

Burlington Junior School

Shaping Positive Futures



Achieving Our Full Potential

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Teaching and Learning Policy

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Shaping Positive Futures. Achieving Our Full Potential.

Purpose of this policy

This policy has been written to draw together into one comprehensive document the numerous elements which combine to provide high quality teaching and learning. All teachers and teaching assistants have read and been provided with training relating to this policy and monitoring procedures ensure staff compliance, with prompt remedial action (such as provision of additional support) taken where required. Teachers are also required to meet the statutory Teachers' Standards, produced by the Department for Education, and teaching assistants are expected to perform with due regard for the non-statutory Professional Standards for Teaching Assistants.

School ethos and values

At Burlington Junior School we aim to provide an enjoyable and exciting learning environment where all children can achieve their full potential in all that they do. We work hard at encouraging confidence in our students; we try to raise the level of self-esteem of all children by planning and delivering a broad and balanced curriculum where children are encouraged to express their individuality and be proud of their achievements.

Burlington Junior School values and looks after the needs of every child and strives to make sure that all of our pupils enjoy their time here. It is a place to develop and grow in friendships and enjoy learning which will equip the children through the rest of their education and life.

At Burlington Junior School our core aims and values are carefully threaded through everything that we do. Our main aim is that all our children:

- **Are emotionally healthy, socially confident and understand how to have positive relationships with others.**
- **Enjoy enrichment experiences to gain knowledge and develop rich vocabulary.**
- **Are motivated and driven to achieve their full potential.**
- **Respect diversity and individuality and make a positive contribution to society.**
- **Are equipped with the skills, knowledge and understanding to be confident learners.**

Guiding Principles

- *To identify, celebrate and share good practice and to address any inconsistencies in a timely and supportive manner.*
- *To use a range of child-centred teaching and learning strategies in order to meet the needs of individuals and develop independent, questioning, resilient and self-motivated learners.*
- *To provide a stimulating, engaging curriculum which promotes the holistic development of our pupils and prepares them to be active and responsible citizens.*
- *To provide a well-planned and sequenced curriculum so that children have the opportunity to revisit and deepen learning, make connections and apply knowledge, skills and concepts across different areas of the curriculum.*
- *To ensure that all children are sufficiently challenged and given opportunities to achieve greater depth in all their learning.*
- *To ensure a consistent approach to planning effective and challenging lessons which meet the needs of all learners.*
- *To improve practice, acting on the recommendations of specialist professional organisations.*
- *To provide timely and effective feedback in order to enable progress.*
- *To ensure staff and pupils have consistently high expectations.*
- *To recognise and celebrate actions and activities which support our whole school ethos: Shaping Positive Futures. Achieving Our Full Potential.*
- *To promote the spiritual, moral, social and cultural development of pupils and to prepare them to be active citizens in the local and wider community.*
- *To create an effective, welcoming and well-organised learning environment.*
- *To encourage children to talk confidently and knowledgeably about their learning.*
- *To provide opportunities to take pedagogical risks, learn from constructive professional discussion and share and celebrate good practice.*

Learning should be a rewarding and enjoyable experience for everyone.

We believe that children learn best when...

- Staff have high expectations of every individual
- They feel secure and confident
- They feel listened to, respected, valued and safe
- Lessons meet their individual needs
- Lessons are engaging, interesting and exciting
- They are provided with the appropriate balance of challenge and support
- They have access to high quality learning resources
- The learning environment is positive and purposeful
- They are provided with appropriate homework
- Lessons are delivered using a range of teaching and learning strategies
- They have opportunities for self- and peer-assessment
- They have opportunities to respond to guidance
- They know that pastoral support is available when needed

We believe that staff teach most effectively when...

- They have high expectations of all pupils
- They feel listened to, respected and valued
- Have an appropriate home/ work life balance
- They work effectively as part of a team (whole school and within year groups)
- They have opportunities for self-reflection and improvement
- They feel supported and have access to appropriate and timely CPD (Continuous Professional Development) opportunities
- They develop effective professional relationships with all stakeholders, including parents
- They have regular constructive feedback in relation to their performance against expectations
- They have regular release time from the classroom to plan, prepare and assess
- They have excellent subject knowledge
- They work within a positive and purposeful environment
- They are provided with relevant information about pupils (e.g. relating to safeguarding concerns, Special Educational Needs, family circumstances, etc.)

