

**TEACHING AND LEARNING POLICY**

September 2019

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**Teaching and Learning Policy**

**Our Vision**

The world is a beautiful place, full of awe, wonder, and amazing diversity. We want to provide our pupils with the skills, empathy and integrity needed to thrive in our vibrant and ever-changing society.

Our children care. They care about other people, their environment and global issues. They have awareness of themselves and empathy for others. In our vision for the children, they have a good sense of humour and know the importance of having fun. We want our children to be generous with time and feelings, to be tolerant and kind. Our children are inquisitive, imaginative and aspirational. We teach them to debate, compromise, and think creatively. They are confident learners and articulate speakers who stand up for their right things. We nurture pupils and empower them to use their initiative, take risks, be self-sufficient and self-motivated. Our children are enthusiastic about the community they live in, leading, not following.

These are the ingredients of a Jubilee child.

**Our Ethos**

We are an inclusive school with high expectations and aspirations. Children who come to Jubilee learn about many different religions, cultures and ideas. Pupils are praised for what they can do and for the potential to do well.

We want all pupils to be in good physical health and have opportunities to try new sports and be active.

Through our immersive topic approach, all pupils have the opportunity to access learning through art, drama, and music. We believe in learning beyond the classroom.

Staff model and teach our school values; Respect, Excellence, and Friendship. Every child is valued and everyone counts.

We are a community school whose purpose is to serve the pupils, staff, parents and community.

**Our Curriculum Vision**

Jubilee’s curriculum is designed around three key principles:

- Children’s natural curiosity is the fuel that powers learning; our job is to harness it.

- Children need to practise and apply skills in different ways to develop mastery

- Learning is a continuous and gradual process which takes time and effort

We use exciting and engaging topics as the basis for rigorous development of key knowledge and skills in a range of curriculum areas. Children are given many opportunities to rehearse and develop their skills and employ them creatively in new contexts. Over time, this process deepens their understanding of themselves and the world around them.

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We ensure that statutory National Curriculum requirements are wrapped up within a Jubilee Curriculum which brings learning to life by making the most of the incredible opportunities on our doorstep: learning in the meadow, pond, vegetable garden and Creativity Centre onsite; engaging with the many different religions and cultures in Hackney by connecting with our local community; and exploring London more widely with regular cultural trips and visits.

**Our Aim**  
We strive to ensure our pupils will receive high quality learning opportunities which inspire, as well as develop and deepen understanding, knowledge and skills.  
  
The quality of teaching is central to high educational standards and pupil achievement. We expect every teacher to be a good teacher – no child deserves less.

**Our Principles**Our teaching and learning policy is a statement of how we believe:

* children learn best
* learning environments support learning
* planning and teaching supports learning
* the role of governors and parents supports learning

We are constantly reviewing our practices according to the broad principles outlined in this policy.

**Children learn best when:**

* They are safe, happy and confident to take risks
* They have opportunities to work independently and collaboratively
* Teaching is engaging, motivating and children are engaged in purposeful activities
* They understand what they are expected to do and what the final outcome should be
* Adults assist them appropriately
* They have high expectations of themselves and are challenged
* They are engaged in a variety of lower and higher order tasks including investigative activities that encourage enquiry and problem solving
* They are encouraged to reflect and plan ahead, building on their strengths and learning from their mistakes
* They are able to draw inspiration from others
* They are encouraged to see their learning as relevant to their everyday lives and futures
* They are supported from home
* There is a purposeful atmosphere, supported by the school’s behaviour systems

**Learning environments support learning when:**

* They are tidy and well-organised with resources accessible and clearly labelled
* When displays are used to support and celebrate learning
* When displays are relevant to the children’s current learning

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* Where seating arrangements support collaborative and independent learning
* Daily routines are made explicit to children and embedded so that time is not wasted
* Children are encouraged to respect the school space and resources
* As little as possible time is given to routine management so that maximum time can be given to teaching and learning

**Planning and teaching supports learning when:**

* Teachers use the school’s planning frameworks and documents
* Teachers develop and use robust subject knowledge to inform their planning and feedback
* Medium term planning is used effectively to structure the children’s learning and short term planning responds to assessment for learning
* Teachers use informal and formal assessment procedures to tailor their teaching to meet the needs of the children
* Teachers give regular feedback to children both verbally and through marking to consolidate and extend learning
* Teachers give clear explanation and instructions
* Teaching is well paced, stimulating and enthusiastic
* Connections are made between different curriculum areas and within the same curriculum area
* Questioning is used effectively to assess learning and develop ideas
* Children are given opportunities to talk about their learning and are taught directly how to collaborate
* High expectations are set
* Rich and varied learning opportunities are provided as well as fun, stimulating and memorable contexts for learning
* Praise is used to motivate pupils
* The teacher has the opportunity to plan and teach as part of a team of teachers

**The role of parents and carers**

Parental involvement is fundamental in helping children to learn. Parents and carers have a responsibility to support their children and the school in implementing the school policies by:

* Agreeing to Jubilee Home School Agreement (see in Appendix)
* Ensuring that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during term-time
* Read with and/or to their child regularly and ensure that home learning tasks are completed on time and to a good standard
* Attending parents’ evenings and striving to work positively in partnership with school staff
* Promoting a positive attitude towards school and learning in general by taking an active interest in the life of the school and their child’s learning journey
* Ensuring that their child is equipped for school with the correct uniform and PE kit
* Informing school if there are matters outside of school that are likely to affect a child’s performance or behaviour

**The role of governors**

Our governors support, monitor and review the school’s approach to teaching and learning. In particular they:

* Monitor the effectiveness of the school’s teaching and learning approaches through the school’s self-review processes, which include discussions with subject leaders, the head teacher’s report to governors and school visits

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* Ensure that the school buildings and premises are used optimally to support teaching and learning and are compliant with health and safety regulations
* Seek to ensure that our staff development and our performance management promote good quality teaching
* Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
* Ensure that staff appraisal is undertaken systematically and according to school policies
* Share their expertise and talents with the school



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| Please initial | Home School Agreement 2019 |
|  | I have a copy of the Parent Handbook. |
|  | I understand that attendance at school is a legal requirement and I will ensure that my child is in school by 9:00am each day. |
|  | I will provide a school uniform, P.E. kit and bookbag for my child that complies with Jubilee uniform expectations. |
|  | I will support my child in their learning by taking a positive interest, finding out what they are learning and how you can help them. |
|  | I will read with my child every day and support my child to look after the books they bring home from school. |
|  | I will model behaviour on and around the school premises that is polite, well-mannered and sets a good example for the children. |
|  | I will speak to the child’s teacher if I have any concerns about my child in a polite and positive manner. |
|  | I will help my child learn the importance of good behaviour. |
|  | I will work in partnership with the school to help celebrate diversity in its many forms. |
|  | I will ensure that I read letters and communication from the school, and know that I can find copies of them on the school website. |
|  | I will inform the school immediately of any changes to our contact details. |
|  | Permissions |
|  | I allow my child to participate in all school trips including theatres, concerts and cinemas. *(including to places of worship from different religions)* |
|  | I agree to photos of my child being taken and used in displays and on the website. |
|  | I will ensure that my child takes part in all creative activities. |
|  | Signed by Senior Leader:  Parent/Carer signature:  Date: |