



**Uplands Junior School**  
**Teaching and Learning Policy**  
**January 2025**  
**January 2027**



At Uplands Junior School we believe that our school will have effective teaching so that our children are happy, self-motivated, well behaved and work hard to achieve their best. We will encourage a wide variety of learning methods, behaviours and creativity, by using a number of teaching styles and strategies. All teaching styles will be designed to challenge and engage all pupils.

**This policy has also been written with the UN Convention on the Rights of the Child: article 3 (best interest of the child), 17 (access to information from the media), 23 (children with a disability), 28 (right to education) and 29 (goal of education).**

**The purposes of this policy:**

- To seek to ensure that pupils attain their full potential as learners.
- To clearly state the expectations of the school with regard to teaching and learning.
- To provide guidance to teachers and others relating to professional development needs to support teaching and learning.
- To provide a framework by which excellence can be evidenced.
- To provide the basis by which programmes can be developed to monitor the effectiveness of teaching and learning across the school.

A clear policy statement on teaching and learning will:

- Define the expectations the school has for all its teaching staff.
- Define the criteria that will be used for evaluating the quality of teaching in the school.
- Establish consistent and effective practice throughout the school.

**Role of the Senior Leadership Team:**

- To monitor attainment and progress of all groups of children in the school.
- To monitor and support the improvement of all teaching and learning across the school through an appraisal system and a structured CPD programme.
- To provide training and mentoring to improve teaching and learning across the school.
- To inform the Board of Governors of progress towards teaching and learning improvement points.

**Role of the Board of Governors:**

- The Curriculum Committee (supported by the full Board of Governors) is fully involved in setting appropriate and challenging expectations and targets.
- To be fully involved in learning walks collecting evidence and supporting teaching and learning across school.

**Teachers: (In line with teacher's standards)**

**Show good command of subjects**

- Teachers understand what needs to be learned and how pupils will be taught.
- Teachers know the content of the 2014 Curriculum / RE syllabus and school schemes of work, including PSHE.
- Teachers understand the importance of a 'British Values' based education.
- Teachers can explain new ideas to children and answer their questions accurately.

- Teachers extend pupils' learning by providing relevant firsthand experience, drawing on different contexts / wider body of knowledge / links with other subjects.
- Teachers use appropriate resources to interest and challenge the children.
- Teachers are able to cater for all children including those with SEND, Pupil Premium and the more able.
- Teachers to adjust long and medium term plans in light of school improvement priorities and pupil progress meetings.

#### **Plan effectively, with clear learning objectives and suitable teaching strategies**

- Teachers make it clear to children what they are going to learn, sharing the learning objective and success criteria.
- Long term planning: teachers follow the curriculum plan outlined in the New Curriculum (2014).
- Medium term planning: teachers follow guidance from subject specific resources.. Medium Term plans to consist of an overview of key objectives, assessment opportunities, skills as well as a sequence of activities for all subjects, both core and foundation. These MTP are linked to the progression of skills and knowledge grids.
- Short term planning: teachers plan for lessons in a way that will help them to teach effectively. STP are taken straight from the MTP in white board planning or paper format.
- Targets in Pupil Profiles for pupils with SEND are clear and practical and guide short term plans.
- Teachers plan alongside colleagues in adjacent year group classes to share skills, knowledge, expertise and time.
- Provide regular feedback, verbal or written, to all pupils in a way appropriate to their learning, to aid understanding and future learning.
- Teachers ensure that all records are maintained, appropriately filed and that the assessment outcomes are used to inform future planning.
- All plans are stored on the learning platform where everyone has access.

#### **Interest, encourage and engage pupils**

- Teachers are enthusiastic and imaginative and deliver lessons that are vivid, real life based and relevant.
- Teachers coax and manage reluctant learners.

#### **Learning behaviours**

All staff will encourage children to make the essential link between the way children learn and their behaviour following our restorative behaviour policy. Children will be encouraged to recognise and praised when using the essential learning objectives:

1. To try new things
2. To work hard
3. To concentrate
4. To push themselves
5. To understand others
6. To not give up
7. To imagine
8. To improve

#### **Challenge pupils, expecting the most of them**

- Teachers extend pupils intellectually, creatively and physically through a range of techniques e.g. questioning, problem solving and suitably demanding materials and learning resources.

- Teachers use their knowledge of the subject and their knowledge of what the pupil already knows to pitch work at a challenging level to get the best out of pupils through cold and hot tasks.
- Promote pupil confidence through appropriate task (scaffolded) and challenge with recognition of all achievement.

### **Pupil Premium Children**

Building Belief - we will provide a culture across all levels where:

- Staff believe in all children and know their barriers to learning - Ambition for All.
- There are 'no excuses' made for underperformance or insufficient progress
- Staff adopt a 'solution focused' approach to overcoming barriers
- Staff support children to develop mind sets towards learning (see pupil premium policy)
- The attainment and progress of pupil premium children will be monitored as a separate group on a termly basis.

