



Teaching & Learning Policy 2024

Head Teacher: Mrs Catherine Dennison

Signed: _____

Chair of Governors: Darren Foote

Signed: _____

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Black Combe Junior School

Rationale

This policy is a statement of the aims, principles and strategies for teaching and learning at Black Combe Junior School. It is the method through which we offer a rigorous knowledge-led curriculum. The aim of this document is to help the teachers in the school become the most effective practitioners they can be by using principles established from research, cognitive science and experience. The implementation is the responsibility of all the members of the school community. The impact of quality teaching and learning is the progress pupils make and the outcomes they achieve.

Our Vision

'To Make Every Day Count'. This is to make the most of all opportunities we share.

We will provide:

1. A safe learning environment
2. High expectations for academic and personal achievement
3. A team-based ethos throughout the school
4. A supportive, passionate teaching team
5. Opportunities for adventure
6. Strong partnerships with families
7. Links with the community
8. An exciting and engaging curriculum, providing adventurous opportunities for children and staff to take risks and feel challenged within a supportive framework
9. A clear understanding of where they are in their learning and what they need to do next
10. A local environment, which enables a regular, developmental programme of residential and outdoor learning opportunities

Our Core Values

Honesty	Responsibility	Respect
Consideration		Fairness
Co-operation	Determination	Kindness

As a whole school community, we ensure that our vision and core values are at the heart of everything we do. These values are embedded in the life of our school and all members of our community work hard to ensure they are at the heart of all we do.

Our Aims

We put the development of our pupils at the heart of everything we do. We will do this through an exciting and challenging curriculum using high quality teaching practices both in and outside of the classroom. We will support our pupils every step of the way to help them achieve in all aspects of their education.

We will grow confident learners by providing our pupils with a range of learning skills that enable them to adapt and succeed both inside and outside the classroom. By laying firm foundations pupils will be equipped with a full range of practical and emotional abilities, ultimately creating confident and inquisitive individuals with a life-long love for learning.

We use our unique location at the west coast of Cumbria to our full advantage, developing pupils who love the outdoors, are knowledgeable about the environment and become engaged with their community.

Our Ethos

Our school shall be a place where individual voices are encouraged and valued, together forming a collaborative community where all pupils, staff, parents and governors work together to bring out the very best in each other. Respectful, ready and safe, our pupils will have the confidence and resilience to encourage each other to overcome adversity and speak out for what is right.

It is our intention to:

- Achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills
- Build positive partnerships with parents, carers and the local and wider community
- Provide a broad and balanced curriculum which reflects our high expectations for all pupils
- Lay firm foundations for life-long learning through our high-quality teaching and associated skills and attitudes to life-long learning
- Foster independent thinkers who are aware of the life of our planet and their responsibility as future adults of the world
- Provide opportunities for learning to be enhanced both indoors and outdoors as well as through meaningful and relevant application of STEM skills for the future
- Offer a range of opportunities for pupils to develop healthy bodies and minds; taking responsibility for their own wellbeing as well as that of others
- Demonstrate respect and understanding whilst celebrating diversity

- Develop our children's understanding of how they learn, which will ultimately make them a better learner.

Strategies for Teaching and Learning

At Black Combe Junior School, we advocate research-based principles of instruction that are 'faithfully' adopted and 'intelligently' adapted from research. We encourage all teachers to read these to develop their knowledge and understanding of the art of teaching.

Rosenshine's Principles of Instruction are the focus of our teaching. Throughout 2022 - 2024 we will be embedding the principles in our teaching to enable us to deliver high-quality teaching.

Rosenshine's Principles of Instruction:

1. Begin a lesson with a short review of previous learning (Retrieval).

This might be a review of vocabulary, events or a previously learned concept or additional practice to learn facts and skills where overlearning is required to develop automatic recall. Effective teachers review knowledge that is essential for the lesson.

2. Present new material in small steps with pupil practice after each step: Only present small amounts of new material at any one time, and then assist pupils as they practice this material.

Our working memory can only hold a few bits of information at once - too much information swamps the working memory. The most effective teachers present only small amounts of new material at one time, and they teach in such a way that each point is mastered before the next point is introduced. They check pupil's understanding on each point and reteach when necessary. In a study, the most effective teachers spent about 23 minutes of a 40-minute lesson in teaching, demonstration, questioning and worked examples. In contrast, the least effective spent only 11 minutes presenting new material. The most effective teachers use this extra time to provide additional explanations, check for understanding and provide sufficient instructions so pupils can learn to work independently without difficulty. The less effective teachers in the study gave much shorter explanations, and then passed out activities and were then observed going from pupil to pupil having to explain the material again.

