



CHALKWELL HALL JUNIOR SCHOOL

LEARNING AND TEACHING POLICY

Reviewed and Approved by:

Curriculum Committee

Date:

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Aims and Objectives

At Chalkwell Hall Junior School we believe the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Our curriculum is a skills based curriculum, with creativity and cross curricula approach at its heart. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

In order to achieve this, teachers must have and show:

- A concern for the well being of each individual;
- Dedication to the task;
- A desire to continuously improve their own and children's learning ;
- Enthusiasm;
- Sound curriculum knowledge;
- Flexibility and creativity
- Measured risk taking

And skills in:

- Observing how pupils learn and planning for all learning needs;
- Managing pupils;
- Managing the classroom environment;
- Planning and assessment for their pupils;
- Communicating with parents and carers ;
- Reflecting critically on their own performance;
- Promoting the physical, emotional, social, moral and intellectual well being of young people;
- Co-operating with a range of adults including teachers, LSA, HLTAs, office staff and outside agencies;
- Removing and providing support for barriers to learning such as low self esteem and lack parental support.

To be effective learners children and adults need to:

- Be actively engaged in their learning;
- Seek for themselves the information they need to gain knowledge;
- Be able to use knowledge they have acquired to solve new and complex problems
- Share effectively with others what they have learnt;
- Prove they now have the knowledge to move on to higher levels

What makes a Successful Learning Lesson:

- Teacher has clear learning objectives pitched and paced appropriately based on prior assessment;
- Children are aware of clear (differentiated) success criteria;
- Effective higher order questioning is used;
- Children are actively encouraged to ASK questions as well as answer questions
- A range of teaching styles is used to suit the learners;
- Sound subject knowledge is evident on the part of the teacher;
- High expectations of learning are explicit;
- Challenge for all is present, no matter what the ability of the child
- Pupils are self-motivated and working to achieve success criteria by taking charge of their learning;

- Equity is the basis of differentiation and learning styles;
- Flexibility and risk taking is encouraged both for the teacher and the learner;
- Creativity is evident both within the learning and teaching
- Obvious enjoyment is shared between the teacher and the learners.

At Chalkwell Hall Junior school we also embrace the concept that a well planned lesson can be diverted into a new area of learning from a child's question or observation. If the question or observation takes the learning in a new direction that is worth while, the school would endorse this change of plan.

What makes a well managed classroom:

- The room is tidy, well organised and well resourced;
- Resources are freely available for children to use, but systems are in place for looking after resources
- Children have clear and consistent routines for entering and leaving, distributing resources, clearing away,
- Displays inside and outside the classroom celebrate good work, inform and may be interactive;
- The seating is appropriate to the activities the children may be undertaking;
- The children are clear about extension activities when finishing main tasks and do not wait for work to be marked;
- Clear deadlines are given for the completion of tasks (these may well be differentiated for groups of children);
- Additional classroom help is well utilised for children's learning.

Curriculum Planning

Creative themed based planning is all based on the National Curriculum. The National Curriculum, in subject form, has been broken down into skills across the year groups, forming a hierarchical skills curriculum. Planning takes the form of long, medium and short term plans. We use the National strategies, QCA schemes to enhance our skills based curriculum. At Chalkwell Hall we believe in adapting all areas of support to the needs of our children.

Planning occurs in year groups in dedicated PPA time. Topics are chosen in advance, by children and staff. Topics chosen throughout the year have to be balanced to all curriculum areas. See further Policy on Creative Curriculum planning

Inclusion and Differentiation: (also see SEN policy)

We are a fully inclusive school that believes strongly in challenge for all. All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from any form of intimidation and harassment to achieve their potential.

Monitoring and evaluation

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating learning and teaching in school, it will be monitored and evaluated through:

- classroom observation;
- sampling pupil's work;
- Analyzing formative and summative assessment
- sharing pupil's work throughout school and discussing quality;
- internal moderation of pupils' work;
- discussion with pupils;
- Sample of planning
- Monitoring the outcome of PPA sessions
- Performance management
- Pupil progress meetings