We ask parents/carers to support the aims of the school through...

- Sharing any important information about their child
- Following the school's procedures for reporting absence
- Attending celebratory and learning activities including stay and learn sessions, celebration assemblies, concerts, etc.
- Attending meetings regarding their child's progress.
- Raising any concerns through the school's complaints procedure
- Showing respect for all staff members
- Supporting their child(ren) in completing any homework and read regularly at home
- Responding to any requests for information, such as permission slips for educational visits

- Talking to their child(ren) about their learning
- Keeping up to date with school life through the weekly newsletter, school website and Twitter.
- Completing and returning any home-school link books set up in relation to their child
- Completing termly questionnaires to share their views about the school

Mathematics

Our aim at Burlington Junior School is to encourage children to be confident and independent mathematicians who are able to apply secure strategies both in maths lessons and across the broad school curriculum. The school follows the 'Effective Maths' programme, which is a mastery approach to the teaching of mathematics. It is a comprehensive framework for ensuring high quality maths teaching, developing the key features of: mastery; procedural and conceptual understanding; variation; mathematical patterns, relationships and connections. At the beginning of the year, through Effective Maths, all pupils in school review how our number system works and the basics of calculation with number, focussing initially on addition and subtraction. Methods for calculating are modelled and pupils are assessed formatively for their understanding during the lesson. Those who require further practice are focussed on for further intervention to ensure they are able to develop in their maths understanding. In addition to Effective Maths, pupils are supported in their understanding through the use of Mathletics and Times Tables Rock Stars. Both are online learning platforms which can be accessed outside of school. A Times Tables Rock Stars leader board is updated regularly.

Reading

It is our intent at Burlington Junior School to provide pupils with a high-quality education in Reading so that children are able to read fluently with confidence. We intend to encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves, the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. In our school children participate in a carefully planned thirty-minute Guided Reading session each day. There is one learning objective for the whole class based around the one challenging text. Children explore a wide variety of genres, both fiction and non-fiction which allows them to access, input ideas and understand a wider range of adventurous vocabulary. The pupil's fiction writing is based on the same text which strengthens the link between reading and writing. The activities are adapted for different abilities so that all children can access the learning objective and be sufficiently challenged. Reading is promoted as an enjoyable and enriching experience to both children and parents. The children are able to enjoy books at playtime and lunchtime and reading clubs are run throughout the week. In addition, adults in school hear pupil's read on a daily basis to improve fluency, decoding and comprehension skills. The children enjoy special reading occasions such as National Poetry Day and World Book Day and timetabled sessions to encourage reading for pleasure. Parents are encouraged to read with their child at least three times a week and record it in a reading record.

Writing

Our aim at Burlington Junior School is to encourage children to be independent writers for a range of audiences and purposes across different text types. Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed around quality, challenging texts.

Spelling is an important skill both in and out of school. Spelling rules are explicitly taught in the classrooms as part of dictated sentences and through modelled and shared writing. There is an expectation that children will spend time at home learning their spellings.

Lessons are carefully planned so that skills are taught, embedded, revisited and then developed in a sequential way which promotes learning and retention of knowledge and skills. 'Talk for Writing' strategies are used throughout the school to support the teaching of writing. Pupils are given a language rich curriculum and are encouraged and shown how to effectively use interesting and adventurous language in their writing.

Writing assessment is ongoing throughout every lesson and cross curricular themes to help teachers with their planning, lesson activities, targeted pupil support and enable appropriate challenge to all children. Pupils are given detailed feedback and next steps to respond to in order to personalise learning and provide the children with opportunities to edit and improve their own writing.

Handwriting

We have adopted the Penpals handwriting scheme and expect written work to be completed in this style. This includes work in books and for display and refers to expectations for children and adults. We expect and encourage children to present their work neatly so Handwriting and fine motor skills are taught throughout the school. Pupils are expected to start using a joined script in Year 3 and continue to develop this into Year 4, 5 and 6. All children will start to write in pencil. When children are able to write in a joined script across time and a range of books they will be given a 'Pen License' by the Deputy or Headteacher.

