



Sherwood Junior School
Teaching and Learning Principles
September 2024

Rationale

The school's core purpose is to ensure a high quality learning experience for all pupils and the quality of teaching is the most important factor that contributes to this.

Aims

The aim of this document is to provide a clear statement of the principle and practice of teaching and learning at Sherwood Junior School. This represents our agreed view of how our children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice and ensures that we are consistent in the way we work with our pupils.

At Sherwood Junior School we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that the learning builds on prior knowledge and understanding
- there are high expectations for all children
- there is provision for support, repetition and deepening of learning for each child
- the learning environment is ordered, the atmosphere is purposeful, the climate for learning is supportive and children feel safe
- there is an ethos that all staff and pupils are perceived as learners, learning with and from one another, supporting and encouraging children to take responsibility for their own learning
- children's self-esteem is high and they have a sense of belonging to the school community
- children understand the purpose of learning, recognise the links and application of skills across the curriculum and develop a knowledge of how to learn
- children are developing a language for learning across the curriculum, through identifying and using key vocabulary
- expectations are explicit, models and scaffolds are provided including the use of language frames
- the learning is active and collaborative
- questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity and utilising different approaches to learning
- children can self and peer assess and know what they need to do to improve
- staff reflect on their practice, keep up to date with current research for good and effective practice

What does effective teaching look like at Sherwood Junior?

We believe that teaching is most effective when combining the following elements during a teaching session.

- Learning starts promptly. The emphasis is on enjoyment so that the children are keen to participate and want to keep learning.
- The teaching of vocabulary (identifying, discussing, clarifying meaning and using appropriately) is explicit and reinforced in every lesson.
- Learning is modelled and scaffolds provided, including language frames and structures, to enable children to feel confident in having a go.
- Children are encouraged to be proud of their learning and can talk about their learning.
- The use of support materials, classroom resources and previous learning is modelled.
- Tasks and activities are provided and adapted appropriately that require learners to think and develop their understanding either individually or collaboratively.
- There are challenging but achievable expectations, clear explanations and rigorous pace.
- Children are actively involved in reviewing their learning. Children celebrate and share their achievement and look forward to the next step.
- Reference is made to our Core Values.
- Praise is given for the readiness for learning.
- Reference is made to any previous feedback or next step in learning so children know what they need to improve.
- There is a clear learning objective (LO) that is shared and discussed.
- The expectations for learning /success criteria are shared and discussed so children can assess their own learning.
- The context for learning is clear and purposeful.
- Questioning is used effectively to engage all pupils.
- All members of staff show secure subject knowledge of the areas they are teaching.
- All members of staff have an exciting, enthusiastic approach to learning which will help inspire, motivate and engage our children.
- Good use of teaching assistants and resources is made to support the children's learning.
- Information is presented in short chunks, which enable pupils to maintain their concentration.
- There is good interaction and communication between children as well as adults and children.
- Positive behaviour management strategies are used to motivate and encourage pupils to respond appropriately and help create a climate for learning.

The Learning environment

At Sherwood Junior we believe a positive learning environment sets the climate for learning and enables all children to access the curriculum. It should:

- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school.
- Be language rich; developing the children's use of vocabulary across all contexts and areas of the curriculum.

- Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including the use of technology.
- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence.
- Be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play.
- Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings.
- Create an environment where children feel they belong and can foster a sense of pride within it.
- Be safe and hazard free, both emotionally and physically.
- Encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning.
- Promote an appropriate atmosphere for learning supported by the school's expectations and Core Values.
- Be well organised and uncluttered, using available space to best advantage.

Monitoring of Learning and Teaching

Teaching and learning will be monitored as part of the whole school monitoring plan including:

- Lesson observations
- Drop-in sessions
- Peer observations
- Reviews of curriculum plans
- Work scrutiny
- Teacher discussions and reflections
- Pupil discussions
- Pupil progress meetings
- Moderation of assessments

Regular monitoring by leaders at all levels will inform the triangulation of judgements about the quality of education.