

Introduction

At SJA we believe that learning should equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that high-quality, appropriate teaching and learning experiences help children to lead happy and rewarding lives and give them a greater range of opportunities that they may otherwise have had.

The teaching and learning process lie at the heart of SJA's core purpose and the vision of what we want to achieve. The nature and quality of our teaching and it's the impact on children's learning is the single most important factor determining our pupil's achievement, and their subsequent life chances, which lies within our control.

We believe that we do make a difference.

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

TEACHERS WILL ENSURE THAT:

- work is planned, both termly and weekly and electronic plans are saved each week on the system
- termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school curriculum map
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

TEACHERS WILL ENSURE THAT:

- well judged and effective teaching strategies successfully engage pupils in their learning - a *hook*, *learning journey* and *high quality outcome* will be in evidence in each unit of learning
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- they ensure an appropriate ratio of exposition to learning-activity in their teaching
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

TEACHERS WILL ENSURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback marking is frequent and regular, providing pupils with very clear guidance on how learning-outcomes can be improved
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed assessment records and use Assessment Week to submit data termly to enable pupil tracking

The Southwater Junior Academy

Teaching and Learning Policy
Reviewed October 2014



Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

TEACHERS WILL MAKE SURE THAT:

- they have the highest expectations of standards of behaviour and positive attitudes to learning
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently
- good behaviour is modeled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

TEACHER'S WILL ENSURE THAT:

- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through parent, teacher meetings and written reports
- parents know how they can support their child's learning at home or in school
- they are approachable and available to parents (by appointment if necessary)
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents
- they set appropriate home-learning activities

The Role of Trustees

The trustees are determined to support, monitor and review the school's approach to teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are used optimally to support teaching and learning
- Seek to ensure that our staff development and our performance management both promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the termly Headteacher's report to trustees, the SEF and review of Joint Professional Development.

The Role of Parents

We know parents are a key element in their child's education. We expect parents:

- To ensure that their child has the best attendance and punctuality record possible
- To ensure that their child is equipped for school with the correct uniform and PE kit;
- To do their best to keep their child healthy and fit to attend school;
- To inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- To promote a positive attitude towards school and learning in general;
- To fulfill the requirements set out in the home-school agreement;
- To encourage their children to take part in one of the many before and after school clubs operating.