented by planning objectives from a host of other resources – Hamilton Trust, NCETM, White Rose etc. Short term planning is comprehensive, differentiated and contains details of resources and assessment opportunities and produced in weekly blocks. New learning is sequenced so that it builds on strong foundations and the curriculum is revisited at key points to embed knowledge. This is reinforced by consolidation of learning through activities during morning registration. In addition, ICT resources are used extensively for both class and independent learning such as Conquer Maths, My Maths, IXL etc. Children are grouped by ability in years 4 to 6, but all groups follow the NC objectives for that year.

10. Teaching and Learning Policy: Roles and Responsibilities

Governors

- To ensure the effective and rigorous implementation and monitoring of the policy.

Leadership Team

- To provide appropriate support, training and resources for staff.
- To monitor and evaluate the delivery and impact of the policy.
- To modify and update the policy in the light of ongoing developments and the changing needs of the school.

Teaching Staff

- To implement this policy by ensuring a consistent delivery of high quality learning experiences.

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- To be responsible for short term planning, in conjunction with year group colleagues and curriculum coordinators.

All staff

- To be aware of the principles of the policy and how they can contribute to it.

Curriculum coordinators

- To be responsible for the coordination of long, medium and short term planning by taking into consideration the aims and objectives of the policy.
- To monitor and evaluate consistent delivery of the policy at staff level.
- To provide appropriate support to staff members through training materials or coaching.

Pupils:

- To work positively within lessons to enable staff to implement the policy effectively.
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework.

Those with parental responsibility

- To support the policy of the school, in line with the Home School Learning Agreement, by providing support for pupils at home, allowing them to continue to develop their learning effectively and by valuing the child's education.

11. Related Policies

The following policies should be read in conjunction with the Teaching and Learning Policy:

- Assessment Policy
- Marking Policy
- Homework Policy
- SEN policy
- Subject specific policies

Newnham Junior School

This document was approved and adopted by the governing body

Date October 2022

Name of the Chair of Governors Tanya Huehns

Signature of the Chair of Governors _____

Date	Status	Comments
22/07/21	Approved	
12/10/22	Approved	Changes due to Ofsted guidance