



JAPS' TEACHING AND LEARNING GUIDELINES

Aims of the Guidelines

The aims of our Teaching and Learning Guidelines are as follows:

- To ensure the highest standards of teaching across the school, to enable children to learn most effectively
- To take account of individual needs and children's stages of development, and build on knowledge and experience within a context of equality of opportunity for all, regardless of class, race, creed, gender or ability
- To have a consistent approach to classroom management and organisation
- To provide a positive and stimulating work environment for all users of the school
- To equip children with the skills to become enthusiastic and independent learners
- To help children develop skills, knowledge and concepts relevant to everyday life
- To ensure effective planning, delivery and evaluation of the curriculum throughout the school
- To provide a curriculum that takes into account the diversity of interests of children attending the School and recognises the knowledge and experiences that children bring to school.

Expectations of Teaching and Learning

We expect teachers:

- To be a positive role model
- To ensure that learning is progressive and continuous
- To provide a challenging and stimulating programme of study to all children in their care
- To uphold professional standards, including being punctual, well prepared and organised
- To manage change and the development of their own professional expertise
- To maintain an up-to-date knowledge of educational developments
- To work collaboratively and share expertise.

We expect children:

- To attend school regularly and be punctual for lessons
- To behave appropriately, in line with our behaviour policy
- To be organised by bringing the necessary books and kit to lessons, taking home letters and completing homework tasks
- To take increasing responsibility for their own learning
- To have a positive attitude towards school life.

We expect parents and carers:

- To ensure their children attend school regularly and arrive on time.
- To participate in discussions concerning their child's progress and attainment
- To support the school's behaviour policy
- To support the teaching and learning in school by offering encouragement and praise to their children, hearing them read, helping them to learn spellings and maths tables and understanding the importance of homework.



We expect all members of the school community:

- To uphold the aims of the school
 - To work as a team, motivating, supporting and encouraging each other
 - To offer equal opportunities in all aspects of school life
 - To provide an environment in which everyone can feel safe, secure and have high expectations of behaviour
 - To provide positive relationships and a sense of belonging to the whole school community.
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Approaches to Teaching and Learning

We use a variety of strategies to encourage children to work to their fullest potential. These include:

- Questioning
- Explaining
- Instructing
- Observing
- Assessing
- Diagnosing
- Recording
- Listening
- Giving feedback
- Marking work
- Providing first-hand experiences through
 - Workshops
 - Educational Visits
 - Fieldwork
 - Visiting Speakers

Classes are organised in a variety of ways to allow children to work individually, in small groups, or contributing to whole class activities. Children are encouraged to work collaboratively, co-operatively and independently.

Teachers provide children with activities designed to be interesting and challenging, which will introduce them to new concepts and consolidate previous skills and knowledge. The types of activity may include:

- Practical investigations and experiments
- Creative activities
- Open-ended investigations
- Predicting outcomes
- Workshops

Children's progress is evaluated on an ongoing basis. The ways we do this include:

- Baseline assessment at the beginning of the child's school career at 4+
- Ongoing teacher assessments
- Marking of children's work
- Reports to parents
- Twice yearly Exams
- Standardised tests – NFER and others



- Relevant comments made in teacher's planner
- Externally marked National Curriculum Tests

Planning

In order for children to have an effective learning experience, each lesson must be well-planned. We use long-term, medium-term and short-term planning to cover all that will be taught in the classroom.

- Long-term plans are set out in the Scheme of Work. The Schemes of Work detail the subjects and topics to be covered in each year group throughout the academic year. Each subject-based Scheme of Work provides clear learning objectives.
 - Medium-term plans are produced by each year group on a termly basis in the Middle School and half-termly in the Pre-Prep. A standard form is available for medium-term planning. In addition to drawing upon the learning objectives set out in the Schemes of Work, the medium-term plans detail planned activities. Medium-term plans are submitted to the Senior Teacher (MS) or Head of Pre-Prep at the start of each term period.
 - Short-term planning detailing the specific activities to be covered in each lesson is produced by individual teachers in their planning books/files.
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High Quality Lessons

We have identified the main factors that contribute to effective teaching and learning in the classroom.

