



Teaching and Learning Policy

The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.

Introduction

Our ethos at Laxton Junior School facilitates a lifelong journey of learning. To achieve this, our staff create a safe environment in which our children challenge themselves and each other to think beyond their perceived boundaries. We develop a love of learning that extends long after they leave our school, starting within our Reception classrooms. Our teaching and learning engages our children in our wide-ranging academic and co-curriculum that provides bespoke support and challenge to every child – irrespective of ability, interest and learning need. We have the highest expectations of our children with regards to their attainment and progress and believe that every child is capable of significant achievement when at Laxton Junior School and beyond.

Aims

At Laxton Junior School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Our Values

The curriculum is underpinned by our School Values, which represent what we believe to be our absolute priorities both now and in the future. They are the qualities that resonate throughout all aspects of our education and are our guiding principles for behaviour and decision-making. Our values are:

- **A Love of Learning:** we believe in a love of learning, where children and adults happily take risks and overcome challenges together, united by a shared motivation to acquire, share and celebrate new knowledge, skills, ideas and expertise.
- **Opportunity:** we believe in the provision of opportunity, which enables positive participation in a wide variety of events and activities and the development of passions and talents that will last a lifetime.
- **Care:** we believe in caring for each other, ourselves, the community in which we live and learn, and the world around us; this is reflected in a positive sense of personal wellbeing, cohesive relationships and the valuing of diversity
- **Community:** we believe in supporting, contributing to and being inspired by our community; children, staff, parents and governors are integral to the education we provide, and their input and involvement is encouraged and appreciated.
- **Quality:** we believe in the delivery of a consistently excellent quality of educational provision in all that we do as well as having the highest expectations of ourselves and each other

Our Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. At Laxton Junior School, we recognise that education involves children, parents, staff, governors, and the community and that for optimum benefit all should work closely together to support the process of learning.

Teaching and learning at LJS is underpinned by our determination to respond to each child's needs as every lesson progresses. Formative assessment is key to this and enables our teachers to plan and adapt the next lesson based on the previous learning. Our assessment highlights who requires challenge or support as lessons progress.

In conjunction with our responsive approach, we aim to consolidate learning before moving onto the next topic to ensure our children have the opportunity to master each area of learning.

We take huge pride in teaching and learning across the school, and as such, endeavour to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- develop children's confidence and capacity to learn and work independently and collaboratively
- develop enduring values of love of learning, taking opportunities, showing care, ensuring quality and valuing community
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world
- encourage children to value the diversity in our society and the environment in which they live
- encourage children to become active and responsible citizens, contributing positively to the community and society through our Learning for Life and Votes for Schools discussion

Roles and Responsibilities

Teaching and learning is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well-ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures

- encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team, supporting and encouraging one another

The Assistant Head Academic will:

- ensure a broad and deep curriculum to inspire, challenge and support all children by working closely with departmental heads and subject leaders
- ensure assessment is impactful and meaningful to progress each child's learning during their time with us
- oversee our Educational Support provision to enable each child to be challenged and supported across the curriculum
- ensure our teaching body gain the necessary professional development to offer quality first teaching to all
- lead the Academic Team to drive Quality First Teaching across the school
- ensure our passion and drive remain resolute which, in turn, inspires our children to love learning

Heads of Departments will:

- ensure their subject curriculum provides support and opportunity for challenge for all children
- ensure those teaching their subject of responsibility, do so with passion and enthusiasm
- Quality First Teaching is embedded in their subject
- consistency across their subject is embedded in planning, marking and feedback and assessment
- strategic planning provides key results at specific points of the year to ensure next steps are impactful
- ensure budget planning is strategic and fits with our whole school focus

Teachers will:

- inspire our children to be the best version of themselves
- ensure that learning is progressive and responsive
- respond to each child's learning needs ensuring they are challenged and supported
- keep up-to-date with educational issues
- provide clear information on school procedures
- provide clear academic progress information
- have a positive attitude to change and the development of their own practice

Teaching Assistants will:

- inspire our children to be the best versions of themselves
- be an integral part of our children's learning within the classroom
- be an integral part of small group learning

Parents are encouraged to support their child's learning by:

- sharing and celebrating the type of learners our children are
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme
- participating in discussions concerning their child's progress and attainment
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour

- support the school's homework policy and give due importance to any homework
- allowing their child to become increasingly independent as they progress throughout the school

Pupils are encouraged to support the school's aims by:

- taking increased responsibility for their own learning
- take risks in their learning and approach school life with a 'can do' attitude
- being organised, bringing necessary equipment
- conducting themselves in accordance with our behaviour policy

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc
- presenting themselves as positive role models to be emulated
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- supporting school events

School Learning Structure

We structure our classes into distinct departments to cater to the developmental stages of our children. The Early Years Foundation Stage sets the foundation for learning, followed by the Pre-Prep department, which includes Year 1 to Year 3. In the Pre-Prep department, each child is assigned to a Form, with Form Teachers responsible for both the academic and pastoral care of their students. As children progress to the Prep department, encompassing Year 4 to Year 6, they are taught by subject specialists within their Form. Each Form is divided into tutor groups, which are half the size of the entire Form, allowing for more personalized attention. The Form Teachers collaborate closely with subject specialists to ensure that every child receives comprehensive support for both academic and pastoral success.