### **Use methods and resources that enable all pupils to learn effectively taking into consideration diversity of culture and family situations.**

Teachers use an effective range of teaching strategies including:

- Direction: e.g. to ensure pupils know what they should be doing, to draw attention to points, to develop key strategies;
- Pre-teaching - teaching points for the future giving children more confidence when starting that topic.
- Demonstration and modelling;
- Explanation to clarify particular points;
- Questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas;
- Initiating and guiding exploration and problem solving that develops skills, creativity and understanding;
- Investigating ideas through practical work;
- Discussing and arguing: e.g. to put points of view, argue a case, justify a preference;
- Listening to and responding: e.g. to stimulate and extend pupils' contributions, to discuss / evaluate their presentations.
- A lesson will have a clear beginning (explain the learning objective, refer to previous lessons, is the opportunity for whole class direction, demonstration, explanation etc.), middle (opportunity for individual, paired or group work) and end (to check pupils' understanding, discuss the important points of the lesson and share what has been learnt).
- Lessons follow the - I do, We do and You do.
- Tasks are differentiated to match work to the ability of the pupils.
- Teachers take into account the different learning styles of pupils.
- Teachers make effective use of good quality resources.
- Teachers promote an ethos of safety and respect for others and their property at all times.
- Teachers are alert to opportunities for learning outside the planned curriculum which benefit both social and intellectual learning.

### **Make effective use of time and assist on high standards of behaviour (see school Restorative Behaviour Policy)**

- Teachers set expectations for behaviour clearly, fairly and consistently.
- Teachers establish clear classroom rules to achieve high standards of discipline and positive learning environments.

- Teachers promote positive learning attitudes and respect for the beliefs and opinions of others.
- Teachers have clearly understood classroom systems for e.g. entering / leaving the class, seating, and organising and maintaining resources.
- Teachers support and control pupils, intervening where appropriate. There is mutual respect between teachers and pupils.
- Teachers ensure that all provision is inclusive.
- Lessons are well planned and organised so that pupils are clear about what they are doing, why they are doing it and how long they have to do it.
- There is a productive and stimulating climate for learning.
- Teachers create an efficient, tidy classroom environment.
  - Pupils' tables arranged appropriately
  - Books and basic equipment easily accessible in the classroom
  - Pupils' exercise books kept together
  - Displays that celebrate, challenge, stimulate or inform
  - Areas are created within classrooms to develop children's learning through exploration (including a reading corner and a working wall).

#### **Make effective use of teaching assistants and other support**

- Teachers know and use the skills and expertise of teaching assistants.
- Planning is made available to teaching assistants in order for them to be aware of the objective of the lesson and for them to know their role within the activities.
- Teachers brief teaching assistants so that they are fully aware of the success criteria and have an opportunity to provide relevant feedback.
- Teachers use other adults in the class effectively, directing them to work with groups or monitor the progress of the whole class.

#### **Where appropriate, use homework effectively to reinforce and extend what is learned in school**

(See school Homework Policy)

- Homework should be a profitable activity for children, complimenting class work and extending learning.
- It should follow a regular timetable that parents know.
- Teachers should acknowledge when homework is done (e.g. by marking it, displaying it in the class).

#### **Promote equality of opportunity**

- Teachers treat all pupils with respect, valuing and encouraging their contributions.
- Teachers planning and teaching meets the needs of all pupils including those with SEND, Pupil Premium, Greater Depth, pupils from minority ethnic groups and pupils for whom English is not their first language.

#### **Assess pupils' work thoroughly and constructively and use assessments to inform their planning and target-setting to meet the needs of individual pupils and groups**

(See school Assessment Policy and Marking Policy)

- Teachers use time during lessons to listen to pupils and question them to assess their understanding. Teachers then respond accordingly giving encouragement or further clarification.

- Teachers use marking to check understanding and diagnose misunderstandings. Marking is an effective way of recording assessments and, for older pupils, of giving feedback and clarifying the teacher's expectations.
- Teachers use information from teaching and marking to adjust pace, content and methods of teaching for subsequent lessons and to determine future groupings of pupils.

**Pupils:** (the outcome of effective teaching)

**Acquire new knowledge or skills in their work, develop ideas and increase their understanding**

- They can explain what they have learnt, can apply their learning and understand how learning relates to previous work.
- They ask questions and show a desire to learn.

**Show engagement, application and concentration and are productive and develop the skills and capacity to work independently and collaboratively**

- They work intently and produce work of a good standard.

**Understand how well they are doing and how they can improve**

- They know the criteria that are used to assess their work, understand comments and targets and understand that they can learn by sorting out mistakes.
- Older children develop the skill of creating own success criteria to assess their work, as well as setting their own appropriate targets.
- (See Developmental Marking Policy)