



Lowerhouse Junior School, Burnley

TEACHING & LEARNING POLICY	
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Inspiring a lifelong love for learning

Aspiration

Integrity

Respect

Resilience

Aspiration Integrity Respect Resilience

PRINCIPLES

Greater Teaching Expectations

It is not about teaching the concept alone, it is much more about implementing practices that focus on growth and learning.

Fixed Mindset	Growth Mindset - Learning
<ul style="list-style-type: none"> • Intelligence is fixed: I'm no good... I'm not clever • Avoids challenges/risks • Gives up very easily • Sees hard work and effort as a waste of time • Ignores advice and feedback <p>Reaches a plateau – doesn't reach full potential</p>	<ul style="list-style-type: none"> • Intelligence can be grown: I want to learn... I can't do it yet • Rises to a challenge • Resilient – keeps going when difficulties crop up • Sees hard work and effort as important • Welcomes advice and criticism <p>Reaches higher and higher levels of achievement</p>

Negative Language	Positive Language
Stop talking, stop messing around and look at me.	Who can I see ready to learn?
Why are you fiddling with that rubber/pencil.....?	Show me you are concentrating, like good learners
Jordan, why am I always waiting for you?	I can see Shane is ready to learn, Jess is, Johnny is, Samantha is ready.....
Don't swing on your chair	Put all four legs on the floor, to make sure you keep yourself safe. Thank you
This lining up is not good enough	Show me you are the best class in the school at lining up.

Establish

- Set aside window of time to spend with pupil
- Inquire about pupil's interests
- Communicate positively:
 - Meet and greet
 - Open ended questions
 - Reflective listening
 - Validation statements
 - Expression of enthusiasm or interest, compliments
 - Reference student information (keep them in mind)
 - Deliver constructive feedback wisely

Maintain

- 5-to-1 ratio of positive to negative interactions
- Acknowledge good behaviour
- Positive notes home
- Greet students at the door
- Relationship check-in
- Random, special activities

Aspiration Integrity Respect Resilience

Restore

- Give children time to regulate if in a 'heightened state'
- Reconnect, repair and restore
- Take responsibility for negative interaction
- Deliver an empathy statement
- Let go of the previous incident and start fresh
- Communicate your care for having the student
- Engaging in mutual problem solving

Classrooms for learning

Organised Stimulating Clutter-free Prompts Established routines
Current Ownership Reading Area IT - Working Accessible resources
Other areas e.g

- Writing tables/listening centres

Celebration Displays

- School display policy
- Eg. Single/double mounts (depending where the display is and how long it will be up), Borders etc can help give the illusion of a double mount.
- Name of children
- Explanations of the learning processes involved in producing the display
- Records of the stimuli used/skills practised etc.
- Lines of balance
- 3D elements – when appropriate
- Use of colour
- Work reflects high expectations

Learning Intentions

- Focus the learning
- Support metacognition
- Are reinforced by TAs
- Support regular reviews of learning
- Underpin self and peer evaluation
- Underpin effective feedback and marking
- The LI is clear and focused on the learning **NOT** the activity
- Usually part of a sequence of learning
- Displayed & shared with the pupils – discussed and explained
- Referred back to during the lesson
- Reviewed at the end of the lesson

Success Criteria

- Focus the learning
- Support metacognition
- Support independent learning
- Are reinforced by TAs
- Support regular reviews of learning
- Underpin self and peer evaluation
- Underpin effective feedback and marking

Modelling

Modelling should:

- Make explicit to children the underlying structures and elements of what is being taught
- Provide a supporting structure, which can be extended and used to apply the objective that has been taught.

Modelling often slows down the process so it can be seen clearly. It offers learners the opportunity to:

- see the process
- ask questions if something is unclear
- discuss what they have seen and heard
- see that the expert learners may modify or correct a process as they undertake it

Modelling should include:

- Give an overview / recap / recall main ideas
- Use knowledge gained from assessing prior understanding
- Anticipate misconceptions – teach around these
- Model using supports/prompts for learning and also weave in challenges wherever appropriate
- THINK aloud as a learner...''

Questioning Should

- Excite interest/curiosity
- Clarify understanding
- Assess pupils
- Challenge pupils
- Identify gaps in learning
- Review learning
- Encourage reflection of learning
- Encourage active engagement in learning
- Help pupils make connections
- Direct pupil thinking
- Focus attention on a topic

- Reinforce learning
- Structure/guide learning
- Spark further questions
- Motivate pupil inquiries

It should help develop particular thinking skills e.g.