As our children progress through the school, from Reception to Year Six, their learning journey will be delivered in three interwoven stages: explore, discover and empower. At the foundation of the whole journey will be nurture, with encompasses everything we do as a school.

Equality, Diversity and Inclusion

Equal Opportunities

We are an inclusive school and ensure that all children - irrespective of gender, race, religion and belief, cultural background, linguistic background, SEND or disability - have equal opportunity to access our curriculum. We are committed to improving our curriculum, learning environment, provision of resources and mechanism for sharing information to enable all children to participate fully in our curriculum. Further details of our work, in this regard, are set out in our Accessibility Plan, with some of our ongoing strategies outlined below:

- smaller class sizes enable greater personalisation of the curriculum
- resources reflect positive role models and include a range of diversity
- Personalised Learning Plans enable staff and children to work on specific targets relevant to their need
- staff may deliver a differentiated curriculum using a variety of appropriate resources to tailor the learning to all children

- regular progress reviews take place with children and parents

Special Educational Needs and Disability

Our approach to the support of children with SEND is defined by the following:

- all children with SEND must have their needs routinely met, by consistent communication and support by staff
- raising the achievement of children with SEND is a whole school responsibility
- early identification and early intervention are essential for ensuring better outcomes for children
- all children are encouraged and supported to be active partners in the decision making about their education
- active, respectful involvement of parents as equal partners in the education of their child has a positive impact on the learning and well-being of their child
- all children with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment
- all children benefit from Quality First Teaching, meaning that all teachers are expected to assess, plan and teach all children at an appropriate level which allows them to progress
- collaborative working with all parties, both internal and external, is essential to ensure we effectively meet the needs of our children
- effective transition arrangements must be in place across all phases of education to ensure positive outcomes for the child and their family
- resources allocated to SEND must be effectively used to secure maximum impact and value for money
- systems for monitoring and evaluating developments in SEND support improvement in children's learning and provide appropriate challenge

English as an Additional Language (EAL)

If a child is deemed to have a need in which they require additional support, teachers will be advised by the Educational Support Team as to strategies for use in the classroom by a Teaching Assistant and/or Form Teacher as deemed appropriate. Useful strategies including bi/multilingual signs for vocabulary in the classrooms (depending on a pupils' first language), a visual timetable to support with transitions and organisation of the day, and access and use of first language dictionaries and programmes to help with translation.

More Able and Exceptionally Able

We strive to provide the highest quality education for all our pupils, by providing a cognitively challenging environment within which pupils are always encouraged to take risks and become resilient to and learn from mistakes. For those children who have been identified as more able or exceptionally able, we aim to provide opportunities for them to:

- Learn in an environment that is stimulating and rich in challenge, including access to enrichment materials and resources to stretch thinking and enhance learning
- Have opportunities to work at a level that cognitively challenges and enables our children to think deeper, using skills such as analysing, synthesising and evaluating
- Access objectives that are challenging, exploring the depth and breadth of our curriculum and working through higher order thinking activities which challenge pupils' current thoughts and understanding to help this to develop and evolve
- Receive quality feedback that continues to challenge beyond the learning objective

EYFS

In the Early Years Foundation Stage, children make sense of themselves and the world around them through a balanced approach of purposeful exploration and more structured experiences. Children are able to take risks, explore, be curious, wonder and choose. Children learn through planned activities which provide the most effective learning opportunities. Children are given the opportunity to explore and discover within a safe, secure and supportive environment. The children are involved with both group and individual learning thus developing intellectually, creatively, socially, emotionally and physically.

Planning

Long Term planning is produced by Heads of Departments. It outlines an overview of topics and in which term these will be studied. These are reviewed annually to ensure that curriculum delivers a broad, balanced and consistent programme of learning with a clear progression of knowledge and understanding.

Medium Term planning is also produced by Heads of Departments. The sequencing of knowledge and skills to be learnt forms the basis of this planning. What the children are learning, when they are learning it and what outcomes are achieved, are clearly shown.

Short term planning shows the granular detail of the intended learning within each lesson. The subject teacher formatively assesses the children's learning and responds by adapting the next lesson accordingly. This ensures that all children are challenged and supported on a lesson-by-lesson basis.

Our mechanism to highlight cross curriculum link opportunities ensure that each teacher is aware of topics being taught in all subjects across the school. This further deepens and broadens our curriculum by ensuring our children make connections and apply their learning to different contexts.

Lesson Structure

Our teachers are empowered to truly respond to our children's learning needs creating a more effective learning environment. Formative assessment is key to a teacher being able to adapt each lesson at the point of learning or prior in accordance with each child's needs. Laxton Junior School embodies an ethos of high challenge, low threat for both teachers and children. Teachers are competent and comfortable to change a lesson plan or draw upon a number of strategies in order to ensure a child is learning. Children are competent and comfortable in knowing what it is they are learning and what they need to do to achieve.

