



## Teaching for Learning at Jeavons Wood

At Jeavons Wood Primary School we believe that learning is a life-long process and we are all learning! Through our teaching we focus on inspiring children to learn, equipping them with the skills, knowledge and understanding necessary to be independent learners who are developing their potential.

All aspects of teaching and learning at Jeavons Wood are underpinned by the aims and values represented on our Mission Tree: 'Growing a Love of Learning Together'. Here, we state that:

*'a passion for learning is one of the most powerful and precious gifts we can offer our children'.*

Also, that we will strive to embrace the practices and principles of the Early Years Foundation Stage through which we will:

*'provide a creative and dynamic curriculum where children are supported and challenged'.*

and which

*'supports individuality and autonomy in learning'.*

We believe that every child has immeasurable potential and that we have a moral duty to help them recognise this and become:

*'successful learners who enjoy learning, make progress and have high expectations of themselves'.*

In order to achieve our vision and stay loyal to our values, the teaching and learning at Jeavons Wood needs to be of the highest quality, enabling all children to develop the highest skills of English and Maths through the curriculum. This policy sets out what we believe we must do in order to achieve this through 6 key principles:

### **1. We establish a strong learning ethos within the classroom**

This ethos is of critical importance in determining the quality of learning that takes place because there is little doubt that children respond best in a safe, secure and accepting classroom. How our teachers establish their authority, their tone, the little things they continually say and do on a daily basis is instrumental in determining that climate. There will be a shared school understanding of how we achieve this, but we also value teacher's individuality and understand that every class is different.

We know that the brain needs positive emotions to learn effectively so we take time to develop our children's self-esteem, confidence and sense of belonging. We help our children

to develop their emotional and interpersonal skills by talking through issues and support them in developing the language they need for expressing emotions.

Good rapport stems from teacher and child understanding, sharing and valuing perspectives on a whole range of matters and experiences, academic, social and personal. This relationship must be two-way: teachers show respect for the children in their class and expect that same respect to be returned.

We recognise that it is important that children are involved in developing agreed standards and expectations for learning and behaviour. We want to ensure all learners take pride in their work and strive to be the best they can be. We discuss together with children their next steps in learning and always give positive feedback, recognising that we learn through mistakes. Classroom discipline involves maintaining order without undermining children's self esteem. Teachers focus on enabling children to make positive choices about their behaviour and deal with any misbehaviour in a calm, planned and constructive way (see Behaviour Policy).

We see all staff as learners too and actively encourage the sharing of pedagogy and expertise through peer observations, peer coaching and staff training. We recognise the need to 'grow' our leaders and offer support, advice and opportunities to extend their leadership experience.

## **2. We have a knowledge rich, creative curriculum which inspires and engages everyone**

All at Jeavons Wood are committed to developing a knowledge rich, practical curriculum which inspires children to learn and develops their independence. This commitment should be evident in all areas of the curriculum from YR right through to Y6. We have a creative approach to delivering the curriculum through subjects. Each subject is carefully planned to ensure progression in learning. Ongoing formative assessment is used to ensure the needs of all children are being met. KS1 and KS2 teachers use the principles that underpin the New Primary National Curriculum (Sept 2014) but find exciting and interesting ways to deliver this curriculum, such as 'wow days', trips and enrichment activities. Our curriculum includes a list of 20 key experiences that each child should achieve before leaving our school. We carefully plan for extended learning to enhance our work and further engage children in their learning at home (see Extended Learning Policy)

## **3. We have a collaborative approach to planning and assessment**

### **Planning**

We have a clear, whole school approach to planning. This includes long term and medium term plans to ensure progression and coverage of subjects and short term planning which is flexible and adapted to the daily needs of individuals and groups of learners.

All planning will use the school planning proformas which will highlight clear learning objectives matched to the needs of groups/individuals within the class, differentiation, use of other adults, key questions, resources and vocabulary. This planning is monitored by all leaders in accordance with our monitoring cycle.

### **Foundation Stage**

We are committed to the principle that children will be able to engage in self-initiated learning and this should be true for 50% of their school day.

We plan for continuous provision both inside and outside on a daily basis. This planning is based on observation of children's interests but also ensures that the children have exposure to all elements of the EYFS curriculum.

Continuous provision is an opportunity to

- excite the imaginations of the children;
- offer open ended play, based on children's interests and new experiences;
- opportunities to consolidate learning;
- observe children without them knowing;
- see how to extend children's play through planned adult-led activities.

Teacher-led sessions are differentiated to individual child's needs based on extensive formative assessment.

### **Long term/ medium term planning**

Our long term planning shows an overview of subjects in each year group, this is represented as a curriculum overview. Medium term plans/knowledge organisers specifies learning objectives/key knowledge to be taught in each subject. They provide us with an opportunity to ensure a balance of learning objectives linked to needs identified through regular data analysis and reflect the individual learning needs identified in the next steps targets.

Medium term plans also include:

- Cambridgeshire's agreed syllabus for RE
- The SEAL/Cambridgeshire PSHE Programme
- Values based programme of learning linked to assembly themes.
- 2 hours PE a week
- Festivals and celebrations throughout the year

Where possible, these will be linked to short-term planning.

