



Teaching and Learning Policy

**This policy should be read alongside our
Assessment Policy, Curriculum Policy, Marking and Feedback Policy and
Behaviour Policy**

**This policy was last revised and adopted by the Governing Board in:
June 2024**

**After each revision the policy is circulated to all Governors, school
staff and displayed in the staff room and on the school website.**

The policy is to be reviewed by the Governing Board in: 2027

Aims

This policy aims to:

- Explain how we'll create an environment at Jarrow Cross where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across Jarrow Cross
- Promote high expectations and raise standards of achievement for all pupils at Jarrow Cross
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

Our guiding principles

Our school life builds upon the Biblical teaching of 1 Thessalonians 5.11 "Encourage one another and build each other up", which is reflected in our motto of: "Value in Everyone."

This policy reflects the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives and is underpinned by our school values of Trust, Honesty, Friendship and Forgiveness. This document is a statement of the aims and principles of teaching and learning across our school.

Pupils learn best at Jarrow Cross when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts

- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

Roles and responsibilities

Teaching and learning at Jarrow Cross is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning by providing updated and relevant information via Class DOJO, newsletters, the school website, our texting service and Parent Teacher discussions and special events. Also by sharing relevant homework.
- Update parents/carers on pupils' progress, have biannually parent/ teacher discussions and produce an end of year written report on their child's progress
- Meet the expectations set out in our Curriculum Policy, Behaviour Policy, Marking and Feedback Policy and Assessment Policy.

3.2 Support staff

Support staff will:

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in our Curriculum Policy, Behaviour Policy, Marking and Feedback Policy and Assessment Policy.

3.3 Subject leaders

Subject leaders at Jarrow Cross will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our Curriculum Policy, Behaviour Policy, Marking and Feedback Policy and Assessment Policy.

3.4 Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
 - Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
 - Manage resources to support high-quality teaching and learning
 - Provide support and guidance to other staff through coaching and mentoring
 - Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
 - Promote team work at all levels, for example by buddying teachers up to support one another where appropriate
 - Address underachievement and intervene promptly
 - Meet the expectations set out in our curriculum policy, behaviour policy, marking and feedback policy and assessment policy.

3.5 Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our Behaviour Policy.

3.6 Parents and carers

Parents and carers of pupils at Jarrow Cross will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor resources and funding to ensure that they are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure Jarrow Cross' policies promote high-quality teaching, and that these are being implemented

Planning

Lessons will be planned well to ensure good short, medium and long-term progress. Jarrow Cross uses a variety of schemes such as Power Maths, White Rose, Understanding Christianity and Kapow to supplement planning and therefore teaching and learning of our pupils.

For more details on teaching and learning in Early Years Foundation Stage (EYFS) see our Early Years Policy.

Learning environment

When pupils are at school, learning will take place in the classroom, school hall and corridors and the outside and forest school areas.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Wall displays of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

Differentiation or adaptive teaching

Jarrow Cross C of E Primary is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

Pupils with special educational needs and/or disabilities (SEND)

Pupils with English as an additional language (EAL)

Disadvantaged pupils

Pupils working at greater depth

Strategies used will include:

Using support staff effectively to provide extra support

Working with our SEND co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress

Using ability groupings for certain subjects where appropriate

Providing writing frames and word banks

Use adaptive teaching styles and methods- for further information **see appendix 1**

Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available by either physical hard copies or through Class Dojo. Children will also be given log ins to access web based programmes such as Times Table Rock Starts and Reading Plus.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Marking and feedback

A range of methods will be used when marking children's work. This includes on the spot marking and class marking. Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. For further information see our Marking and Feedback Policy.

Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Summative assessments for Reading, Writing and Maths will take place at the end of each term. Jarrow Cross assesses as emerging, developing or secure and at a mastery level of 1,2 and 3 in the year group objectives in which they are working.

Science and Foundation Subjects are assessed twice yearly against subject specific objectives. Children are assessed at working towards, meeting and exceeding.

We will provide twice yearly verbal report at parents' evenings. Pupils will receive a written report at the end of the school year.

Monitoring and evaluation

We will monitor teaching and learning at Jarrow Cross to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering people voice
- Planning scrutinies
- Book scrutinies

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) Policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Assessment Policy
- Home-school agreement
- Assessment policy
- Equality information and objectives

11. Review

This policy will be reviewed every three years by the headteacher and Governing Body.

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Appendix 1 Adaptive Teaching

Adaptive teaching is not differentiation and does not involve setting different tasks for learners, it's a way of breaking tasks down to support learners.

Differentiation focuses overly on task design and can limit expectations for learners. Adaptive teaching is how teachers can help all learners reach the same goals and learn the same skills and concepts. If used well, adaptive teaching should result in fewer knowledge gaps.

Teachers need a clear understanding of where pupils are with their learning and the differences they are bringing to the classroom. Having a sound grasp of prior knowledge and potential barriers to learning - pre teaching

Plan to promote the independence and participation of all pupils through teaching.

Respond to what is happening

- Targeted support to those struggling - keep up not catch up. Daily intervention.
- Model tasks
- Flexible groupings
- Effective use of TA

Examples

- Read a text out loud
- Show/ draw a diagram
- Use an analogy that children will understand
- Scaffolding
- Peer support

If you see a need for adaption, make it straight away. What will benefit one learner will benefit them all.

Writing tasks

To produce a piece of writing some children struggle to complete all writing processes together (composition, features, transcription)

Spend time practicing and developing the key features (not being expected to dip into different features. Eg third person

In a lesson delivering relative clauses- All pupils should be taught relative clauses, adults may follow up with a group to recap previously taught clause structure, provide concrete scaffolds, sentence strips to ensure the prior knowledge is secure.

Story writing - for some to develop and secure transcription skills, the composition may need to become less of a priority (vocab banks, sentence starters, retelling sections with picture supports) to achieve the necessary transcription skills to communicate their stories.

Focus on composition or transcription.

Keep the content and features of writing the same but complete a more straightforward version.

Think about the skills that children are required to use in each lesson and adapt.