



Teaching and Learning Policy

Approved by Governors
November 2022

Aims

We want every child to enjoy their learning and fulfil their potential and so our curriculum aspires to provide a framework to underpin all of the learning that takes place in our school.

Our aims are as follows:

- To provide a broad and well-balanced curriculum which supports the academic, social and personal development of every child.
- Involve pupils, parents and the wider school community in pupils' learning and development.
- To ensure that all children receive high quality teaching which enables them to become literate, numerate and technologically competent, leading to consistently high standards across all subjects.
- To provide rich, purposeful experiences, not only in school in a supportive, healthy and safe environment but also making full use of our local environment and expertise beyond the classroom.
- To develop a life-long love of learning by encouraging children to take charge of their own learning and to work as independent thinkers through recognition of the needs and aspirations of all pupils.
- To make learning meaningful by developing enduring values of respect, kindness, aspiration, positivity and resilience and creativity and continually adapting our teaching to fit our pupil's needs in an ever-changing world.
- To widen the aspirations of our learners by having consistently high expectations and by encouraging pupils to strive for excellent outcomes.
- To provide a curriculum which promotes pupils' spiritual, moral, social and cultural development to help them to value diversity in our society and the environment in which they live.
- To develop children's confidence through encouraging enquiring minds, good thinking skills, self-respect, self-discipline, confidence, independence and positive attitudes with regard to themselves and the world around them.
- To support and educate children in becoming active and responsible citizens who contribute positively to community and society.

Our Guiding Principles

As a school we are committed to supporting pupils towards our mission statement –

'Soaring to success'

We aim to make learning meaningful by developing enduring values of **respect, kindness, aspiration, positivity, resilience** and **creativity** and continually adapting the curriculum to fit our pupil's needs in an ever-changing world.

Teaching/support staff at Falcon Junior School will continue to contribute to the development of these guiding principles through:

- Providing a calm and purposeful working environment where pupils are able to produce their best work
- Providing positive role models and modelling themselves as learners
- Providing a fair and disciplined environment, in line with the school's Behaviour Policy
- Developing links with the wider community
- Actively engaging parents/carers in their child's learning and progress through the use of Class Dojo, newsletter communication, letters, parents' evenings, end of year reports and open days.
- Providing clear information to parents on school procedures
- Meeting the expectations set out in our Curriculum Policy
- Teachers demonstrating teaching and professional conduct as set out in the Teachers Standards.
- Using effective marking and feedback
- Knowing pupils well and adapting the teaching with flexibility and resourcefulness to support individual needs
- Having high expectations and celebrating pupils' successes
- Using a variety of resources to support learning
- Provide purposeful homework, in line with our school Homework policy, to support pupils linked between what they have learnt in school.

Curriculum subject leads at Falcon Junior School will:

- Create and share well-sequenced, broad, balanced and inspiring curriculum plans that build knowledge and skills, resulting in pupils knowing more and remembering more.
- Ensure purposeful sequencing of lessons that allows pupils to make links across the subject and therefore aiding them in making good progress from starting points.
- Keep abreast of developments in their subject regarding changes in education
- Support teachers with providing effective resources to aid learning.
- Drive improvements in their subject working with teachers to identify any challenges.
- Develop assessment to aid monitoring of progression and continuity, and to identify gaps to be addressed in knowledge
- Monitor progress across their subject against a range of evidence including Pupil Book Study and quantitative data, and follow up by responding to any weaknesses identified.
- Provide regular updates to Senior Leaders and Governors
- Maintain up-to-date records on the school Google Drive, in their subject folder
- Meet the expectations set out in our Curriculum Policy.

Senior leaders at Falcon Junior School will:

- Have a clear and ambitious vision for providing high-quality, inclusive education for all.
- Plan and evaluate strategies to secure high-quality teaching across the school.
- Provide staff with training, support, guidance, coaching and mentoring.
- Input and monitor the impact of CPD opportunities to improve staff practice and subject knowledge
- Through robust monitoring procedures, identify weaknesses in teaching and intervene promptly by offering support/CPD/extra training etc.

Governors at Falcon Junior School 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 Headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Pupils at Falcon Junior School will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in any home/school learning agreements

The learning environment at Falcon Junior School will be organised to:

- Facilitate group learning opportunities
- Develop independent learning opportunities when appropriate
- Display the current learning in Talk 4 Writing and other curriculum areas

- Support children's emotional development with PATHs displays
- Display and celebrate pupils' great work
- Embed understanding of current learning in foundation subjects through provision of books and resources
- Ensure a seating layout that enables all pupils to see any learning on the IWB
- Provide a clean, safe, tidy and well organised classroom learning environment
- Support SEND needs

Planning

The foundation for curricular development is the School Improvement and Development Plan, developed through a process of collaboration between staff, leaders and with the approval of governors.

