



**Telford Junior School**

**Teaching and Learning Policy**

**January 2025**

**Approval and Review**

This policy is reviewed in discussion with staff and governors.

**Effective from:** January 2025

**Approved by:** TJS Governing Body

**Review Date:** January 2027

**Review Leader:** Deputy Head Teacher

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## Aims

This policy aims to:

- Explain how the school creates an environment where pupils learn best and develop an enjoyment of learning.
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across the school.
- Promote high expectations and raise standards of achievement for all pupils (meeting statutory expectations and ensuring learning continuity and progression).
- Ensure pupils access a broad and balanced curriculum, preparing them for the full range of future learning opportunities in secondary school and beyond.
- Promote spiritual, moral, social, cultural, physical and mental development.
- Involve pupils, parents/carers and the wider school community in pupils' learning and development.
- Develop professionals as reflective practitioners, sharing good practice and always looking to develop teaching strategies.

## Our Guiding Principles

Pupils learn best when they:

- Have their basic physical needs met.
- Feel secure, safe and valued.
- Feel a sense of belonging to the group.
- Are engaged and motivated.
- Can see the relevance of what they are doing.
- Know what outcome is intended.
- Can link what they are doing to other experiences.
- Understand the task.
- Have the physical space and the tools needed.
- Have access to the necessary materials.
- Are not disrupted or distracted by others (recognizing that schools must cater for the needs of SEND and SEMH pupils and make appropriate adjustments to expectations – see SEND Policy and Relationship Policy).
- Can work with others or on their own, depending on the task.
- Are guided, taught or helped in appropriate ways at appropriate times.
- Can practise what they are learning.
- Can apply the learning in both familiar and new contexts.
- Can persevere when learning is hard, achieving their full potential.
- Can manage their emotions if things are not going well.
- Recognise that all learners make mistakes and mistakes can help us learn.

## Objectives

- Utilise National Curriculum learning objectives; plan programmes of study in accordance with the National Curriculum.
- Develop teaching strategies in the ten subjects identified in the National Curriculum, in Religious Education and in PSHE, which stimulate successful learning (with an emphasis on subject specific conceptual knowledge and vocabulary).
- Recognise that the principal variable that we in school can influence in impacting on children's learning is the quality of the teaching that we provide.
- Be mindful of the hierarchy of learning skills (identified in Bloom's Taxonomy – see appendix), to develop learning progression.
- Enthuse children in their learning through a rich diet of learning experiences; a willingness to employ a variety of teaching techniques and to set up an extensive range of learning activities, including the use of information and communication technology across the curriculum.
- Match the teaching and learning experiences to children's need; taking account their prior attainment, their capacity for progress and their learning styles. This process is underpinned by:
  - The quality of the assessment strategies employed.
  - The pupil tracking systems that are in place.
  - The extent to which planning is informed by assessment data.
  - The implementation of Quality First Teaching across the school.
- Take account of children's health and safety when setting up learning activities, teaching children about safe practices.
- Educate children about safe and healthy choices and equip them with the skills to contribute effectively as citizens and to support their future economic wellbeing.
- Monitor the quality of teaching and learning, and its contribution to children's attainment and progress.

## Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

### Teachers

Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#).
- Actively engage parents/carers in their child's learning; through clearly communicating home learning (its purpose and expectations), by providing timely information about year group activities, through learning reviews, information evenings, open days, curriculum information shared on the school website and the Year Group Padlets.
- Update parents/carers on pupils' progress (through learning reviews, SEND reviews and at any point in the school year where concerns are raised) and produce an annual written report on their child's progress.
- Comply with assessment expectations (both formative and summative), as set out later in this policy.
- Operate within the expectations set out in this policy and other relevant policies; e.g. Curriculum, Relationships, Anti-Bullying, Attendance and SEND Policies.

### Teaching Assistants

Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning strategies.
- Use effective marking and feedback as required, under the guidance of the teacher.
- Engage in providing inspiring lessons and learning opportunities.
- Feedback observations of pupils to teachers.
- Ask questions to make sure they have understood expectations for learning.
- Identify and use resources to support learning.
- Have high expectations and celebrate achievement.
- Demonstrate and model themselves as learners.
- Meet the expectations set out in other relevant policies e.g. Curriculum, Relationships, Anti-Bullying, Attendance and SEND policies.

