

# Holy Trinity CE Junior School



**Policy for:** Teaching & Learning Policy  
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<b>Motto</b>	<b>Only with Thee, O God, we journey safely on</b>
<b>Vision</b>	Exemplary education for all, through God's amazing grace.
<b><u>4 year Vision target:</u></b>	By the end of July 2027: <b>attainment and progress will remain above or within the national average; children will retain their knowledge securely; children will confidently articulate Christian values, children will be proactive learners and have aspirations for what they can achieve in life; children recognise how to behave towards one another in everyone's best interests; children and staff will know how to be healthy, safe, flourish and enjoy life to the full!</b>
<b><u>Values</u></b>	<b>Learning, Dignity, Integrity, Confidence, Love</b>
<b><u>Values statement</u></b>	<b>Learning together, as we journey with God in Love, we act with Integrity, treat others with Dignity and grow in Confidence.</b>
<b>We Learn:</b>	<b>"Everything was created through Jesus and for him" Colossians 1.16.</b> The sub values are: Curiosity, Wisdom, Teamwork, Hard Work and Failing Well
<b>We Love:</b>	<b>"We love each other because he loved us first" 1 John 4.19.</b> The sub values are: Community, being Non-judgmental, Forgiveness, Compassion and Kindness
<b>We act with Integrity:</b>	<b>"People judge by outward appearance, but the Lord looks at the heart" 1 Samuel 16.7.</b> The sub values are: Faithfulness, Generosity, Honesty, Trustworthiness, Self-Control and Responsibility
<b>Each person has Dignity:</b>	<b>Each person has Dignity: "So God created human beings in his own image." Genesis 1.27.</b> The sub values are: Equality, The Whole Person, Every Person, Tolerance and Advocacy
<b>We have Confidence:</b>	<b>We have Confidence: "Blessed are those who trust in the Lord and have made the Lord their hope and confidence." Jeremiah 17:7.</b> The sub values are: Wholeheartedness, Hopefulness, Joy, Humility and Resilience

## **Principles**

The purpose of this policy is to ensure a high quality inclusive and consistent approach to teaching and learning at Holy Trinity C of E Junior School. We aim to meet the needs of all the children at Holy Trinity Junior School by offering teaching and learning that includes, engages all pupils and enables progress.

Staff at Holy Trinity C of E Junior School will take into account, in all the work they undertake, the vision and values of the school.

## **Aims**

At Holy Trinity Junior School, we aim for exemplary education for all.

Our curriculum intent is that children know more, remember more and can use their knowledge in their learning.

## **Exemplary Engagement**

Learners at Holy Trinity have the most appropriate resources and challenges which suit their needs.

Therefore, the learners are: attentive, curious, excellent listeners who ask intelligent questions, able to independently stay on task, help others and can enthusiastically explain their learning.

## **Exemplary Enjoyment**

Pupils at Holy Trinity enjoy being at school! Pupils are: absorbed, highly focussed, respond well to challenge, have high aspirations, reflect upon their mistakes, show resilience, cooperate and support each other. Teachers enjoy teaching! They have excellent rapport with pupils, spot anxiety, promote resilience and teach with enthusiasm and warmth.

## **Exemplary Empathy**

Our community recognises that learning is an emotional, spiritual, moral, social and cultural experience. In our school wellbeing is promoted through: listening, valuing all contributions, building confidence, an open culture, teaching healthy and safe choices, having high expectations for behaviour for learning.

## **Exemplary Progress**

We aim that every child makes excellent progress from their individual starting points. Through teachers' excellent subject knowledge and skilful teaching pupils are: able to explain, discuss, assess and improve their learning; can work independently or cooperatively; are highly motivated and want to learn. Progress is tracked carefully and regularly by all staff to ensure that support and challenge allow each individual child to seek to achieve their potential.

We aim:

- that our teaching and learning teaches knowledge and skills clearly and progressively
- that our teaching and learning allows knowledge to be revisited regularly in a variety of ways so that it is embedded in the long term memory
- that our teaching and learning is inclusive
- that our teaching and learning models our values
- that our teaching and learning models articulation of how to learn, e.g. practise, reading carefully, checking understanding, retrieval, self-monitoring, etc.
- that our teaching and learning models exemplary questioning and assessment of learning to enable further learning
- that our assessment of learning enables gaps to be identified and planned for
- that our use of technology is consistent and current with best practice, enabling progress
- to foster co-operation between the school, home, local, national and international community
- to help children develop lively, enquiring, rational minds and to be able to apply themselves to all manner of tasks in order to achieve their full potential

- to help children to understand the world in which they live and to value human achievements and aspirations
- to encourage children to think about the big questions of life within a spiritual framework, considering their own view and the Christian view.
- to encourage moral, social, cultural and spiritual understanding through all of our curriculum, including behaviour for learning,

### **Practice**

#### **We use research primarily based on the work of Shirley Clarke and Rosenshine's principles to inform best practice**

The **LEARNING ENVIRONMENT** is organised and consistent throughout the school so that:

- ◆ the classroom environment reflects current curriculum themes in a stimulating, supportive and reflective way
- ◆ the learning process is in evidence, including prompts to help children to evaluate their learning
- ◆ key vocabulary and learning prompts are visible to the children and are pertinent to the topic they are learning
- ◆ it allows safe movement around the classroom
- ◆ the use of space is maximised to create an environment in the school that is welcoming and that communicates the school's high expectations.
- ◆ resources for learning are effectively stored and displayed as well as being accessible to children
- ◆ children have access to a wide range of learning materials and resources
- ◆ children are able to select materials appropriate to the task in hand
- ◆ all children are valued and their needs catered for
- ◆ pupils are enabled to use technology as an aid to learning across the curriculum
- ◆ children discuss and explain their learning often