Additional handwriting interventions are offered to children where appropriate and alternative arrangements/expectations are put in place for children with specific needs.

Curriculum

Our curriculum is broad and well balanced enabling all learners to gain invaluable knowledge and skills essential for active participation in modern British life. It nurtures a lifelong love of learning, provides children with intellectual challenge and promotes curiosity and ambition. The curriculum and learning environment provides opportunities for all children to achieve and reach their full potential in all that they do.

Learning is based around a theme, driven by the National Curriculum, whilst making relevant and thought-provoking links between different subject areas. Themes introduce pupils to the new learning focus, providing opportunities to draw out existing knowledge and identify areas which each class wishes to explore further over the coming weeks. Lessons are carefully planned and sequenced so that pupils can revisit key knowledge, skills and concepts. This significantly improves recall and enables children to transfer knowledge and skills across different subjects. Challenging texts where possible are used to deepen learning around each termly theme.

Enrichment events complement class-based activity, providing children with tangible and memorable experiences on which to hook their learning. Where appropriate, certain subject areas are 'blocked' rather than taught on a weekly basis.

Opportunities to develop pupils' spiritual, moral, social and cultural development, including the promotion of British values, are built into the curriculum, as well as being addressed implicitly in line with our whole school ethos. Each half term our school focusses on the core values of resilience, respect, tolerance, calmness, kindness and responsibility.

Greater Depth Learning

Lessons in all subjects are carefully planned and sequenced so that all children are able to revisit key knowledge, skills and concepts to support recall and deepen learning. Every lesson is designed to provide sufficient challenge and greater depth opportunities for all learners.

Teachers and teaching assistants are trained in the use of effective questioning to challenge all pupils of all abilities.

Enrichment activities

As part of their subject action plan, Subject Leaders plan and promote events throughout the academic year. This might include leading a staff meeting, locating and preparing resources,

liaising with external organisations and parents, delivering an assembly, collecting feedback, producing an article for the newsletter and providing the Senior Leadership Team with an evaluative report.

All staff participate actively in the preparation, delivery and evaluation of these events, undertaking actions as detailed by the Subject Leader.

Children gain invaluable knowledge and understanding about their local area as well as the wider world through enrichment such as specialist visitors in school, trips, workshops, out of school clubs and a wide variety of sports. These experiences enhance the children's understanding of the world, different people, their beliefs, values and religions and promotes the importance of respecting diversity.

Homework

Teachers provide regular homework (Maths and English, including Spelling) which are appropriate for the age and ability of the children in their class. This includes an expectation that children will read regularly at home. Children are given 'Knowledge Organisers' in specific subjects such as History for parents/carers to read with their child at home. Children are able to access from home specific media programmes such as Lexia, Mathletics and Time Tables Rock Stars to support and enhance their learning further.

Assessment and guidance

Please read this section in conjunction with the Marking and Guidance policy.

Teachers make assessment judgements on a regular basis to check whether children are on track for the age related expectation at the end of the year. All assessments are used to identify gaps in children's learning so that effective interventions can be rapidly put in place and gaps closed to enable progress to take place. Teaching assistants contribute to this assessment through providing feedback to class teachers on the progress of children they have supported in each lesson. School improvement leaders closely monitor all pupil's books and hold individual termly meetings with all teachers to assess every individual child's learning needs and progress. In addition, pupil voice is used to enable leaders to assess the impact of subjects across the curriculum.

Peer/adult assessment: children are often given partner practice activities to do during lessons. 'Partner practice' activities are designed to give children supported practice in developing new skills/knowledge. The support comes from the other child and the adults in the classroom. All partner activities are key to the teacher gauging the children's readiness to attempt to work independently. Teachers plan in opportunities for children to undertake peer assessment, using the agreed stickers which provide an opportunity for children to identify good points in a child's work and suggest next steps in order to improve the work further. Peer assessment may also include the use of coloured post it notes and using coloured pencil to highlight strengths and areas for development. Where peer assessment takes place, adult assessment is also required.

