

# **Dulwich Hamlet Junior School**

## **Teaching and Learning Policy**

Adopted by FGB: January 2014

Review Date: January 2016

# Dulwich Hamlet Junior School

## Teaching and Learning Policy

### Our Vision

To provide outstanding learning, within a glittering curriculum, where everyone matters.

### Aim

That all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and progress.

By adopting a whole school approach to teaching and learning across the school we aim:

- To provide consistency of teaching and learning across the school
- To enable teachers to teach as effectively as possible
- To enable children to learn as efficiently as possible
- To give children the skills they require to become lifelong learners
- To provide an inclusive education for all children
- To foster imaginative and creative expression through a range of media
- To learn from each other through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

**Adopting a broad template for teaching and learning and for lesson structure does not and should not preclude the spontaneity, creativity, imagination and individuality that is at the heart of the school's vision.**

### Planning

Year teams will produce -

- Termly topic webs
- Unit Plans. Unit plans may be for one week or for up to half a term in length.

All unit planning will be presented on the schools planning template.

Exemplars of unit plans are contained in Appendix A (not available on website)

Within unit plans all sessions will have:

- Clear Learning Objectives
- A “hook” to engage pupils
- Activities to actively engage pupils
- Differentiated questioning
- Key vocabulary
- Assessment questions or activities (Assessment questions/activities can be included in the box on the front sheet or in each teaching session, or a combination of both)
- Clear differentiation to enable all pupils to access learning (where unit plans are written for the whole year group these will be further added to by teachers as is relevant to their individual classes)
- Opportunity for ICT (either on front sheet or under teaching sessions)
- Homework to reinforce or extend learning
- Resources for the unit (could include hyperlinks)

### Where is planning held?

Planning will be held on the shared drive. Following the route –

- My computer/RMstaff
- Planning 2013/14
- Year Group
- Subject

All planning will be on the shared drive by the Friday before it is due to be delivered the following Monday. Year group plans will be further differentiated by class teacher for individual classes. These plans will be held by class teachers.

### **Lessons**

Outstanding lessons will meet the criteria specified in the school adopted lesson observation proformas used as part of the Appraisal process.

Exemplars of observed, outstanding lesson observation sheets are contained in Appendix B (not contained on website)

Lessons will, as appropriate and relevant to the learning objective, evidence -

- Evident progress for all pupils
- Effective classroom/behaviour management, with established routines and clear expectations of behaviour
- Excellent subject knowledge cross referenced with other subjects & topics.
- Effective use of additional adults (including good communication and consistent expectations)
- Effective, differentiated, questioning
- Activities & tasks match the needs & offer appropriate challenge to all pupils
- Immediate involvement in a lesson & active engagement throughout
- Links to prior learning
- Clear success criteria & sharing of the learning objective
- Varied presentation of new information
- Collaborative learning -Pupil talk and interaction
- Mini Plenaries
- A purposeful working atmosphere with pupils “learning” and not “doing” (terminology of the classroom)
- Multisensory opportunities for learning
- Assessment For Learning
- Feedback & assessment which allows children to respond & know the next step

### **Feedback**

DHJS think of marking in terms of feedback to pupils about their work. This feedback may take a number of forms – oral, written, formal and informal and may be given by staff or peers on a group basis as well as an individual one. Feedback should influence and encourage, leading to pupils taking the next step in their learning.

Individual feedback to pupils will :

- Be given at least once per week in literacy and maths
- Be relevant to the task
- Be personal to the pupil and relevant to their target(s)  
All pupils have individual targets for Maths and Literacy accessible in relevant books
- Provide advice regarding next steps
- Be timely in relation to the initial teaching and learning point
- Highlight success
- Provide clear next steps/target(s) to work towards
- Provide pupils with planned time to respond to the feedback and to carry out corrections (if this is useful)
- Have an evident impact on subsequent work

### Pen to use when giving written feedback :

- Pupils write in black pen or pencil.
- Staff will feedback in a pen colour which is neither black nor green.
- Pupils will reply to staff feedback in green pen
- Exemplars of effective feedback are contained in Appendix C (not available on website).

### **Role of Parents/Guardians**

Through the use of existing communication forums, such as letters, The Hamlet Herald, the Home/School agreement, Open Evenings and Curriculum Evenings, Parents/Guardians support their child's learning by:

- Attendance at school meetings when appropriate, e.g. Parent/Teacher Evenings
- Ensuring that their child's attendance and punctuality is satisfactory
- Encouraging their child to complete homework
- Reading with their child, or supervising a daily reading session
- Supporting the school in matters concerning the individual child.

### **Role of Governors**

Governors have a strategic role and are legally responsible, with the Head teacher, for ensuring that the curriculum is delivered, monitored and that results and levels of attainment are published as required.

Specific to the implementation of the Teaching and Learning Policy Governors will act as critical friend to the school via the Curriculum Committee, the deployment of Link Governors to all Subject Coordinators, and will, via Curriculum Health Checks, be familiar with priority areas for development, levels of resourcing, the quality of teaching, the quality of learning, standards of attainment and value added.

### **Appendices**

A - Planning exemplars

B - Outstanding teaching lesson observations

C - Feedback exemplars

### **Hyperlinks**

This section will be continually added to by staff.

<http://www.slideshare.net/humsast/what-makes-an-outstanding-lesson-jan-2012>

<http://www.tes.co.uk/teaching-resource/Assessment-For-Learning-Toolkit-6020165/>

<http://www.schoolsupportstaff.net/edtareport.pdf>

<http://www.teachingexpertise.com/>

<http://www.literacyshed.com/>

### **Policies**

Display

AFL/Assessment policy

Safeguarding

Homework

Home School Agreement

Behaviour

Inclusion

Presentation (Literacy)