



Hillside Junior School Learning and Teaching Policy

At Hillside Junior School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun and creative. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, creative, enquiring and independent learners, with the highest expectations;
- foster children's self-esteem and help them build positive relationships with others;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and races and, in so doing, promote positive attitudes towards other people;
- enable children to understand and contribute to their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.
- encourage them to work in a safe environment and recognise potential dangers.
- Manage their emotions in a positive way

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies and adapt our teaching methods to allow all children to learn in ways that best suit them. encourage pupils to develop a variety of learning styles.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- through ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching DVDs and responding to musical or recorded material;
- debates, role-plays, drama and oral presentations;
- designing and making things;
- participation in athletic or physical activity.
- thinking skills
- personalised learning

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Pupils set their own targets and reflect on their next steps in learning.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge, skills and understanding of the children so they make good progress and achieve well in each lesson. We use accelerated learning techniques to promote learning. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets including those in the pupil's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work should be of the highest possible standard.

We set academic targets for the children in each academic year and we share these targets with pupils and their parents. We review the progress of each child at the end of each term.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum & RE Agreed Syllabus. Our differentiated lesson plans provide information about the tasks set, the resources needed, the learning outcomes and success criteria. We use 'Can I...?' statements' and pupils evaluate their learning in lessons against these and reflect on their learning in their journals.

Each of our teachers establishes good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour and classroom management. We expect all children to comply with our school rules to promote the best learning opportunities for all. We praise and reward children for their efforts and, by doing so, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first carry out the necessary risk assessments, and then inform parents and obtain their permission.

We deploy support staff and other adult helpers as effectively as possible to maximise pupil learning. Sometimes they work with individual children and they work with small groups and support in class.

Our classrooms are learning environments, attractively displayed and with a wide range of resources. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly, which is reflected through performance management. The SMT do all they can to support teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

The role of governors

Our governors challenge, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;

- ensure that the school buildings and premises are safe and best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders, school improvement partners and headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. The staff do all they can to inform parents about what and how their children are learning by:

- information through website and Managed Learning Environment
- holding parents' evenings to explain our school strategies
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework.
- inform parents about the setting of and progress towards their child's targets

We believe that parents have the responsibility to support their children and the school in implementing school policies. We request parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- take an interest in their child's homework;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.
- use Fronter to obtain information

Monitoring and review

We are aware of the need to review the school learning and teaching policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

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