



Teaching and Learning Policy
July 2019

Introduction

Our Teaching and Learning Policy, supported by subject policies, aims to ensure that children receive the full range of learning opportunities. Quality First teaching is fundamental to success, underpinned by our school values, ethos and responsibilities.

Teaching and learning is led by class teachers of mixed ability classes. Teachers direct support staff for individuals or groups of children where necessary. Groupings are flexible in classes and across year groups.

We continually seek to improve our teaching and the quality of provision through a rigorous programme of performance management and classroom/book monitoring. Subject Leaders ensure that they respond to current initiatives within their subject and are responsible for the leadership of the subject within the school.

The school aims to:

- Ensure that every child is valued and has the chance to succeed.
 - Build learning skills through the Gomer Learning Powers of: Determination, Collaboration, Creativity, Independence, Thinking, Motivation
 - Promote accurate and effective formative and summative assessment models
 - Make learning vivid and relevant, catering for different learning needs and styles in order to facilitate progress
1. At Gomer Junior School we will ensure **every learner is valued and has the chance to succeed** by:
 - Providing pupils with a comprehensive grounding in the **‘foundations of learning’**.
 - Adapting teaching and learning to give the best opportunities for pupils to meet learning objectives.
 - Raising aspirations of all learners.
 - Ensuring learners feel valued, included, respected and secure.
 - Delivering quality first teaching.
 2. We will **build on learning skills** through:
 - Generating and extending ideas, looking for alternatives and suggesting hypotheses in creative thinking.
 - Developing learning relationships by building communication skills to encourage curiosity and perseverance.
 - Promoting problem solving through evaluating, processing information and reasoning enhanced through a commitment to the gSTEM curriculum.

3. We will **promote assessment for learning** by:

- Ensuring that pupils are clear of the purpose of the learning
- Providing 'steps to success' which will help the pupils to succeed
- Building on what learners know and giving effective feedback
- Adapting teaching and learning opportunities to meet and challenge the needs of the children
- Effective marking and feedback linked to the marking and assessment policies.

4. We will make **learning vivid and relevant** through:

- Providing a creative, stimulating and challenging curriculum
- Learning inside and outside the classroom
- Developing talents and interests
- Undertaking visits and experience which enhance the learning

The Gomer Ethos

At Gomer Junior School we aim to provide an environment which gives all pupils the best opportunities to succeed. This is provided through an ethos where:

- **Pupils feel comfortable, safe and secure through:**
 1. Positive, happy and caring relationships throughout the school.
 2. Organised and smoothly run classrooms where children are familiar with and accepting of expectations and routines.
 3. The provision of an environment where pupils are safe from physical, mental and emotional harm and bullying.
 4. A fostering of respect for people and property.
 5. An appreciation of the worth of all pupils.
- **Pupils are physical comfortable through the provision of:**
 1. Age appropriate furniture positioned in classrooms to facilitate comfortable learning.
 2. Water available to pupils when needed.
 3. A balance of learning time at tables, on the carpet, outside etc.
 4. Snacks and milk available at break-time.
- **All pupils feel valued and appreciated as a result of:**
 1. A consistent approach of positive reinforcement to all pupils.
 2. Teachers ensuring that they have time to address the needs of all pupils.
 3. Pupils being listened to and encouraged to listen to each other.
 4. Classroom atmospheres which are built on mutual respect, trust and appreciation.
- **Pupils are inspired to learn by:**
 1. Teachers have secure subject knowledge and engage the pupils in active learning.
 2. The provision of a wide range of carefully planned, relevant activities, based on first hand experiences where possible.
 3. Providing exciting 'hooks' for topics
 4. Skilful teacher questioning which provides challenge and support.

5. Pupils building on previous learning.
 6. A culture of learning by doing and a preparedness to learn from mistakes.
 7. Careful considerations of groupings within and across classes.
 8. Experiences which are as relevant as possible to today's and tomorrow's World.
 9. Calm and organised learning environments where the noise level is appropriate to the activity.
 10. A celebration of work and achievements through displays, awards and special events.
 11. Teachers and support staff providing excellent role models.
 12. Being aware of the high expectations which are required of them.
 13. A curriculum which provides opportunities for enquiry based learning.
- **Learning expectations are clearly understood by:**
 1. Pupils providing high levels of engagement, commitment and cooperation within learning time.
 2. Pupils responding well to teachers and lessons proceed without interruption.
 3. Pupils responding readily to the challenge of the tasks set, showing a willingness to concentrate on them, and make good progress.
 4. Work being sustained with a sense of commitment and enjoyment.
 5. Pupils being sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.
 6. Pupils being provided with the skills to evaluate their own work and encouraged to do this during lesson time.

This policy should be read in accordance with the marking and assessment policies.