

John Ruskin Primary School and Language Classes

Teaching and Learning Policy

Co-ordinator: Linda Dickinson

Last review: January 2020

Next review: 2023



“Be responsible, be fair, stay positive and care”

John Ruskin School Teaching and Learning Policy

Learning Principles

We believe that children learn best:

When staff have the highest expectations of each of them.

When they understand the task, its purpose and learning objectives.

When they are engaged and informed by good teaching.

When learning is presented in an enjoyable and creative manner.

When they are motivated, challenged, stimulated and supported by a wide variety of learning experiences and settings, appropriate for their age.

When they are staying on task throughout and maintaining a good work rate when set challenging tasks to do.

When it is recognised that they learn in different ways and at different rates

When their efforts are valued and marked positively with constructive advice and praise.

When they are clear about what they are trying to achieve and why and how best to achieve it.

When they can reflect on and evaluate their own and their peers' work constructively.

When they have time to practise and apply their skills.

When they develop confidence, independence and self esteem.

When there is mutual respect and trust amongst and between themselves and the adults in the school.

When they understand it is acceptable to make mistakes and to seek help when needed.

When they are welcomed into a stimulating and positive environment

When the resources are appropriate and accessible.

When parents are welcomed, involved, informed and actively supportive of their children's learning.

Policy for Teaching

In their planning and classroom practice teachers will:

Focus on individual capabilities

Differentiate work to facilitate learning

Take individual learning targets into account

Use positive reinforcement, encouragement and praise

Be aware of national standards when setting work

Provide equal opportunities in all areas of the curriculum

Ensure that assessment is continuous and is updated and referenced to each child.

Ensure assessment identifies the children who need further input and more able children.

Provide opportunities for the children to assess their own learning.

Evaluate the learning in lessons and reflect on the implications of this for future lessons and amend planning according

Know the P levels, stepping stones or National Curriculum levels of each child and the progression [next step] for each child

Ensure each child understands that the highest quality of work is expected

Make the learning intentions clear; WALT- we are learning to... and WILF – what I am looking for... are used in every lesson

Include a plenary session whenever possible to develop and assess learning

Give children the opportunity to ask pertinent questions

Differentiate tasks with adult support (where appropriate)

Provide work which is challenging interesting and relevant to the children

Cater for more able pupils by providing tasks with an appropriate level of challenge

Cater for the varied learning styles of pupils including those with gifts/talents or special needs by planning varied activities and teaching styles

Provide a variety of learning contexts i.e. whole class, interactive, individual/partner work

Use questioning techniques to challenge and extend children's thinking

Focus lessons so they have good pace

Ensure activities are challenging but structure them so that children can achieve success

Use ICT as a cross-curricular tool to support teaching and learning

Mark all work in line with the school's marking policy and give children time to respond to marking

Ensure focused marking identifies what the children have achieved and what they need to do to improve

Mark some work with the children present [hot marking] in order to provide verbal feedback

Offer verbal or written comments to children about their work giving specific guidance about what is good and what needs to be done to improve

Ensure that children value the content of work as the highest priority
Ensure that good presentation of the pupils work is emphasised

Give encouragement and praise for effort

Identify examples of good work for children to use as a reference to improve their individual level of work.

Give children opportunities to evaluate their own and others work.

Set homework to practice skills and ensure all homework is understood

Create a safe, supportive atmosphere where children feel secure and seek help when needed. Such a classroom ethos will be enhanced by facilities such as the Place to Talk, outside professional bodies (e.g. educational psychologist]), school/home links
Provide a well resourced/well organised classroom i.e.

Label resources

Insist on the room being kept tidy

Display all children's work to its best advantage

Display topic work - books/posters/artefacts

Follow the school's display policy and change each classroom display board termly.

Embrace the rich mixture of cultures/religion in the school

Reflect the diversity of the lives and experiences of all pupils

Make sure the children know where the resources are

Teach pupils to choose, collect and return resources used to support their learning and to tidy up at the end of the session

Make sure that the resources are appropriate to the activity.

Provide means of communication linking home and school e.g. home/school books (L.U.) and PACT, telephone calls, parents' evenings

Actively encourage parents to participate in extra-curricular activities such as functions organised by the Friends of J.R. [parent-teachers association]

Invite parents to attend assemblies concerts, sports days, celebrations of children's achievement and to accompany classes on school outings etc.

Provide workshops to show parents the best ways of working on school tasks with their children.

Strive to achieve mutual respect where care and trust are developed.

Praise rather than criticise

Promote the school's eight core values as outlined in the School Code

<p>John Ruskin School and Language Classes- Equality Impact Assessment Form</p> <p>(Covering race, disability, gender, age, religion or belief and sexual orientation)</p>

Complete the sections/questions below and place a tick in the boxes, as appropriate:

Section 1 - General Information

1. Title of the policy or practice being assessed:

Teaching and Learning Policy

2. Aim(s) of the policy or practice being assessed:

To have a high level of teaching and learning throughout the school.

3. Type of policy or practice being assessed:

☒

Existing

☐

Proposed

4. Department and/or name of person responsible for the policy or practice:

Linda Dickinson

5. Which members of our school community are affected/likely to be affected by the policy or practice?

☒

Pupils

☒

Staff

☐

Parents and carers

☐

Governors

☒

School volunteers

☐

Visitors to the school

☐

Wider school community

☐

Other – (please list) _____


☐

Not relevant to members of our school community ⇒ **Process Ends** ⇒
equality impact assessment not required

Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:



- ☒ Performance indicators or targets
- ☐ People profiles – eg pupils, staff, governors, visitors, wider school community
- ☐ User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- ☐ Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- ☐ Collating complaints and compliments
- ☐ Other – (please list) _____
- ☐ None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:


- ☒ children or people from different ethnic backgrounds
- ☒ disabled children or people
- ☒ boys or girls, men or women, people who identify as transgender
- ☒ people of different ages
- ☐ children or people with different religions or belief
- ☐ children or people who are heterosexual, gay or lesbian
- ☐ None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

☒ Yes ☐ No ☐  Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

☒ No – Go to Section 3

☐ No – insufficient evidence to make a judgement–  Go to Section 3

☐ Yes  - these being:

☐ children or people from different ethnic backgrounds

☐ disabled children or people

☐ boys or girls, men or women, people who identify as transgender

☐ people of different ages

☐ children or people with different religions or belief

☐ children or people who are heterosexual, gay, lesbian or bisexual


Give detail of evidence and/or reasons why:


Teaching and learning is monitored closely throughout the school. The School improvement plan highlights any group of children that are underachieving.

Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

☒ No

☐ Yes 

☐ Not sure 

Please describe any potential issues here:

Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

- ☒ There are no red flags or issues identified. No further action is required.
Go to Section 7 - Completion
- ☐ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.
Or we have identified an objective, lawful reason to justify the issue(s).
Go to Section 5 - Improvement Actions
- ☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.
Go to Section 6 - Additional evidence gathering.

Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, (www.dcsf.gov.uk) or Equalities and Human Rights Commission (www.equalityhumanrights.com)
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

Summary of evidence gathered, including any consultation:
The conclusions and agreed actions:

Section 7 - Completion

Name and job title:	Louise Webster Equalities Co-ordinator
Names and titles of any other people who assisted with this assessment:	Linda Dickenson
Date:	January 2016
Date of next review:	January 2019
When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.	