### **Subject Leaders**

Subject leaders will:

- Help to create well-sequenced, broad and balanced curriculum plans, that build knowledge and skills; co-ordinating planning for their subject between year groups.
- Ensure lessons are sequenced in their subject, in a way that allows pupils to make good progress from their starting points.
- Plan and oversee budget requests (submitted to the head teacher / Trust), which they consider necessary to resource their subject, providing teachers with appropriate learning resources.
- Drive improvement in their subject, working with teachers to identify any challenges.
- Monitor and review the timetabling of their subject, to allocate time for pupils to achieve breadth and depth, to fully understand each topic taught and to demonstrate high standards.
- Improve on weaknesses identified in their monitoring activities.
- Create and share clear intentions for their subject.
- Encourage teachers to share ideas, resources and good practice.
- Meet the expectations set out in the National Curriculum, the school's Curriculum Policy and those set out for marking and assessment later in this policy.
- Moderate pupil progress across their subject.

### **Senior Leaders**

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and pupils to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage finite resources, to support high-quality teaching and learning.
- Provide support and guidance to other staff, through coaching and mentoring.
- Input and monitor the impact of continuing professional development (CPD) opportunities, to improve staff's practice and subject knowledge.

- Promote team working at all levels, for example, by pairing teachers to support one another, where appropriate.
- Address underachievement and intervene promptly.

## **Pupils**

Pupils will:

- Develop responsibility for their own learning, and the ability to support the learning of others.
- Meet expectations for good behaviour for learning, respecting the rights of others to learn.
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson (recognising at primary age, parent/carer support will be necessary in this process).
- Be curious, ambitious, engaged and confident learners.
- Know their learning intentions and how to improve.
- Put maximum effort and focus into their work.
- Complete home learning activities as required.

## **Parents and Carers**

School staff will work with parents and carers, to ensure that they:

- Value learning.
- Encourage their child as a learner.
- Make sure their child is ready and able to learn every day.
- Support good attendance.
- Participate in discussions about their child's progress and attainment.
- Communicate with the school to share information promptly.
- Provide resources as required to support learning.
- Encourage their child to develop responsibility for their own learning.
- Support and give importance to home learning.

## **Governors**

Governors will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment.
- Monitor the effectiveness of this policy and hold the head teacher to account for its implementation.
- Make sure other school and Trust policies promote high-quality teaching, and that these are being implemented.

## **Planning**

- The school's Curriculum Policy sets out the rationale for the curriculum we teach. Curriculum plans are designed to deliver the programmes of study set out in the National Curriculum for Key Stage 2, for both Core and Foundation Subjects.
- Long term plans for each subject set out the key knowledge, skills and understanding (conceptual knowledge) that are taught in each year group. These subject overviews can be viewed on the school website.

- In formulating the subject overviews, subject leaders have led curriculum planning sessions with representatives from each year group, ensuring coverage of key concepts, progression and continuity in learning across the key stage.
- Year group medium term plans set out the weekly learning intentions and the activities developed to teach the knowledge, skills and understanding (conceptual knowledge) required in each subject. ○ Core and Foundation Subjects are planned for separately, but with opportunities for crosscurriculum teaching developed, where meaningful links can be found, which help to enliven the curriculum for pupils. Teachers are mindful of the importance of pedagogical subject knowledge and that must be considered when delivering cross-curricular teaching (developing subject specific concepts, terminology and vocabulary).
- Teachers work collaboratively within each year group to design and plan an engaging curriculum and to produce and review medium and short term plans.
- Year group planning incorporates ‘steps to success’ (success criteria), alongside each learning intention. The ‘steps to success’ help to:
  - Structure each lesson.
  - Involve pupils in taking greater responsibility for their own learning.
  - Facilitate teacher formative assessment and pupil self-assessment. ○ Class teachers take responsibility for adapting planning and resources to suit the specific needs of their class, and for the deployment of additional classroom support.
- The head teacher and leadership team oversee curriculum development, liaising with the Local Governing Board. Governors review curriculum development and its impact on standards. The school’s curriculum is agreed by governors and reviewed each school year.
- Governors ensure that the school curriculum is published on the school website, by subject and academic year.
- In designing the school’s curriculum, subject leaders and year groups liaise with the Infant School and with secondary school colleagues, through cluster collaboration. This supports the needs of the children as they join the school and in preparing our Year 6 children, as they move on to the next stage in their education

## Learning Environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, the school hall, additional classroom spaces and the Computer Suite. These spaces will be kept safe, clean and ready for pupils to use them. It is the responsibility of all staff to maintain these teaching areas and to take responsibility for the safe and tidy maintenance of corridors.

