

John Ruskin Primary School and Language Classes

Teaching and Learning Policy

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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