3. Ask a LARGE number of questions and check the responses of ALL pupils: questions help pupils practice new information and connect new material to their prior learning.

Questions provide necessary practice and allow a teacher to determine how well material has been learned and whether there is a need for additional instruction. This can also help to uncover misconceptions. Practitioners at Black Combe Junior School also ask pupils to explain the process they used to find the answer. Teachers might ask pupils to:

- Discuss with a fellow peer;
- Summarise the main idea in one or two sentences or repeat the procedures to a neighbour;

- Write the answer on a whiteboard and hold it up;
- Explain how they worked out the answer;
- Demonstrate their knowledge as a 'mini-teacher' and/or;
- Raise hands or raise hands if they agree with an answer someone else has given.

4. Provide models: Providing pupils with models and worked examples can help them learn to solve problems faster.

Teacher modelling and thinking aloud while demonstrating how to solve a problem are examples of cognitive support. A worked example is a step-by-step demonstration of how to solve a problem or how to perform a task. The presentation of worked examples at Black Combe Junior School begins with the teacher modelling and explaining the steps that can be taken to solve a specific problem. The teacher also identifies and explains the underlying principles for these steps and may address common misconceptions they have pre-empted arising.

5. Guide pupil practice: Successful teachers spend more time guiding pupils' practice of new material.

After presentation of new material, the most successful teachers guide pupil practice. This might consist of the teacher working the first problems on the whiteboard, serving as a model for pupils. It could include a visualizer being used to demonstrate or a pupil working out a problem on the board. This provides additional models, more time for checking for understanding, asking questions and correcting errors and more time having pupils work out problems with teacher guidance. Often, practitioners will display worked examples on Working Walls for pupil reference during independent activity. As a result of this, pupils are then better prepared for independent work. Some pupils might receive further guided practice as part of a supported group.

6. Check for pupil understanding: Checking for pupil understanding at each point can help pupils learn the material with fewer errors.

At Black combe Junior School, teachers frequently check to see if all pupils are learning the new material. They check for understanding by asking questions, by asking pupils to summarise the new learning up to that point, or to repeat directions or procedures. This helps pupils to make connections with other learning in their long-term memory and to alert the teacher to when parts of the material need to be retaught. A less effective teacher might simply ask "Are there any questions?" Other ways to check for understanding are to ask pupils to think aloud while completing tasks or to explain or defend their position to others. This can help to limit misconceptions. The wrong way to check for understanding is to ask only a few questions, call on volunteers to hear their (usually correct) answers, and then assume that all of the class either understands or has now learned from hearing the volunteers' responses. Another error (particularly with older children) is to assume that it is not necessary to check for understanding, and that simply repeating the points will be sufficient.

Here at Black Combe Junior School, we aim to bring learning from the long-term memory to the short-term memory, through repetition of learning via our specially designed curriculum of skills and knowledge.

7. Obtain a high success rate: It is important for pupils to achieve a high success rate during classroom instruction.

Research suggests that the optimal success rate to be about 80% - as judged by oral responses during guided practice and individual work. It shows that pupils are learning the material and that they are being challenged.

8. Provide scaffolds: The teacher provides pupils with temporary supports and scaffolds to assist them.

Scaffolds are a form of guided practice. They include modelling the steps by the teacher or tools, such as cue cards, word banks, Marking Ladders to guide or evaluate their work, or a model of the completed task against which the pupil can compare their work (these are often referred to as WAGOLLS at Black Combe Junior School). Others may be in the form of prompts - such as question stems to help pupils ask questions while they read or the opportunity to ask the teacher to think aloud when solving a problem. At Black Combe Junior School, practitioners carefully consider who needs what type of scaffold, rather than regularly provide the same scaffold to all.

9. Require and monitor independent practice: Pupils need extensive, successful practice in order for skills and knowledge to become automatic and embedded in long-term memory.

Independent practice is necessary because a good deal of practice (overlearning) is needed in order to become fluent and automatic in the recall of knowledge or a skill. Independent practice should involve the same material as the guided practice and pupils should be fully prepared. Research shows that pupils were more engaged when their teacher circulated the room, and monitored their individual work - the optimal time for these contacts was 30 seconds or less. Co-operative learning can increase achievement if it provides extra instruction through someone else (the other pupil) explaining the material to the pupil.

10. Engage pupils in weekly and monthly review: Pupils need to be involved in extensive practice in order to develop well-connected automatic knowledge.

