

Calmore Junior School Teaching & Learning Policy



Assessment for Learning

We will achieve this by:

- Having assessment for learning at the heart of teaching and learning
- Sharing learning goals with children
- Helping learners to know and recognise the standards they are aiming towards
- Providing feedback that enables learners to recognise their next steps and how to take them
- Believing that every learner can improve

Teaching

We will achieve this by:

- Continuing to promote the growth of the spiritual, social and emotional wellbeing of each child.
- Providing a range of opportunities for learning.
- Providing challenge and support for all.
- Developing staff expertise.
- Making appropriate use of assessment to support learning.

Do our best for success

At our school, all children will be taken on a journey of exploration which is challenging, creative and develops the delight to solve life's puzzles.

Learning

We will achieve this by:

- Creating a climate for learning that encourages a positive attitude and intrinsic motivation in our children.
- Making learning memorable and exciting
- Encouraging our children to take an active role in the decisions made about their learning and progress
- Engaging the support of parents and community in the process of learning

Ethos

We will achieve this by:

- Maintaining a rich climate for learning
- Instilling our values of kindness, friendship, respect, honesty, responsibility and ambition
- Ensuring all pupils have equality of opportunity where success and high expectations are a daily occurrence

Calmore Junior School centres on children; what they need, how they learn and how they develop as citizens. Our children are happy and secure at school and the ethos of putting children first is reflected in every aspect of our day to day practice.

Through our teaching, we equip children with the necessary skills and values to make them lifelong learners, and to be valued members of the communities in which they live. We acknowledge and celebrate the fact that each of our children is different, and that they all learn in different ways. At our school we provide a rich learning environment and varied curriculum, and strive to offer the very best educational start for every child.

Fundamental to our formative assessment procedures is Assessment for Learning (AfL). AfL is not something extra or bolted on - rather it neatly integrates with existing classroom practice.

Assessment for Learning:

- Involves sharing learning goals with children
- Aims to help learners know and recognise the standards for which they are aiming
- Involves learners in peer and self-assessment
- Provides feedback to move the learner on
- Helps children recognise their next steps
- Involves both the child and the teacher reviewing and reflecting on learning which leads to making progress
- Allows all children to succeed and ensure they keep up and achieve ARE

Effective lesson planning and curriculum design

Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure that they are corrected.

Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They use assessment for learning highly effectively to plan next steps for each child and allow children to transfer their learning into new situations and problems.

Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils and regularly give them opportunities for deeper learning. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.

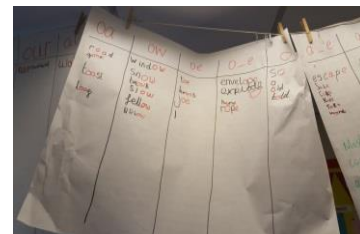
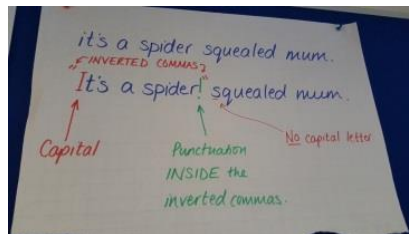
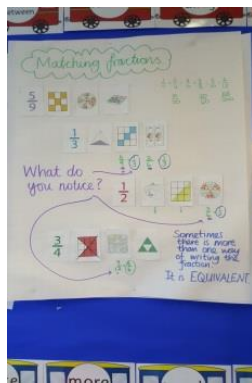
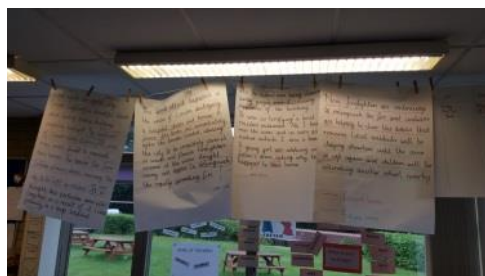
At Calmore Junior School, high quality teaching and learning is characterised by:

- Thoughtfully planned lesson design with sharp, focussed objectives with deeper learning and challenge for all
- High expectations of pupil involvement and engagement with their learning
- Opportunities for mastery in all subjects
- High levels of interaction for all pupils; staff to pupils, pupils to pupils
- Teachers and pupils questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk individually and in groups
- An expectation that pupils will accept responsibility for their own learning, work independently and produce work to the best of their ability.
- A culture where children feel excited about what they have achieved and the effort that they have put in
- Praise and encouragement to motivate pupils further & reward hard work & effort

In an effective lesson you will see:

- Teachers having a good subject knowledge
- Excellent questioning to deeper learning

- Children working independently and in groups
- Teachers and TAs having both focussed groups and circulating around the room
- Skilled assessment for learning including feedback that moves learners on
- Reflective conversations modelling the process of learning
- High expectations of ALL learners
- Teacher and TAs working together to maximise learning
- Flexible groupings based around need
- Children's contributions being encouraged, expected and extended
- Cut away groups and mini plenaries
- Children motivated, working hard, learning from mistakes and showing a 'can do' attitude
- Teachers referring to prior learning
- Over learning
- Problem solving and investigating
- Children using working walls and the resources available to them
- Teacher modelling all writing/maths strategies
- Teachers using **colour** in modelling to highlight key learning
- Use colour in modelling to match the **must**, **even better** and **challenge**



Teaching demands a wide range of skills. At Calmore School there is an expectation that the following strategies are implemented by teachers to enable all children to succeed.