The learning objective and success criteria are outlined in lessons (where appropriate) and highlighted in accordance with our marking and feedback policy to indicate to both child and teacher, what has been achieved.

Differentiation

Although children follow the same sequence of lessons, teachers adapt a particular lesson to ensure all pupils are supported and challenged on their learning journey. Differentiation strategies in lessons may include:

- Type of tasks set
- Choice of learning activities offered
- Extent of teacher input, support and challenge
- Provision of different types of resource
- Organisation of the classroom
- Expectations of outcome

- Enrichment opportunities offered in class and out
- Questioning used to stimulate learning and understanding

Resources

Each classroom will be equipped with a set of resources and books appropriate to the needs of the children. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Marking and Feedback

We believe that effective marking and feedback provides our children with the necessary information to improve their learning while also offering an opportunity to celebrate their efforts and achievements, and instil a sense of pride in all that they do. A responsive cycle of assessment (by the teacher and child) ensures that our children are able to identify their next steps and our teachers are able to plan subsequent learning activity effectively to support future learning. The underlying premise of our approach is to ensure that our children have ownership of their learning and the opportunity to respond to their successes and areas for development in a positive way.

We use a simple system of colour and marking codes to visually show children where they are at with their learning. Highlighters and coloured pens are used to indicate the extent to which children have been successful with the lesson's learning objective and success criteria. The colour codes are:

- **Go for Green:** this shows that our children have achieved the Learning Objective or Success Criteria – examples of this may also be highlighted in the body of the text
- **Think Pink:** this shows that our children have not yet achieved the Learning Objective or Success Criteria - examples of this may be highlighted in the body of the text to give our children the visual cue to polish and improve their work with support when appropriate
- **Purple Power:** This is the colour of pen a teacher uses in books when appropriate

We also have a system of marking codes, which enable our children to quickly understand and respond to specific areas of their learning. Please see our Marking and Feedback Policy for more information.

Assessment

Summative

Formally, our pupils are assessed three times a year. In October, children in Years 1 to 6 undertake our Cognitive Ability Tests, which look at verbal, non-verbal; number and (for Year 3 to 6) spatial reasoning. In December and May, we assess the progress of all children through written and computerised standardised assessments within Reading, English and Maths. The Academic Team (consisting of Head of Maths, Head of English, Head of Educational Support and Assistant Head Academic) analyse the data to identify the children who need support or challenge. The subsequent outcomes feed into our teaching and learning across the curriculum. These results are fed back into the teaching learning process, helping us to identify the different ways children learn and how lessons can be best adapted to support this.

Summative unit tests are also used in other subjects such as Science, MFL and Humanities. The results inform curriculum planning and pupil progress in these subjects.

All assessment is undertaken in a supportive environment and is designed to promote resilience and confidence. Through our approach we are able to build a full picture of each child's learning journey and ensure that our children are confident learners who work alongside teachers to recognise and celebrate their strengths whilst identifying actions needed to make further progress.

Formative

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide individualised support or challenge, evaluate teaching and plan future learning opportunities
- Children to measure their knowledge and understanding against learning objectives, and identify areas in which they are succeeding and those that they need to improve
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they can do to celebrate achievement and support next steps

Our formative assessment involves the use of a range of techniques in the classroom, each designed to understand existing knowledge and how to move each individual's learning forwards. We believe that pupils will improve most if they understand the purpose of their learning, where they are in relation to this and the specific steps they need to take to be successful.

Responsive teaching forms a central philosophy within our school-wide approach to teaching and learning. In all subjects, this involves a systematic approach based on learning objectives against which we assess the children during lessons. After each lesson, teachers reflect on children's progress and use this to inform the next steps for every child. Gaps and misconceptions are identified immediately so that they can be addressed quickly and precisely, and so that subsequent learning can take place on firm foundations. More information about assessment can be found in our Assessment Policy,

Monitoring and Evaluation

The teaching and learning cycle ensures that monitoring and evaluation is systematic and cohesive throughout the academic year and is the responsibility of the Assistant Head Academic. Included are:

- data analysis and progress tracking
- focused learning walks
- book scrutinies
- departmental meetings

Heads of Departments have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities
- monitoring progress in their subjects
- taking responsibility for the purchase and organisation of central resources for their subjects
- keeping up-to-date through reading and attending relevant courses

Home Learning

Homework is considered to be a valuable element of the learning process. Children are expected to take pride in their work. We believe that homework should be set:

- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies
- to prepare children for senior school experiences of homework
- to view learning as a life-long process and not just restricted to school hours

Linked Policies

This policy should be read in conjunction with the following:

- Subject Policies
- Curriculum Policy
- Assessment Policy
- Educational Support Policy
- EAL Policy
- More Able and Exceptionally Able
- Home Learning Policy
- EYFS Policy
- Marking and Feedback Policy
- Accessibility Plan

Reviewer	Sumitha Hill
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