They will be arranged to promote learning through:

- Clearly labelled, well organised and attractive zones, such as reading corners and quiet areas.
- Displays that celebrate and support pupils’ learning.
- Accessible resources for learning, such as reference books, activity sheets and key equipment.
- A seating layout that allows everyone to see the board and participate.

## Differentiation or Adaptive Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND).
- Pupils with English as an additional language (EAL).
- Disadvantaged pupils.
- Pupils with social, emotional or mental health difficulties (SEMH).

- More able pupils.

### **Supporting Children's Needs**

In accordance with the Children's and Families Act (2014) and the Equality Act (2010), the school and Warwickshire County Council are committed to inclusive education, providing for children of different abilities within a mainstream setting. The school, supported by Warwickshire County Council, aims to deliver quality educational provision for pupils with special educational needs and disabilities.

### **Quality First Teaching**

The Special Educational Needs (SEN) Code of Practice (2015) states that, "High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have special educational needs". The school aims to support children's learning needs through high quality teaching, sometimes referred to as Quality First Teaching, which involves:

- Carefully planned lessons, with precise learning objectives.
- High expectations for pupil engagement with their learning.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- Focused teacher/teaching assistant interaction with pupils during lessons.
- Focused questioning, modelling and explaining by the teacher and teaching assistant during lessons.
- Developing pupils' responsibility for their own learning and nurturing their independence.
- Effective use of encouragement and praise to engage and motivate.
- A focus on learning and the learner, underpinned by a belief that all children can succeed and make progress.
- Assessment for Learning (AfL); knowing exactly what the learner currently understands and what they need to know.
- A clear idea of what success looks like and this being shared with the children.

Children experiencing difficulties with their learning are supported through Quality First Teaching. Class teachers will be able to explain how this approach is helping to address a child's learning difficulties.

### **Targeted Interventions**

Sometimes targeted interventions are run by school staff, in or outside the classroom. These interventions will often be delivered by a teaching assistant in small groups.

### **Specialist Support**

Special Educational Needs and Disabilities, SEND, is a term used in relation to children who are experiencing a significant learning difficulty or disability, which may require some specialist provision. It may be a specific learning difficulty, an emotional, behavioural, sensory or physical disability, or it may be a problem relating to communication or speech and language. When children are identified as having a specific learning difficulty or disability, their needs and requirements are carefully assessed and their progress monitored. If necessary, arrangements are made, in consultation with parents/carers, for specialist help and advice from a range of support services:

- SEND Supported (a specialist teaching service that the school commissions)
- Educational Psychology Service (also commissioned and funded by the school)
- Special Educational Needs and Disabilities Assessment and Review (SENDAR)

## Education, Health and Care Plan (EHCP)

Children with more complex needs may be given an Education, Health and Care Plan (EHCP). EHCPs replaced Special Educational Needs Statements in September 2014. An EHCP will describe the specific needs of the child and how the school and/or other agencies will set out to provide for these needs. An EHCP draws on advice from parents/carers and professionals working with the child. The majority of children with special educational needs will not have an EHCP, but will be included on the SEND Register and there may be review meetings involving the class teacher, the SENDCO (Special Educational Needs and Disabilities Co-ordinator) and parents/carers.

## Hierarchy of Learning Skills

Developing activities to correspond with the different levels of learning, as outlined in Bloom's Taxonomy (see appendix):

- Helps to facilitate appropriate differentiation and challenge (taking account of children's prior attainment and their capacity for progress).
- Assists with continuity of learning across the curriculum (building learning skills across the curriculum).
- Enriches the curriculum by encouraging a variety of learning experiences

## Home Learning

An important part of a child's development is the acquisition of a positive attitude to learning. School and families working in partnership helps to develop an enthusiasm for learning; encouraging the child to take full advantage of opportunities offered during school years and beyond.

Home learning helps pupils to make the link between what they have learnt in school and the wider world. It is most effective when done in a supportive, secure environment, with focused time set aside.

All home learning is made available through the Year Group Padlets. Links are provided in the weekly school newsletter and on the year group pages of the school website.

Reading, spellings, learning number/multiplication facts (including KIRFS) and Mathletics (online Maths programme) provide the core to our home learning expectations. In addition, each year group has designed a bank of challenges, set out in their Home Learning Grids. The challenges are linked to the topics being covered in each term. The menu of challenges allows children to take ownership of their home learning and offers families flexibility as to when the activities are undertaken, mindful of busy family lives. There is an emphasis on allowing children to be creative and use different mediums. The challenges are structured so as to enable all pupils to engage, regardless of ability. They also allow children to stretch themselves, developing higher order learning skills.