Teachers and TAs (as appropriate) will:

- Develop excellent respectful, relationships with children as relationships are **fundamental** for good progress
- Ensure high quality teaching for all children, delivered by the class teacher
- Provide challenge for all pupils through our **must**, **even better** and **challenge** approach
- Build on previous learning-over learn, over learn, over learn
- Give pupils the "big picture" of the lesson and ensure they understand why the lesson is important within the learning journey
- Share the learning objectives and children should help determine success criteria for the lesson
- Ensure children know the purpose and audience for writing
- Strive to ensure they have excellent subject knowledge and understanding of precise next steps in learning
- Be proactive at managing their own CPD to make sure they have an understanding of and interest in how children learn-we are all learning all of the time
- Use deeper questioning effectively to establish the level of understanding and extend it
- Make links to previous lessons so that the past learning is extended and built upon
- Ensure misconceptions are identified and addressed quickly
- Plan for all children to achieve the same learning objective through support and resources
- Ensure that all children have equal access to support and both independent and adult led learning opportunities throughout the week
- Ensure good quality resources are available for pupils to use
- Have high behaviour expectations of all pupils at all times.
- Use growth Mindset language with children at all times-you can if you keep trying, mistakes help us learn, it's hard but keep going, a challenge is fantastic



- Use time in lessons effectively to promote progress
- Identify barriers to learning and put strategies in place to overcome them
- Promote Calmore's learning behaviours and a 'can do' attitude

Children will:

- Be focussed on their learning and put in real effort
- Be resilient and learn from their mistakes
- Enjoy challenge and take risks
- Be able to work independently and collaboratively
- Communicate effectively
- Reflect on their own achievements and progress
- Take pride in all their learning
- Be able to question, explain and reason
- Make links to prior learning
- Be absorbed in their learning and manage distractions

Parents will:

- ensure that their child attends school regularly, punctually, well rested and in good health
- take an interest in the daily learning of their child
- ensure that their child is equipped for school with the correct uniform and PE kit
- ensure that their child is supported with homework activities which consolidate learning including reading at least 5 times a week
- inform us of their child's interests and capabilities
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- participate in discussions, with teachers concerning their child's progress and attainment
- attend come and do days and exit points wherever possible

Learning Environment

At Calmore we will provide a learning environment for children that maximises the learning for all children. It will be both language and numerate rich. The classroom will be organised in a way that promotes and encourages independent and further learning opportunities. A typical classroom will be tidy, inviting and organised in a way to maximise learning, including all of the following:

- A learning wall for English that includes modelled writing, vocabulary, phrases and examples of high quality writing that support the writing process
- A learning wall in maths that includes strategies, vocabulary and examples of how to use resources to support learning in maths
- Spellings and spelling rules
- A bright, inviting book corner that promotes reading for pleasure
- Our learning super heroes displayed prominently in the classroom

- A class & Calmore Charter displayed prominently
- Resources that are tidy and accessible



Marking & Feedback

- Marking and feedback will be purposeful, regular and support progress and learning
- Where possible feedback will be during the lesson when it is at its most effective
- In order to progress and succeed, children need constant and supportive feedback on their learning. Adults working in school need to give both oral and written feedback that helps children to understand how to take ownership and control of their learning and progress.
- Feedback should recognise what has been learnt, understood and achieved against the learning objective and success criteria. It is an on-going procedure supporting planning, monitoring and assessment procedures.
- Effective feedback involves creating an ethos in the school where talk and dialogue about learning are central to the day to day work of the school. (See marking & feedback policy)
- Marking and feedback should get children to **explain**, to **prove** and to **reason** so that learning is embedded
- Includes feedback on effort/hard work/perseverance
- Uses mistakes as an opportunity to learn/addresses misconceptions
- Comments to include growth mindset

We are mindful to reduce teacher workloads –marking within a lesson/initial if worked with an adult/no need to mark a teacher led lesson/LSA making comments etc

As a pupil in our school each child has a right to:

- Daily access to high quality English and maths learning
- Weekly spelling sessions
- Daily Mental maths at 1.00
- Three guided reading sessions per week that promote deeper thinking
- Two hours of PE
- Broad and balanced curriculum in foundation subjects
- Daily collective worship and reflection
- Regular RE lessons
- High quality GPS (grammar, punctuation and spelling) teaching linked to the objectives of the National Curriculum
- Planned for opportunities to use and apply basic skills in all areas of the curriculum

The above may change to meet the needs of classes/cohorts

The Curriculum

We have a rich and exciting curriculum. The National Curriculum (2014) is the basis for all our teaching but we aim to enhance and enrich this in many ways.

Our mornings are devoted to developing the core subjects of English and Maths and we use the time efficiently to ensure all the skills needed are taught and practiced.

Skills and knowledge for foundation subjects are taught primarily through a creative curriculum. This links different areas and gives a purpose to learning.

To ensure that our curriculum is exciting and memorable, we include regular enrichment opportunities in every year group.

Curriculum Enrichment:

- a hook at the start of each topic to engage learners in their new learning
- use of ICT;
- visits to places of educational interest;
- visitors into our school
- creative activities;
- debates, role-plays and oral presentations;
- drama and dressing up
- designing and making things;
- global work
- workshops
- outside classroom/environment
- use of artefacts
- work in the community/with the community
- charity events
- theme days/weeks
- writing days



Developing learners with high expectations and a love of learning

Teachers are determined that children achieve well. They encourage children to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.

They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

Children have the right to receive outstanding teaching to enable them to access outstanding learning. Our child centred approach, linked with a determination that every child should be given the best possible opportunities to succeed, guide all our teaching and learning. Effort is praised and the link between effort and success made clear to children. Good quality work is expected and celebrated through display and the reward system. Positive reinforcement and developing self-belief and self-esteem are key features of the vocabulary we use with children. The learning opportunities we give, promote curiosity and a lifelong love of learning and the challenge

element helps pupils develop resilience. Teachers should always plan for challenge, and by knowing their children well, give timely support for them to be successful.

