

## Manor Junior School Teaching and Learning

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At Manor Junior School, our ethos is ENJOY – LEARN – ACHIEVE. We believe learning should be rewarding and enjoyable for everyone (children and adults) and enable all of our learners to reach their potential. This policy is a reflection of our everyday practice and is written for staff, parents and governors. This policy should be read in conjunction with the policy statements on curriculum, behaviour, marking and assessment (their contents will not be duplicated in this policy).

### Our Lessons

- are **engaging** because:
  - the content is relevant
  - the pace is quick
  - there are a variety of activities to ensure pupil participation
- promote **achievement**:
  - the learning intention is always shared and displayed (to know..., to be able to..., to understand...)
  - children know how to meet the learning intention (success criteria displayed, e.g. Remember to...)
  - children know how the learning intention will be assessed, e.g. through marking, through feedback in the plenary, through observation.
  - teachers have and communicate high expectations for all children
  - children are supported by the learning environment, e.g. displays, equipment
  - children know how their current lesson fits into the 'big picture'
- are **consistent** across the year groups and the whole school:
  - all lessons have common elements: input (see above), independent/ collaborative activities, focus for teacher/ LSA time and plenaries.
  - lessons are planned in year teams (following guidance from SLT) and adapted to suit the needs of the individual classes
- are **personalised**:
  - lesson content is based on the needs of the learners, informed by:
    - whole school curriculum aims (written by children, staff, parents and governors to ensure children's current non-subject specific needs are being met)
    - year group planning (based on children's needs informed by summative assessment)
    - individual pupil formative assessment of learning needs or learning styles
  - lesson activities are differentiated to enable all children to achieve their potential by task/ resource/ outcome/ support.
- promote **motivation**:
  - teachers ensure children are ready to learn, e.g. through brain gym, encouraging children to stay hydrated
  - teachers and learning support assistants praise children's efforts
  - children are encouraged to set their own targets and goals and review their learning against these
  - lesson content is selected to excite and inspire
  - teachers create a positive atmosphere in the classroom through excellent relationships