Pupils need extensive and broad reading and extensive practice in order to develop well-connected networks of ideas (schema) in their long-term memory. When one's knowledge on a particular topic is large and well-connected, it is easier to learn new information and prior knowledge is more readily available for use. For this reason, we employ daily reviews in

mathematics (Quick Maths), opportunities to retrieve knowledge at the start of lessons, homework provides opportunity to practise and consolidate understanding.

Skills and Attitudes to Life-Long Learning

Black Combe Junior School is committed to helping our young people become better learners both in school and out. We aim to create a school culture that systematically cultivates habits and attitudes that enable learners to face uncertainty calmly, confidently and creatively by actively promoting skills and attitudes to life-long learning.

As a school, we passionately believe that pupils, who are more confident in their own learning ability, learn faster and learn better. They concentrate more, think harder and find learning more enjoyable. Research shows pupils thrive in an environment that is exciting, vibrant and safe. It is our intention to educate the whole child, underpinned by our belief that all pupils should become successful learners, confident individuals and responsible citizens – and interwoven with a set of “essentials for learning and life”: we are preparing pupils to live and continue to learn in the 21st century and are educating pupils for a future where their employment roles have not yet been defined, even thought of. We view a school where there is a hive of excitement and learning feels “real” and connects to pupil’s lives as being pivotal to a successful community.

Aims

Our curriculum enables are young people to view the world from many different perspectives and help them to understand how international events affect them locally. With these beliefs and thinking we have shaped our aims and curriculum to help to prepare pupils for life-long learning in a fast-moving, interdependent society.

All staff work towards the school's aims by:

- Recognising that teaching and learning is the core purpose of the school.
- Having high expectations of themselves and the whole school community.
- Listening to and valuing the thoughts and opinions of pupils.
- Promoting equal opportunities with groups and individuals.
- Promoting an understanding of the learning process.
- Talking to parents/carers about the next steps in their child’s learning and how they can help.
- Encouraging pupils to take risks in their learning.
- Ensuring pupils with Special Educational Needs and Disabilities are supported appropriately.

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At Black Combe Junior School, we have made explicit our definition of "High Expectations" for behaviour and learning attitudes so that we are all clear about relaying consistent messages.

Attitudes, Values and Behaviour

- Inspired and motivated pupils, staff and governors.
- Demonstration and role modelling of effective learning attitudes and thinking skills with the ability to apply a range of strategies to gain success.
- All members work collectively to uphold the ethos of the school through provision of clear boundaries and expectations throughout the school and in the home.
- Clear and communicated reciprocal respect for self, environment and others both in and outside the school.

The Learning Environment

- All members of our community take pride in offering a clean, stimulating and high-quality learning environment both indoors and outdoors.
- Creation of a learning environment where taking risks is the norm for confident and experimental learners.
- Full and effective use of resources to develop pupil independence and creativity deepening a love of learning.
- High quality displays, which both celebrate achievement and show the process of learning.

Setting Aspirational Goals to Stretch and Challenge

- Culture of self-improvement is endemic and inclusive of all members in our reflective learning to learn school.
- Show-casing and sharing good practice, celebrating talents, achievements and skills of all members.
- High academic achievement hand-in-hand with emotional intelligence.
- Clear and specific targets shared to enable pupils to make progress.

A Climate for Learning

Our school is a learning community. The culture and atmosphere underpin the agreed vision and aims of the school. We view teaching and learning as a co-operative process involving all staff, pupils' parents/guardians, governors and members of the community.

In the course of our daily work all staff will contribute to the development of this ethos through:

Learning

We believe that pupils learn best when they:

- are happy;
- know they have the power to self-improve;
- ask questions;
- adopt a 'have a go' ethos;
- are interested, involved in debate and motivated;
- are involved in reflection and the assessment of their own learning and that of others;
- are rewarded for effort, achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

Teaching

At Black Combe Junior School, effective teaching is characterised by:

- focused lessons where the LO is sharply focussed and shared with pupils;
- high expectations of pupil involvement and engagement with their learning;
- high levels of interaction, absorption and engagement of all pupils;
- effective teacher questioning, modelling and explanation;
- emphasis on learning through dialogue, with regular opportunities for pupils to talk individually, in pairs and in groups throughout the learning cycle;
- the expectation that pupils will accept responsibility for their own learning and can work both collaboratively and independently;
- adaptive teaching to cater for the needs of all pupils;
- opportunities for cross-curricular and/or outdoor learning;
- positive praise and encouragement to celebrate success and motivate pupils;
- opportunities to explore vocabulary within across the curriculum;

The Classroom Environment

At Black Combe Junior School, each classroom is organised so that it provides a calm, safe and stimulating setting ensuring that pupils have the opportunity to:

- ask and answer questions and discuss their ideas;
- share, celebrate and review their ideas and work;
- work independently and collaboratively in groups as a class and as phase groups;
- research, discover and solve problems;
- develop and demonstrate social skills with positive role models;
- receive appropriate support;

- experience learning outside the classroom and associated activities to enrich cultural capital, including: meeting visitors in school who will share talents, information or provide help, inspire or support;
- participate in physical and competitive activity;
- take part in role-play, debates, oral presentations and drama;
- achieve academically and have their success celebrated.