## Marking and Feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. It is important to remember that marking needs to be manageable, meaningful and motivating. The type of feedback will vary according to the age group, subject and activity. Extensive written comments are not necessary. Short, challenging comments and oral feedback are often more effective.

### Key Features of effective marking and feedback

- Prompt and regular
- Consistent throughout the school
- Promotes higher standards
- Given against specific Learning Intentions and Steps to Success • Is accessible to all Learners
- Actively involves children in their own learning by:
  - † Informing them of their strengths and areas for development
  - † Providing them with advice for improvement
  - † Encouraging them to think for themselves and take responsibility for their own learning
  - † Enabling them to recognise their own strengths and areas for development

✚ Give time to reflect and respond to feedback

- Enables teachers to use AFL for future planning
- Motivates children and impacts on their self-esteem
- Recognises effort, progress and attainment
- Provides positive praise and encouragement

#### What form does feedback take?

- **Oral feedback** will be widely used within lessons to address misconceptions and celebrate effective learning
- **Oral feedback** may be used at the start of the next lesson in preparation for the next stage of learning

#### Written feedback by Teaching Staff (to be done using PURPLE pens.)

TICK against the **Steps to Success**

A short written comment may be used to acknowledge achievement, give advice or to identify next steps

—————→ Indicates where in the work children need to make corrections/indicates a question that needs answering/indicates further work needs to be done

- Incorrect answer



Indicates child has been supported by an adult

Stickers, housepoints, merits and positive comments are given to acknowledge the effort and achievements of the children.

#### Spellings

Children should be expected to use the tools around them to check their spellings. Teachers can identify particular words to check by underlining the word or indicating with an arrow and letters **sp**, which section of the writing to check.

#### EDITING WORK (FIXIT time)

Children will be given a short amount of time before the start of the next lesson/area of teaching to respond to written feedback and do corrections. This will be done using BLACK HANDWRITING PENS. Sometimes children will need a longer FIXIT time, for example, when they are correcting and improving a longer piece of writing. Children will also be taught how to edit and improve their work. NB. Children do not need to fix *everything*

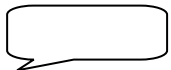
#### Self-Assessment



- Children will draw/colour faces to self-assess against the Learning Intention in most lessons.

Explanations of these should be displayed in classrooms.

- Children to complete Steps to Success grids in all subjects
- Children may sometimes write a reflective comment about their learning in relation to the steps to success
- Children may respond in writing to written feedback from teaching staff
- Checklists will be used periodically to assess understanding and application of skills in longer pieces of work
- Self-assessment may happen during the course of the lesson to indicate progress so far (thumbs up/discussion/response to question)



#### Peer Assessment

When appropriate, children may be given the opportunity to assess and comment on others work either through oral/written comments and/or checklists.

## Assessment, Recording and Reporting

- We track pupils' progress using a combination of formative and summative assessment.
- Class teachers record pupil attainment in English and Maths, for all the pupils in their class, at two points in the academic year: January and July.
- Year 6 pupils take the End of Key Stage 2 National Tests for Reading, for Grammar, Punctuation & Spelling and for Maths in May, with teacher assessment of Writing and Science also formally reported to the Department for Education (DfE). Year 6 end of year writing assessments are moderated by the local authority, in line with DfE guidelines. The school participates in termly consortium writing moderation activities for all year groups.
- Year 4 pupils are tested on their multiplication knowledge through national online tests (MTC).
- Formative teacher assessments and an element of testing (e.g. NFER tests) form the basis of the school's internal tracking process. Individual pupil attainment for Reading, Writing and Mathematics are recorded by class teachers on tracking grids in January and July.
- Judgements are based on a system of layered performance indicators developed by the school, to monitor progress against the expected standard during the school year.
- This information is shared at progress meetings, involving the class teacher, the head teacher, the SENCO and the English and Maths Subject Leaders.
- The test results and teacher assessments for different groups of learners are reviewed by class teachers, subject leaders, the SENCO and the leadership team.
- Foundation subjects are assessed by teachers on the basis of the key knowledge and understanding expected for a pupil in each year group. This is identified in the subject overviews, published on the school website. Teachers report on attainment in the Foundation subjects in the pupil's end of year report, indicating whether they have achieved the expected standard. Outliers, pupils who have not achieved the expected standard, or who are working at greater depth, are highlighted in the transition records shared with the next class teacher.
- Appendix B provides an overview of assessment at Telford Junior School.