The teacher will:

- Give clear information and explanations to the children
 - Ensure that the children know what is expected of them, both in terms of work and behaviour
 - Inform the children about the way they will work – whether in groups or alone, silently or in discussion, what resources they will use etc.
 - Interact effectively with the children
 - Act positively and with appropriate humour
 - Have an awareness of the whole class
 - Manage the class well, using clear and orderly routines with consistency, so as to achieve high standards of discipline
 - Match work accurately to the children's abilities
 - Give appropriate opportunities for the children to extend their learning
 - Take steps to motivate and inspire the children
 - Evaluate and assess the lesson as it progresses
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After the lesson, the teacher will:

- Assess the lesson in light of what happened
 - Evaluate the teaching and learning that took place, and make any necessary changes to future planning that might be appropriate
 - Mark work consistently and appropriately.
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High quality teaching

- Well informed, planned and organised lessons
 - Good knowledge of the subject being taught
 - Clear learning outcomes, of which the pupils are aware
 - High expectations of work and behaviour
 - Differentiated activities with appropriate resources
 - Good relationships between the teacher and children
 - Tasks which are challenging and give opportunities for further development
 - Appropriate questioning skills to motivate and inspire children
 - Good time management leading to well-paced lessons
 - Other adult support being appropriately deployed
 - Evidence of evaluation and assessment
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High quality learning

- Children on task, knowing the time available to complete it
 - Children able to explain the purpose of their task
 - Children displaying appropriate attitudes, e.g. enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration, application
 - Quality outcomes in the work produced
 - Evaluations and positive feedback
 - A safe, stimulating and comforting work environment
 - Acknowledgement of different approaches, including trial and error and learning from each other
 - Children make progress during the lesson.
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Classroom Routines

The following are features of a well-organised classroom:

- The classroom has consistent routines, which all children are aware of, including such rituals as the taking off and putting on of coats, storage of bags etc.



- Entry and exit routes and routines to and from the classroom to outside areas, including the hall and playground are well known to the children and used appropriately and consistently
 - Clear rewards and sanctions are consistently applied
 - Children are informed about the timetable for the day
 - Routines are in place for the start and end of lessons and activities to maximise learning time
 - Children are clear about how to attract the teacher's attention
 - Routines for retrieving, using and clearing away resources are followed
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Resources

A ready supply of appropriate resources are vital to teaching and learning. Each classroom should have:

- Sufficient resources, readily available and easily retrievable without disruption in order for the planned lesson to take place efficiently and effectively
- Good quality, appropriate resources, relevant to the age group being taught and the lesson Planned for

Resources should be stored tidily, and children should be trained in their retrieval, use and return.

Furniture

Furniture will be of good quality and be:

- Of the appropriate size for the children using the classroom
 - Of the appropriate type for the needs of the children and their planned learning
 - Able to support storage and display within the classroom
 - Organised to facilitate the teaching style(s) being used in the lesson (e.g. whole class, small groups)
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Pupils with Special Educational Needs

The teacher is responsible for ensuring that work is suitably differentiated; children may be withdrawn for extra support, or receive support in the classroom, from the SENCO and Support Staff.



Celebrating achievement

We believe in celebrating achievement of individuals. We will do this through:

- Displays in classrooms and around the school
- Performances of children's work
- Encouraging children to draft and redraft work in order to raise standards
- School assemblies and special events
- House points, stickers, certificates and other rewards for high achievement in work, effort or behaviour
- Informing and involving parents in the good work their children do
- Gold Leaf Assemblies in the Pre-prep, Certificates of Excellence in the Middle School.

Reviewed: April 2007

Next Review date: 2008/9