### **Teachers:**

- ◆ show clearly defined learning objectives in their lessons
- ◆ use success criteria, as relevant, with the pupils which are in child friendly language and are accessible to all learning needs; often children create the success criteria to show their own understanding
- ◆ allow time for children to retrieve and reflect on their learning progress and discuss it throughout the lesson
- ◆ ensure that they (teachers, themselves) have secure subject knowledge and use the correct terminology in order to encourage high standards of work from the children
- ◆ provide motivation and purpose to learn
- ◆ provide context for learning, making links with other subjects and topics that are relevant and current to the children, including SMSC and the school's values
- ◆ encourage children to see links between subjects and other knowledge within the curriculum
- ◆ carefully choose how to present information so that it meets the need of the knowledge being shared
- ◆ use effective questioning techniques to assess children's knowledge and understanding in the lesson, support those who need it and challenge pupil's thinking where required
- ◆ involve every pupil irrespective of ability, race, gender, age or attainment, ensuring that they have an opportunity to talk about their learning
- ◆ demonstrate by example that learning is an ongoing process and mistakes are part of the learning process
- ◆ are effective in the demonstration of key points and ideas, modelling high standards of work for the children to see
- ◆ manage behaviour so that there is a positive, calm, firm and fair environment, reiterating expectations, meeting the needs of all children
- ◆ maintain an appropriate pace during lessons / activities

- ◆ scaffold learning to enable all children to achieve the learning objective
- ◆ give opportunities for independent learning and creativity
- ◆ use a range of grouping strategies that meet the children's needs
- ◆ enable children to confidently apply knowledge and concepts to new learning situations
- ◆ establish clear classroom routines and systems
- ◆ set appropriate homework subject to the homework policy
- ◆ use technology to support learning
- ◆ use talking partners effectively so that any child can answer a question
- ◆ have key vocabulary on display for reference, with references to a first language other than English, if necessary
- ◆ teach children to be independent learners who are able to find ways to help themselves to improve and continue their learning

### **Support staff should:**

- ◆ treat every pupil equally, irrespective of ability, race, gender, age or attainment.
- ◆ be able to explain success criteria clearly and help children make cross-curricular links with their learning
- ◆ demonstrate by example that learning is an ongoing process and making mistakes shows the next area of learning
- ◆ be able to give clear, accurate exposition and lucid explanation.
- ◆ be effective in using questioning techniques.
- ◆ contribute to planning challenging, scaffolded learning tasks.
- ◆ uphold clear classrooms routines and systems.
- ◆ assess children's learning throughout a lesson and feedback observations to the class teacher
- ◆ scaffold learning to promote learning and independence

### **Learning**

Learning is most effective when:

- ◆ pupils are able to connect new learning with previous knowledge and understanding
- ◆ teachers explain how knowledge builds on knowledge
- ◆ it is reviewed during the lesson by the children themselves, for them to reflect on what they have learnt, how they have learnt it and how they are retaining it
- ◆ children can explain clearly what they are learning and why

### **Self- evaluation and co-operative feedback**

#### **Together, pupils and teachers should assess learning throughout a lesson.**

- ◆ **Children:**
- ◆ engage in self and co-operative feedback, using the learning objectives and success criteria
- ◆ share effective learning strategies with each other
- ◆ explain their choices, planning and organising of their learning
- ◆ establish positive attitudes towards their learning
- ◆ use itechnology as an aid to explain or extend their learning across the curriculum
- ◆ use talk partners, taking it in turns to contribute and listen to each other

Special Education Needs (See the SEN policy and process handbook for more detail)

- ◆ The learning environment should be resourced and organised so that the needs of all pupils are met and follows all school policies
- ◆ Teachers must ensure that work has the appropriate scaffold, according to need and refer to Individual Provision Plans when planning.

- ◆ Teachers liaise with relevant support staff, PPA teachers and supply teachers (outside agencies, SENDco and teaching assistants) to ensure that work is set to support the child appropriately.
- ◆ Teachers should take account of the needs of the higher attaining pupils when planning and ensure that they are challenged sufficiently

#### Equal Opportunities

- ◆ Teachers should show sensitivity to the needs of all children regardless of gender, religion, ethnic origin, physical need, socio-economic needs and looked after children
- ◆ All children should have equal access to the curriculum.
- ◆ The self-esteem and self-confidence of all children should be positively developed through praise and reward systems for their effort and attainment

#### **Children who have English as an Additional Language**

At Holy Trinity, we are aware that for some children English isn't their first language. Through high quality teaching, in the first instance, we aim to provide children with the skills they need to be able to achieve at least age related expectations. If we feel that a child's language barrier is impacting their learning, then there are certain strategies in addition to high quality teaching that a class teacher may use:

- Pre teaching of vocabulary before a topic commences
- Provide visual supports within a lesson.
- Encourage children to read their written work out loud to check for common errors and to ensure that it makes sense.
- Access for assessment for learning (AFL) for specific areas of difficulty.

#### **For those in the advanced stages of EAL teachers should:**

- Check that the child's comprehension is at the same level as their decoding in reading
- Analyse the child's written work for persistent errors and focus marking and target setting accordingly

#### **Monitoring and Evaluation**

Teaching and learning outcomes are monitored alongside pupil progress and children's books. Drop-ins to monitor teaching happen in a strategic manner. Strengths are recognised and shared as part of Continuing Professional Development for all staff. Areas for development are discussed and followed up in the appraisal cycle at each appraisal meeting. Trends in teaching and learning are evaluated and reported to the pupils' and curriculum committee. CPD on teaching and learning is a regular feature, with termly development focusses, so that exemplary standards are always sought.