



TEACHING AND LEARNING POLICY

Whole School Aims

- To ensure the highest standards of teaching across the School, to enable pupils of all ages to learn most effectively
- To take account of individual needs and stages of development, and build on pupils' knowledge and experience within a context of equality of opportunity for all, regardless of their gender, colour, ethnic origin, age, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other irrelevant distinction
- To equip pupils with the skills to become enthusiastic and independent learners
- To help pupils develop skills, knowledge and concepts relevant to everyday life
- To have a consistent approach to classroom management and organisation
- To provide a positive and stimulating work environment for all
- To provide a curriculum that takes into account the diversity of interests of pupils attending the School and which recognises the knowledge and experiences that pupils bring to School
- To ensure effective planning, delivery and evaluation of the curriculum throughout the School

Junior School (Pupils aged 4-11, Years (EYFS) to 6) Teaching and Learning

We expect teachers:

- To be positive role models
- 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
- To be aware of their safeguarding responsibilities

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 equipment to lessons, taking home letters and completing home learning 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 times tables and understanding the importance of home learning.

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
- To engage with our commitment to inclusion, diversity and equity

Approaches to Teaching and Learning

We use a variety of evidence-based strategies to encourage children to learn and retain information. These include:

- Questioning
- Explaining
- Instructing
- Observing
- Assessing
- Diagnosing
- Recording
- Listening
- Verbal and written 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 pairs, 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 learning is evaluated on an on-going basis. Further details are in our Assessment Policy.

In order for children to have an effective learning experience, each lesson must be well-planned. We use Schemes of Work and half-termly plans and teachers' day to day planning books to cover all that will be taught across the curriculum.

The teacher is responsible for ensuring that work is suitably differentiated. Children who are finding something challenging or those most able, (academically more able) may receive support or extension in the classroom or may be withdrawn, individually or in small groups, for extra support or extension work, from the SENDCo and Learning Support Staff.

We believe in celebrating achievement and progress of individuals. The ways in which we do this are explained in the Rewards Section of our Behaviour Policy.

Further detailed information about classroom practice is contained in the Teaching and Learning Guidelines in the Junior School Staff Handbook.

JAGS SENIOR SCHOOL (Pupils aged 11-18, Years 7-13) Teaching

Teaching should enable all pupils to learn as effectively as possible and to fulfil their potential.

Teaching should motivate pupils to extend their knowledge, understanding and skills and should kindle their enthusiasm for the subjects which they are studying.

Teachers should endeavour to develop good relationships with all their pupils, and actively promote and encourage good behaviour.

Teachers should show deep empathy for all pupils, offering pastoral care and recognising each student's capacity to self-determine and meet the challenges faced.

Planning for learning and assessment should be objective driven. Teachers should have Schemes of Learning and Assessment (SoLAs) for medium- and long-term planning. Individual lessons should be personalised for the group of learners.

Teachers should make appropriate use of a range of teaching evidence-based strategies. Pedagogies employed by the teacher should maximise learning and engagement.

Digital pedagogy should be used by teachers where it enhances the learning. Teachers will combine traditional teaching methods with digital tools to create a blended learning environment that supports diverse learning preferences. The teaching of digital literacy is the responsibility of all staff.

Curriculum at all levels will incorporate digital literacy, focusing on the use and understanding of AI and other digital tools. Teachers will explicitly teach students to critically evaluate digital content and consider the ethical implications of technology.

Challenge should be planned into learning. Staff should differentiate learning to ensure all student can access the material. This includes developing challenge at all ability levels including SEND. Staff should know the ability levels and learning needs of the students they teach and personalise learning accordingly.

Teachers endeavour to integrate technology and real-world learning into lessons. Promoting responsibility and resilience in readiness for life beyond JAGS.

Teachers should model feedback literacy, how to receive and act on feedback to develop learning. Teachers should provide feedback that develops the learners' skills, dispositions, and knowledge.

Effective homework either reinforces and develops knowledge or skill taught in the lesson. Alternatively, it is used by teachers to prepare for subsequent lessons via flipped learning. Teachers are encouraged to evaluate the necessity of all homework tasks using this framework. Teachers follow the homework timetable.

Teachers should monitor pupils' learning and development, using a variety of metrics, carefully and share information with form staff when a pupil appears not to be fulfilling her potential. All staff are collectively responsible for students flourishing academically and personally.

Teachers should arrive promptly and expect their pupils to do the same.

Teachers should always check for absentees from their lessons and take a register. Teachers should alert the relevant staff for student absences.

Teachers should take advantage of continuing professional development to remain well informed about their specialist subject and general educational issues. If a staff member is teaching an class with public examinations they will have undergone recent and relevant training.

Learning

Pupils are expected:

- Pupils are expected to be active participants in their own learning, showing enthusiasm and preparedness for all learning activities.
- Pupils are expected to think critically about the material, ask questions, challenge assumptions, and contribute thoughtfully to class discussions.
- Pupils are encouraged to set personal academic goals and work towards them, reflecting regularly on their progress and areas for improvement.
- Pupils are encouraged to take increased ownership of their learning processes, demonstrating autonomy and self-determination. This includes making informed decisions about their studies, participating in the design of their curriculum, and taking initiative in seeking additional resources or assistance when needed.
- To arrive on time to lessons with the appropriate equipment.
- To adhere to the school's Behaviour Code.
- Students must demonstrate respect for themselves, their peers, their teachers, and the learning environment.
- Effective communication and collaboration with peers and teachers are critical components of the learning process at JAGS.
- Students should actively engage in self-directed learning activities / homework that enhance their understanding and skills, demonstrating independence and responsibility for their educational outcomes.