At Falcon Junior School, a cycle of 2014 National Curriculum linked program of study is planned carefully by staff to ensure full coverage of key learning objectives and skills and also incorporates deeper thinking challenges that go beyond age related expectations.

Teachers and Teaching assistants are trained to deliver high quality lessons in English and reading which follow the Talk 4 Writing and Talk 4 Reading programs.

PE staff are trained to deliver high quality lessons in PE which follow the Get Set 4 PE program.

We are passionate about every child enjoying their learning and achieving their true potential and so our Curriculum Intent underpins all of the learning that takes place in our school.

Curriculum Intent

At Falcon Junior School, we provide a safe, encouraging and engaging learning environment that enables all children to develop the skills, knowledge and attitudes to make the most of their lives, now and in the future.

Our curriculum puts the child at the centre of our nurturing and achieving school, where positive relationships, based on mutual respect are at the heart of everything we do. Our ambitious curriculum follows the Primary National Curriculum. It exposes our children to enriching experiences, building progressive knowledge and skills and equipping them with the personal characteristics required to succeed in life. Our values of kindness, respect, creativity, positivity, aspiration and resilience underpin all aspects of our curriculum and school life.

The key principles and drivers behind the design of our curriculum are for our children to:

- be confident, independent and resilient; and to work hard at areas they find challenging.
- show empathy and compassion and to value diversity and equality.
- achieve academically across the entire curriculum, building on prior learning and developing knowledge, skills and vocabulary to make progress.
- be culturally knowledgeable about our local context, our country, and our world.
- be aspirational and know the importance of hard work and determination.
- be well prepared for secondary school, both academically and personally.

Assessment

At Falcon Junior School, we believe that for children to make excellent progress and achieve highly, they need to develop their knowledge and skills. We therefore assess the children on both of these aspects throughout the year. Teachers are required to keep a termly record of children's progress and levels in relation to end of Key Stage 2 expectations. This information is shared with, and monitored by, senior leaders to identify and target where extra support is needed to ensure all children have the opportunity to make expected, or greater than expected, progress. Teachers use ongoing assessment throughout the year to provide both support and challenge. At the end of an academic year, assessments are passed up to the next teacher to ensure that the appropriate support and challenge is provided for each child from the start of the new academic year. For further information, see our Assessment Policy.

Teachers and Teaching Assistants also use informal assessment and observation on a daily basis to determine what children can do independently to aid their planning for next steps for learning. Formative assessments take many different forms and are reflected in the pupil's work in the marking and provision of constructive feedback.

Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve.

For further information, please see our Marking and Feedback Policy.

Adaptive Teaching

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

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are working beyond their age related expectation

We will adapt our teaching using strategies such as:

- Using a variety of resources to scaffold learning appropriately
- Altering the pace to suit individual needs
- Adapting the content to ensure all can access the learning
- Extending learning through the addition of deeper thinking questions and tasks
- Encouraging autonomy where appropriate
- Using adult support when suitable
- Modelling our adult selves as learners
- Teachers/Teaching Assistants adapting the level of scaffolding required

Equal opportunities/ Children with Special Needs/ Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage we set suitable learning challenges, respond to pupils' diverse needs and endeavour to overcome potential barriers to learning.

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Our curriculum is inclusive and promotes a growth mind set in all our children linking back to our school values. Extra support and interventions are provided for children as necessary, in addition to quality first teaching, and in line with our SEND Information report available on our website.

Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points in all subjects of the curriculum. Teachers, subject leaders and senior leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting subject monitoring
- Reviewing marking and feedback
- Termly pupil progress meetings
- Assessing the impact of interventions
- Gathering input from the school council
- Book Looks
- Pupil voice interviews

Please see our Monitoring and Evaluation Policy for further information.

Communication to Parents

Communication with parents is a high priority to us and we do this in a number of ways:

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress.
- Monthly newsletters inform parents what is happening around the school and in the wider curriculum.
- Half termly curriculum maps made available to parents on the school website to inform them about curriculum content
- The school's Twitter/Facebook feed informs parents instantly of whole school or year group curriculum linked activities as they take place.
- Teachers are of course also available at the start and end of each day for any necessary communications. Teachers regularly use email and Class Dojo to communicate with parents and the school office is another port of call.
- Falcon Junior School website (www.falcon.norfolk.sch.uk/web) for a comprehensive overview of the school which is updated weekly.