- Reasoning
- Imagining
- Inventing
- Hypothesising
- Prediction
- Comparison

Key Principles of Feedback

- Appropriately timed that focuses on moving the learning forward.
- Targets specific learning gaps
- Teachers should encourage learners to welcome feedback
- Opportunities for pupils to use feedback should be provided and monitored.
- Decide which form of feedback is most appropriate and effective at different times.
- School policy that prioritises and exemplifies effective feedback.

Cooperative Learning

“The use of pairs/small groups so that students work together to maximise their own and each others’ learning.”

“Every student is accountable for both their own learning and helping other group members learn.”

“Collaborative or co-operative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task that contribute to a common overall outcome or a shared task where group members work together throughout the activity.”

Firm Foundations of Teaching

- **Positive culture for learning:** pupils will take risks and will learn from their mistakes
- **Clear LI & SC:** pupils understand what they are learning and what a good one looks like
- **Training:** pupils are shown how to respond to talk partners, Fix-It comments etc.
- **Time:** pupils have an opportunity to respond

Purpose... Progress... Pitch... Pace

We recognise that:-

- All our children need to develop as independent learners.
- All our children need equal access to the curriculum.
- All our children need to develop self-confidence in a learning environment where their contribution is valued.
- All of our children need to develop basic skills from an early age.
- All staff need to adopt a teaching style which fits the needs of the children and the curriculum and which makes best use of time and resources.
- Good relationships are key to promoting good learning.
- Teaching assistants make a significant contribution to the education of our children.
- Parents can make a valuable contribution to their children's learning.

We aim to provide a stimulating learning environment that:-

- Is safe and secure.
- Is welcoming, stimulating, engaging and interactive.
- Is print/language rich and has working walls for English.
- Is Number rich and has working walls for Maths.
- Child friendly and age appropriate.
- Promotes independence.
- Is light and well ventilated.
- Uses all resources effectively.
- Is clutter free.
- Provides space and time for quiet reflection.
- Is safe and hygienic

There will be:-

- Resources which are clearly labelled, relevant, up to date and well maintained.
- Displays which celebrate children's work covering all curriculum areas, which are well presented, interactive and which may include areas of interest with artefacts to support teaching.

The atmosphere will be one of:-

- Mutual respect, caring and support reflecting the family ethos of the school and where children and staff feel safe and valued.
- Purposeful working with children on task.
- Encouragement so that children feel secure enough to take risks in their learning.
- Consistency with high expectations of work and behaviour, including following hygiene rules.

We believe that a good lesson has:-

- Quality first teaching for all pupils.
- Pupil's learning and progress as its central purpose.
- Elements of independent learning.
- A clear learning objective, shared with the children and known in advance by support staff. However we understand that there are times where it is not always appropriate to share the learning objective immediately.
- Flexibility to change to the needs of the children.
- High expectations of attainment and behaviour.
- A clear structure.
- Goals to be achieved in set time limits.

- Learning activities differentiated according to children's abilities.
- Brisk pace with children on task.
- Time for sustained learning.
- Appropriate resources in place.
- Varied teaching styles and methods.
- Questions which are wide ranging i.e. open, closed, direct, differentiated.
- A plenary/mini plenaries (where appropriate) in which objectives are revisited and any misunderstandings clarified, and children's learning is celebrated and extended.
- Assessment that is timely and impactful within the lesson that informs progress and future planning including assessment for learning.
- Well deployed and used support staff to support children's learning.
- Opportunities for children to talk to each other and carry out Kagan structures.
- Opportunities for use of high quality tasks using ICT for distance/remote learning. (see online learning offer in Appendix 1)

We believe that effective planning demonstrates:-

- Clear links between medium and short term plans.
- Formats appropriate for the key stage and/or subject/theme.
- Evaluations and modifications made in response to children's learning.
- Clearly stated objectives.
- Prior learning as the starting point for new learning.
- The incorporation of different learning styles to give a balance of opportunities.

We believe that good preparation for lessons means that:-

- Previous work has been marked.
- All necessary materials and resources are in place.
- Liaison with support staff will have taken place beforehand to clarify their role in particular lessons.
- Lessons start and finish on time.

We believe that learning should be:-

- Structured to ensure that pupils make progress and become independent learners with the ability to work with increasing and sustained concentration.
- Challenging.
- Motivational and enjoyable.
- Interactive.
- Purposeful.
- Matched to the needs of the learner.
- As practical as possible.

