

Shelton Junior School



Teaching & Learning Policy

Headteacher Approval  Name: Mr Jon Bacon Date: 19/05/2021	Governor Approval DELEGATED TO HEADTEACHER	Shelton Junior School <i>Teaching & Learning Policy</i>
		Last Reviewed: May 2022 Review date: May 2023

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Aims

Our mission is to create a school where every child can reach their full potential so that they are ready for the next step in their education. Effective teaching and learning is the main way in which we achieve this.

The purpose of this policy is to provide clear and coherent knowledge and understanding of the principles of good teaching and learning. It aims to identify the elements of effective teaching and learning and how these are linked to school and professional development at our school.

Planning

- Identifies the expected learning outcomes.
- Is clear and precise.
- Identifies prior learning.
- Supports and challenges all students.

Teaching

Teachers aim to include Rosenshine's 10 Principles of Instruction¹ which are:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

At Shelton, we facilitate these principles through:

- Opportunities for developing positive learning behaviours through the Shelton SuperPowers
- Structured sessions with clear routines that identify and address gaps and misconceptions
- An emphasis on verbal, formative feedback that is immediate
- Planning templates with clear learning expectations
- Focus core skills and 'deepening skills' so all learners can succeed
- Regular opportunities for recall and review of previous knowledge
- A timetable with short, focused sessions

¹ For further information on Rosenshine's Principles of Instruction see <https://sheltonj.derby.sch.uk/rosenshine/>

Assessment

Assessment for learning (AFL)

Feedback can be verbal, written and non-verbal. Teachers should allocate time proportionate to curriculum time for each subject.

Assessment:

- is timely, meaningful and motivational;
- highlights strengths and identifies gaps in knowledge;
- is constructive and helps the student progress;
- offers opportunities for support and scaffolds;
- is manageable for staff;
- informs curriculum, school and staff professional development.

Summative Assessment

In addition, children take part in termly summative assessments that inform medium term planning in Maths, Reading, Writing and Grammar.

Monitoring

Teaching and Learning lesson visits will take place during the academic year, where members SLT observers will evaluate Teaching and Learning. These may inform Performance Management evidence.

In addition, all staff will be involved in conducting subject specific 'Deep Dives' to identify areas of strength and next steps in that will be actioned and recorded. This process is intended to be developmental and will not form a part of Performance Management. Staff can however request to use the lesson observation feedback evidence as part of their Performance Management should they wish to do so.

Also a number of learning walks, work scrutiny sessions, and lesson observations may be carried out as well as internal and external moderation during the course of each academic year.