Effective Marking and Feedback

Marking is an integral part of assessment and informs pupil learning and progress if undertaken correctly. Marking is consistently implemented across our school: it is diagnostic, offers guidance, and provides prompts for consideration and to elicit pupil thinking. Pupils are part of the marking process through the development of pupil reflection and self-evaluation in order to set future targets. When completing self-assessments, children are encouraged to reflect on their work. Marking should enhance pupil self-esteem, raise confidence and encourage the habits, traits and attitudes of the effective learner thus raising attainment.

Personalising Learning and Interventions

We demonstrate our commitment to personalised learning by:

- being adaptable in our delivery and taking into consideration a range of preferred learning styles;
- providing a range of opportunities to promote self and peer-assessment, to evaluate own learning and plan for improvement;
- using teacher assessment to inform planning;
- marking work promptly in line with the agreed Marking & Feedback Policy and giving timely feedback, which enables the next steps of learning to take place;
- seeking opportunities to celebrate achievement, value individual strengths and effort of all pupils.
- challenging pupils to choose a task appropriate to the level of challenge that they want.

Where pupils do not make expected levels of progress, the school works hard to provide additional support and has designated intervention areas within the school, to provide additional work spaces for pupils. Pupil Progress Meetings are carried-out termly, in order to ensure that interventions are meeting the needs of pupils.

The school provides:

- additional support staff within classrooms and on educational visits to ensure that pupils can be supported in their learning;
- additional RWINC intervention groups;
- after school learning clubs, including booster groups and homework club;

- well-established pastoral care using our trained ELSAs
- Maths and English interventions;

Target Setting and Tracking

- Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school.
- We use a range of performance measures including teacher assessment and test results.
- Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate.
- Data is collected on a termly basis and followed up with Pupil Progress Meetings to identify pupils who may not be making expected progress and to identify interventions.

Monitoring Teaching and Learning

The Senior Leadership Team monitors pupil progress through lesson observations, pupil interviews, moderation and book reviews, on a regular basis in line with the monitoring calendar.

Inclusion

Inclusive education is different from integration in that it requires the adaptation of systems and structures, wherever possible, to meet the needs of pupils whatever their disability, learning difficulty or personal circumstances.

Inclusive education means enabling our pupils to participate in the life and work of mainstream school to the best of their abilities, whatever their needs, being fully involved in the process of education.

In order for inclusion to be effective in our school, we strive to adapt our approach to:

- The curriculum
- Teaching support
- As far as possible; the built environment

At Black Combe Junior School, we aspire to instil into our pupils and their parents/guardians an understanding of the importance of life-long learning.

Planning for inclusion means thinking about how teaching and learning can be designed to match the needs and interests of the full range of learners. This needs to be addressed both inside and outside the classroom.

Our pupils also bring a range of different cultural perspectives and experiences to our school. These can be reflected in the curriculum and assessment and used to further our understanding of the importance of diversity issues.

Homework

We recognise that all pupils require leisure time and that many parents arrange a wide range of extra-curricular activities both after school and at the weekends to enhance their children's learning and life experiences. Our homework activities aim to extend and consolidate the learning, which is planned in school while still allowing children to enjoy their recreation time.

We see the purpose of homework as:

- consolidating and building upon learning in the classroom;
- involving parents in the education of their children;
- fostering a partnership between school and home.

We aim to:

- ensure that parents are clear about the expectations for their child;
- ensure a consistent approach throughout the school;
- use homework as a tool to support our continued efforts in raising standards of attainment;
- practice or consolidate basic skills and knowledge, especially in Mathematics and English;
- encourage our pupils to develop the responsibility, confidence and self-discipline needed to study independently in the future.

The Role of the Headteacher and SLT in Supporting Teaching and Learning

Strong and effective leadership is intrinsic to the success of a school in providing the drive and enthusiasm, seeking out best practice and insisting on high standards and expectations for all pupils. At Black Combe Junior School the Headteacher and SLT will:

- be strong role models with high expectations;
- seek national and international best practice/research
- ensure appraisal arrangements are in place for teaching and non-teaching staff which links to school priorities and impacts positively on teaching and learning;
- monitor the performance of staff and ensure underperformance is addressed through implementing the school policies and offering a positive and supportive framework, whilst ensuring the best possible outcomes for pupils;
- provide opportunities for parents and governors to share in the learning process.