An active learner will be able to:-

- Ask and answer questions.
- Concentrate when listening.
- Contribute to discussions in a relevant way.
- Co-operate with peers and staff.
- Solve problems and generate answers.
- Show initiative.
- Select and use relevant resources.
- Develop organisational skills.
- Respond to a task; accept challenges which are set and persevere to complete a task.
- Take pride in the presentation of all work.

- Support others.
- Try new things, be willing to experiment and investigate.
- Engage in out of hours learning.

Appropriate groupings will be used in class to ensure: -

- Collaborative work when appropriate (Kagan structures).
- Responsible learners are created.
- Working alongside others of the same ability allowing for differentiation and effective use of teacher time.
- Working alongside others of differing ability, allowing for the development of strengths, tolerance and efficient use of teacher time.
- Assessment of children's attainment e.g. Guided groups in English and Maths groups.
- Appropriate support is given to match pupil's needs.
- Specific groups are targeted where necessary, e.g. gender, pupil premium, ethnicity, SEND etc.

We will encourage children to organise themselves for learning, so that they are able to: -

- Select and use materials.
- Use research skills.
- Investigate number and language.
- Choose methods of presenting work.
- Work alone, in pairs and in collaborative groups.
- Work towards and achieve their personal, group or class targets.
- Challenge themselves and others.
- Develop the learning behaviours below.
- Keep one another safe.

Assessment

We use assessment in two ways, formatively and summatively. We will promote consistency in the use of assessment. *For more details, refer to Assessment, Recording and Reporting Policy.*

We use Diagnostic Assessment to:-

- Provide children with timely and appropriate feedback on their work, both verbal and written.
- Encourage children to be reflective of their own work linked to the learning objectives.
- Identify gaps in learning and inform future planning.
- Celebrate achievements and promote self-esteem.
- Set targets for the class, groups or individuals.
- Inform parents of their children's progress.

We use summative Assessment: -

- Analyse trends and plan for the future.
- Identify gaps in learning and in the curriculum.
- Provide timely and purposeful feedback to pupils and parents.
- Inform colleagues about attainment and progress.
- Celebrate achievement and promote self-esteem.

Behaviour Management

We will manage behaviour through the development of good relationships at all levels and through the fair application of the agreed school policy.

We believe that good relationships will be promoted through:-

- Establishing a good relationship with each child.
- Understanding the contribution that each child can make and engaging pupils in appropriate learning activities.
- Ensuring all children are included.
- Providing opportunities for children to work with different children.
- Listening to pupil's responses and using them effectively.
- Communicating interest and enthusiasm.
- Establishing an understanding that all staff and pupils are part of a team and that the actions of individuals have an impact on others.
- Giving children opportunities to relate purposefully with each other.
- Staff being good role models.

Good behaviour will be celebrated and valued through rewards and promoted through:-

- Calm, caring and supportive role models.
- Consistent application of the agreed school policy.
- Positive interactions between staff and pupils.
- Development of self-discipline through the rewards and consequences system.
- Communication of clear expectations and boundaries.
- An appropriate curriculum.
- Allowing children to take appropriate responsibility.

Governing Body

Our governors are involved in determining, supporting, monitoring and reviewing the school policies on teaching and learning.

In particular they:-

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.
- Ensure they are familiar with the daily running of a school and its life.

Parental Involvement

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:-

- Holding information meetings to explain our school strategies, e.g. Reception parents' meeting about reading and phonics, meet the teacher sessions and workshops.
- Having an open door policy whereby parents feel comfortable coming into school e.g. 'pop in and play' sessions in Reception.
- Offering home visits and induction meetings in reception and nursery.
- Sending annual reports to parents which explain the progress made by each child and indicates how the child can improve further.
- Autumn and Spring term parent's evening which explain the progress made by each child and indicate how the child can improve further.
- Explaining to parents how they can help their children with homework.
- Inviting parents to review meeting for statemented SEN children.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:-

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school with the correct uniform and P.E. kit.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.

In conclusion:-

The policy in practice:

- We believe that teaching improves through reflection.
- This policy will be used as a point of reference by any member of staff that has any involvement in the teaching, planning and marking of children's work.
- The policy will be used for staff self-evaluation.
- Each member of staff as a subject leader will use this policy to monitor and evaluate the delivery of the curriculum.
- This policy will be regularly discussed by staff both informally and formally.

POLICY REVIEW

This policy is reviewed each year. Any changes are made in accordance with the local authority guidelines.

September 2025

Review date: September 2027