## Monitoring and Evaluation

We monitor teaching and learning in our school, to make sure that all of our pupils make the best possible progress from their starting points. School leaders monitor and evaluate the impact of teaching on pupils' learning, involving subject leads and governors in the process. Monitoring is conducted through:

- Learning walks.
- Book Looks
- Reviewing marking and feedback.
- Progress meetings.
- Reviewing planning.
- Talking to pupils.
- Professional dialogue with teachers and teaching assistants.
- Reviewing pupil outcomes.

School leaders and governors evaluate the data gathered through monitoring activities, to determine curriculum and teaching areas of strength and areas for future development. This evaluation informs the School Development Plan and the professional development that is needed to address areas for development.

## Review

This policy will be reviewed annually by the school's leadership team, in September. The policy will be shared with the Local Governing Board at their November meeting, for approval.

## Links with Other Policies

This policy links with the following policies and procedures:

- Curriculum Policy
- Relationships (Behaviour) Policy
- Anti-Bullying Policy
- SEND Policy
- Attendance Policy
- Safeguarding Policy

Appendix A

Bloom's Taxonomy of Thinking			
Category	Definition	Trigger Words	Products
SYNTHESIS	Re-form individual parts to make a new whole.	Compose, design, invent, create, hypothesize, construct, forecast, rearrange parts, imagine, interpret	Lesson plan, song, poem, story, invention, transferability of skills / knowledge.
EVALUATION	Judge value of something vis-à-vis criteria. Support judgement.	Judge, evaluate, give opinion, viewpoint, prioritize, recommend, critique.	Decision, rating / grading, editorial, debate, critique, defense / verdict.
ANALYSIS	Understand how parts relate to a whole. Understand structure and motive. Note fallacies.	Investigate, classify, categorize, compare, construct, solve.	Survey, Questionnaire, Plan, Solution, Report, Prospectus.
APPLICATION	Transfer knowledge learned in one situation to another.	Demonstrate, use guides, maps, charts, etc., build, plan.	Recipe, model, artwork, demonstration, crafts.
COMPREHENSION	Demonstrate basic understanding of concepts and curriculum. Translate to other words.	Restate, give examples, explain, summarize, translate, show symbols, edit, show.	Drawing, diagram, response to question, revision.
KNOWLEDGE	Ability to remember something previously learned.	Tell, recite, list, memorize, remember, define, locate, what?	Workbook pages, quiz, test, exam, vocabulary, facts in isolation.



## ASSESSMENT AT TELFORD JUNIOR SCHOOL

	Assessment For Learning (AFL)	Summative assessment
<p>July: Teachers receive Transition information about the children in the class they will be teaching in the new school year:</p> <ul style="list-style-type: none"> <li>• Tracking Data on RWM</li> <li>• School reports with attainment and effort grades</li> <li>• Target Children to support and extend</li> </ul>	<p>Within lessons, teachers assess learning through strategies such as:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Whiteboard work</li> <li>• Working with groups</li> <li>• Monitoring independent work</li> <li>• Live marking</li> <li>• Use of worked examples in plenaries</li> <li>• Reading Aloud activities</li> <li>• Quizzes</li> </ul>	<p>Weekly:</p> <ul style="list-style-type: none"> <li>• Mental Arithmetic Tests (Rising Stars)</li> <li>• Multiplication/division fact</li> <li>• Spellings</li> </ul>
<p>September: Year 3 complete baseline tests for RWM using TESTBASE Y2 Summer tests.</p>	<p>At the end of each lesson, children self-assess their learning against the Steps to Success and colour faces to show how confident they are about achieving the Learning Intention.</p>	<p>Half-termly KIRF assessments.</p>
<p>September: Year 4 complete baseline Multiplication Tables Check.</p>	<p>Peer Assessment is used as appropriate.</p>	<p>Termly assessments of reading levels to aid progress through the Big Cat reading scheme.</p>
<p>ISPs are reviewed against termly targets for SEND children.</p>	<p>Books and activities are marked using the feedback and marking policy and children given time to edit and FIX mistakes.</p>	<p>End of term standardised assessments using TESTBASE in Y3, Y4 and Y5 and regular use of past SATS papers in Y6, alongside Teacher Assessments using Assessment Grids.</p>
<p>Progress meetings with SLT to discuss how well Target Children are achieving.</p>	<p>Next steps and future lessons planned around information gained from <b>AFL</b>.</p>	<p>Data collected in January and June on RWM.</p>
		<p>Termly: In-school, Cluster and LA moderation of writing.</p>
		<p>May: End of KS2 SATS</p>
		<p>July: End of year reports, including information around Attainment, shared with parents/carers.</p>