The Role of Staff in Ensuring High-Quality Teaching and Learning

All staff will:

- plan effectively in teams in the long, medium and/or short term;
- set and communicate clear LOs and success criteria (if needed) to pupils;
- abide by the conditions outlined in the school's Code of Conduct;

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- use whole class, small group, paired and individual teaching as appropriate: employing ability grouping effectively and flexibly where this is thought to be beneficial to pupil progress;
- manage time well; starting and concluding lessons promptly and ensuring there is appropriate pace and engagement of all pupils;
- demonstrate excellent classroom management, organisational skills and high levels of tidiness, including effective maintenance of and use of resources;
- create effective, interactive displays and working walls that use and promote questioning to develop pupil thinking and deeper learning;
- provide regular homework in-line with the school's policy and ensure this is marked
- plan and implement curriculum enrichment activities to enhance cultural capital;
- implement formative and summative assessments in-line with the school policy;
- vary teaching styles appropriately to accommodate differing learning styles;
- undertake incisive analysis and use of pupil progress and data to enable pupils to reach their full potential.

The Role of the Governing Body in Ensuring High-Quality Teaching and Learning

The Governing Body of Black Combe Junior School will:

- take responsibility for monitoring the curriculum through working alongside the Headteacher and Subject Leads in the role of critical friend;
- be aware of and give input into policies and documentation relating to the curriculum;
- visit the school to see the curriculum in action;
- keep an open dialogue about teaching and learning with staff and pupils;
- read monitoring reports from the school- asking relevant questions;
- understand how special learning days, visitors into school and educational visits enhance and enrich the curriculum bringing learning alive;
- ensure that Governor meetings, agendas and minutes reflect a focus on learning and pupil progress;

The Role of Parents/ Guardians in Demonstrating their Commitment to Teaching and Learning

Parents/ Guardians are expected to:

- attend parent information evenings;
- ensure their child comes to school each day, on time, well nourished, appropriately clothed, happy, positive, confident and ready to learn;
- take part in parental surveys, questionnaires and open meetings;
- respond to letters and texts where relevant;
- support pupils in their homework activities;
- provide the school with relevant and important information;

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- inform the school of reasons for absence and take holidays outside of term time;
- ensure emergency contact details are up to date and permission slips are signed and returned;
- inform the school of any influencing factors likely to adversely affect their child's progress or well-being at school e.g. family breakdown or bereavement;
- attend all education and health care plan reviews and medical and health interviews;
- co-operate with external agencies that aim to promote the well-being and academic progress of their child or safeguard pupil welfare;
- enter into constructive dialogue with the class teacher to support learning;
- show support for extra-curricular activities that will benefit their child;
- be mindful of what they post on social networking sites, which could put themselves at risk or bring the school into disrepute;

This list is not exhaustive.

The Role of Pupils in Demonstrating their Commitment to their Own Learning

Pupils are expected to:

- demonstrate respect for themselves, adults and each other by upholding the vision and values of our school;
- be aware of the strategies and processes they use to learn
- know why they are learning and how this connects with the real world;
- evaluate their own progress- being self-critical and formulating their own targets for improvement and helping others to do the same through peer assessment and constructive feedback;
- elect their own representatives for the School Councils;
- use and apply their knowledge, skills and abilities to unfamiliar situations such as when learning outdoors;
- select appropriate methods for learning and participating and effectively organising the resources they need
- take the initiative and not expect answers to be readily given but to actively seek them out independently;
- demonstrate high levels of independence and the ability to persevere with tasks;
- show curiosity, enthusiasm and interest in learning;
- celebrate their own and the achievement of others;
- take responsibility for their own behaviour and actions;
- uphold the school's values

This list is not exhaustive.

Equal Opportunities

At Black Combe Junior School, we promote the principles of fairness and justice for all. We ensure that all pupils have equal access to the full range of educational opportunities provided by our school and strive to remove any forms of indirect discrimination that may form barriers

to learning. We will challenge stereotyping and prejudice wherever it occurs. We celebrate cultural diversity through our curriculum and assemblies and show respect to all minority groups. As a school community, we are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for individual's points of view, we aim to promote positive social attitudes and respect for all.

This policy should be read in conjunction with the following policies:

- Behaviour
- Inclusion
- SEND
- Equality
- PSHE & Citizenship Policy
- Marking and Feedback
- Attendance & Punctuality