Formative assessment: during lessons we monitor what children are saying to their partners, what they say to themselves during the part of the lesson called 'Tell Yourself' and through responses children give to the whole class. This informs the class teacher and teaching assistants how the children have understood a concept, identifies if they are ready to move on and highlights who requires further support. Children's books are also used

Assessments and tracking: More formal methods of assessment are used termly to determine the levels of achievement of children, through the use of PIXL assessments, recording on the O-Track tracking system and reflection on this through termly PPM (Pupil Progress Meetings) with year groups, SLT and the coordinators for each subject. Through this, the progress of individual pupils is discussed and foci/interventions are put in place where needed.

National Testing: at the end of Key Stage 2 pupils will sit externally set and marked tests in mathematics. The tests and assessments will reflect the content of the National curriculum. The results will be reported to pupils and parents as scaled scores. Summative feedback on the tests inform the school for foci in subjects the following year.

Pupil Voice

At Burlington Junior School we value our children's views, opinions and feelings. They have a voice. Our school council consists of fourteen children from across the school who have been democratically elected by their peers. They meet each week and actively seek out their peers views on a variety of specific and general issues across the school. In addition two Year 6 children also have the important role of Young Governor. They attend governing body meetings and are the voice for their peers at a strategic level.

Intervention

As a result of effective assessment teachers and teaching assistants make appropriate provision for further intervention. This can take various forms, depending on the needs of the individual: participation in a structured, time-limited programme; a response task; 1:1 or small group work with an adult; pre-teaching before the next session; or any other intervention deemed appropriate by key professionals.

Manipulatives

Children have access to a range of manipulatives (an object designed so that a learner can perceive a concept by manipulating it) and other resources to support their learning. Teachers organise their classroom and routines in such a way that these resources are easily accessible to all children, regardless of age or ability, and their use is actively planned in. Whilst teachers and teaching assistants model effective use of manipulatives and other resources, children are not constrained by these examples and are encouraged to utilise them in any way which supports their learning. Children are encouraged to act independently in accessing and using the resources.

Celebration

Celebration assembly

Teachers, in conjunction with teaching assistants, select children to receive the 'Worker of the Week', 'Mathematician of the Week', 'Reader of the Week' and 'Writer of the Week' certificates. These certificates are presented in a family assembly each Friday and copies of the children's work are displayed in the school hall.

Merits

Children are awarded merits for exceptional or outstanding work in relation to their own abilities and potential. Rewards are given for accumulating 5, 10, 20, 30, 40 and 50 merits.

Behaviour for learning (BfL)

Children are expected to demonstrate good behaviour for learning (BfL) and may be rewarded for doing so through class Dojo points or a 'Worker of the Week' certificate.

Newsletter, website, Twitter and local press

Teachers and teaching assistants make timely contributions to the weekly newsletter. This could include feedback from 'Stay and Learn' family sessions, photographs and descriptions of enrichment activities, reports of sporting competitions or any other celebratory activity. Staff also provide information and photographs to be included on the school website and Twitter feed. We also liaise with contacts at the local press.

Assemblies

Our programme of whole school assemblies is planned on a half termly basis by the Senior Leadership Team. Assemblies are delivered by teachers and senior leaders, our local Reverend Matthew Pollard and visiting speakers from organisations including the NSPCC. Governors are provided with a copy of the programme and are welcome to join our assemblies.

Our core values are discussed in assemblies to promote positive behaviour for learning and relationships. Each half term focusses on one specific core value to enhance behaviour and strengthen relationships. These core values are: resilience, respect, tolerance, calmness, kindness and responsibility.

Where appropriate, assemblies are linked to important local, national or global events, such as religious festivals and celebratory days (e.g. World Book Day, Human Rights Day, etc.). In addition, one assembly each week is based on 'Picture News' where a thought provoking question is used on a current news story. This is designed to stimulate deep thinking and debate which is then extended and followed up in the classroom. We also provide themed assemblies to support annual events such as Anti-Bullying Week, Black History Month and Safer Internet Day. At times, events in school mean it is necessary to change our planned assembly content, for example when reacting to a specific need that has been identified. This ensures that we can get key messages across to children in a timely fashion in order to support their safety and wellbeing.

Teachers plan a year group assembly each week, which may address needs that are specific to that group of children; may link to events in the wider community (including on a global scale); or may promote British values.