### **Short Term Planning**

#### **English and Maths planning**

We use the National Curriculum as a basis for our English, linking phonics, grammar and spelling through our daily teaching. We also do discrete teaching of basic English skills such as handwriting, vocabulary, spelling and grammar. In maths we follow Power Maths and use basic skills and fluency lessons to support learning.

English and Maths are taught explicitly five times a week. Children also have daily phonics sessions/Spelling and Grammar lessons and planned guided reading sessions. Teachers plan additional guided group work to suit the needs of groups of children in English and Maths.

All other subjects are planned for using the curriculum subject overview/knowledge organisers & are taught weekly/half termly focus.

#### **Assessment**

Continuous and accurate assessment is crucial in moving learning forward. Formative assessment is continuous throughout the day and informs all planning. Each child has a Learning Journey book in which work, observations, photos, photocopies of whiteboards, post-its and annotations are kept.

Foundation Stage teachers use the EYFSP to record progress for each child. Evidence to support assessments can be found in the Learning Journeys. Periodically all Foundation Stage staff will develop a shared understanding of what is expected for the scale points in different areas of learning. This may be through looking at photos, observation clips from the Standards Site and post-it notes. Staff will moderate half-termly to ensure consistency of judgements across the Foundation Stage.

In KS1/2 the Learning Journey books provides evidence for all areas of learning and we have separate books for Maths, English, Science and Spanish. Across the school, within specific year groups and with other schools, teachers moderate standards.

We encourage children 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 learning difficult. Self review and peer review strategies are used, as well as plenaries to review the key learning objectives and to assess the level of understanding.

We use a variety of formal summative assessments to check progress and attainment against National Curriculum standards and benchmarks.

### **Marking/Feedback**

Regular feedback is given to children verbally and through marking. (See Marking Policy)

### **Data Analysis**

The whole school uses Target Tracker to assess learning. This produces termly data for class teachers and Senior Leaders to analyse the progress and attainment of all children in the school.

### **Pupil progress meetings**

After data has been collected, this is reviewed in detail by teaching teams and Senior Leaders. Action plans are produced to support identified individuals/groups of children. Information gathered from Child Progress Meetings also give valuable insight into areas of learning that should be addressed in the coming term.

## **4. We ensure that the needs of all learners are met**

We are not all the same and we understand that people learn in different ways. The different learning needs of individuals are central to the planning and implementation of the school's creative curriculum. We recognise the need to develop strategies that allow all children to learn in ways that best suit them and develop their confidence. We take into account the needs of different groups of children who might need extra support or further challenge such as Pupil premium, Gifted and talented, SEND (see SEND Policy).

Many learners need special help at some point in their education and all children need to feel valued for their achievements at whatever level.

In response to this, a variety of teaching styles and creativity is used so as to meet the differing ways that children learn such as:

- investigation and problem solving
- research
- whole class teaching

- paired work
- group work
- individual work
- child initiated learning
- collaborative work
- questioning
- harnessing of I.C.T.
- visitors and trips
- creative activities
- drama
- debating and philosophy
- enrichment

We teach everybody to take responsibility for their own learning; to review the way they learn and to overcome challenges in their learning.

## **5. We value the support of all partners to support learning**

### **Parents**

Parents are an integral part of a child's learning journey. As a school we do all we can to work closely with parents and carers. We have termly meetings, open mornings, assemblies and other occasions where parents/carers can come and see the school in action. We are always happy to discuss learning and do our best to be as available as possible. We ask that parents/carers work with us to enable all children to enjoy learning opportunities and to support/challenge the children.

Parents are also encouraged to communicate about their children's learning and achievements through reading records, Wow slips and post-it observations (within FS).

### **Governors**

Governors support, monitor and review the school policies. They ensure the school building and premises are able to support learning. They monitor the finances of the school to ensure spending decisions are made wisely. The governors monitor the standards of teaching and learning. They ensure that staff development and performance management decisions lead to quality teaching and learning. They receive reports to help them and visit the school at regular intervals to meet with staff and ask questions

### **CAM Academy Trust**

We work closely with the Trust benefiting from challenge and support through our work with the schools and leaders in the Trust.

### **Network CB23**

As a school we value our involvement in the network CB23 and the support it provides. Our leaders will take part in subject/role specific network meetings and feedback to staff where necessary.

## **6. We harness the unique environment of Jeavons Wood to enhance all aspects of learning**

We believe that the environment in which the children learn is highly significant and that it can act as a 'third' teacher. The environment, whether outside or in, must be beautiful, inspiring, stimulating and must enable children to take control of their own learning. In order

to do this, it must be well organised, be easy for the children to access (e.g. labels and pictures on drawers etc) and be presented well in order to provoke interest and enable the children to be responsible for setting out and clearing up. The environment supports children's independence by having the resources that are used in teaching readily available for children to access (e.g. number-lines, graphemes, key-words, suggestions for Maths Flow etc). Role plays areas should be stimulating and exciting and are changed regularly to be in line with the topic that the children have chosen. We use the agora space flexibly and creatively to support group work and individual work. The use of the curiosity shops are planned for by class teachers and are a wonderful resource to spark exciting learning. Children's work is celebrated through display both indoors and out (see Display and Learning Environment Policy).

This policy was ratified by the Full Governing Body March 2020

This policy will be reviewed in 2021