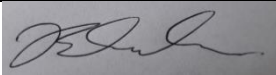


Townhill Junior School



Teaching and Learning Policy

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Approval date:	20 th October 2025	Signed:	 Jo Proctor Chair of Governors
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Statement of Intent

Every child has the right to the best possible education. Townhill Junior School aims to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

Introduction

Everything we do is about learning. At Townhill Junior School we understand the single most important factor in successful schools is the quality of learning. As teachers we must face up to the power and responsibility we have: what we do affects pupils' life chances.

At Townhill Junior School we believe the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives and make a positive contribution to their community. We are also very aware that we are educating children for a future where the jobs they may find employment in do not even exist yet.

School Vision

We believe that people learn best in different ways. At our school we provide rich and varied learning experiences that allow children to develop their skills and abilities to their full potential.

We recognise that we need to create the conditions in which learning can thrive. Our aim is to make learning desirable for everyone. Personal, social and emotional skills impact directly on how we perceive ourselves and how we behave as learners. We recognise that children's difficulties in learning or any reluctance to learn may be caused by such things as demotivation, fear of failure, and the impact of managing feelings on behaviour rather than lack of ability. We want our vision to be evident to everyone that enters our school.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people - both peers and adults;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and in so doing, to promote positive attitudes towards others;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens;
- encourage pupils to take a pride in their work and the work of others;
- help children to learn good manners and consideration for others.

At Townhill Junior learning happens within three contexts: **lessons, routines and events:**

Lessons: These are planned experiences when the children work through a programmed scheme of work achieving the learning intentions. Each lesson will have a learning intention which is shared and explained to the children. The question 'why are we learning this?' is also explored so children can understand the relevance of their learning. Success Criteria to support the children are also shared and explained, with supporting Success Criteria. Presentation of work is highly promoted and in line with our presentation guidelines.

Routines: These are regular occurrences when children go about their school life whilst being influenced by the place in which they find themselves. These include assembly, the start of the day activity (SODA), play time, lunch time, moving around the school, clubs and intervention groups.

Events: Such as educational visits, topic enrichment activities, residential trips, sporting events, performances, community activities, courses and social events. These create opportunities for pupils to learn both curriculum content and / or develop qualities and personal characteristics.

1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour Policy
- Assessment Policy

2. Roles and Responsibilities

The governing body will be responsible for:

- Ensuring an effective approach to teaching and learning is implemented across the school.
- Ensuring high expectations are set for all pupils, regardless of their abilities or needs.

The headteacher will be responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

Teachers are responsible for:

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.

- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

3. Learning Environment

The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

Classroom displays will be changed on at least a termly basis and will be geared towards aiding learning, not providing distraction.

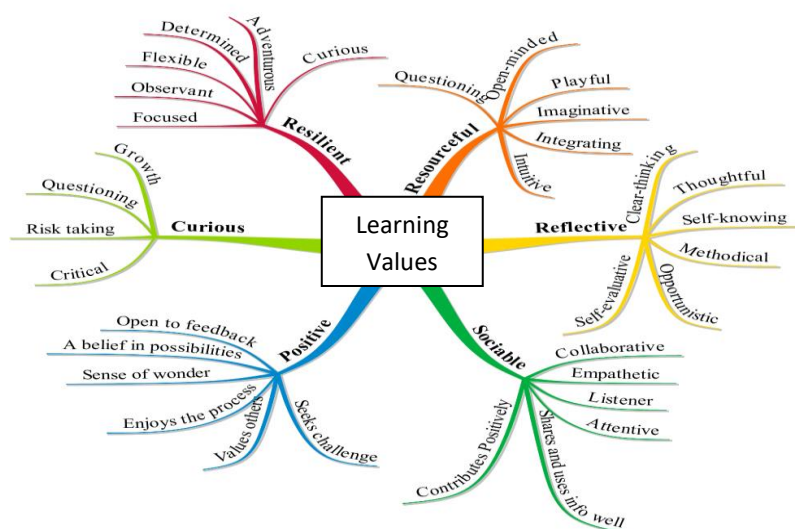
4. The Curriculum

The school follows the national curriculum. Teachers will follow the relevant schemes of work outlined in the school's Curriculum Policy.

The school will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through adaptation and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

Learning Values

We believe that effective learning is underpinned by the development of our core Learning Values which are central to all we do. They are supported and enacted within all learning environments, where individual needs are met and talents and interests are encouraged.



Through establishing this foundation, rigorously monitoring progress and supporting individual needs, we can empower, motivate and engage children as well as establish the knowledge, skills and values they will need for future success.

Inclusion

We believe that equality of opportunity must be a reality for our children. We do this through the attention we pay to different groups of children within our school and adapt accordingly: girls and boys; children with special educational needs; gifted and talented and more able children; children with physical or mental disabilities; children who are at risk of disaffection or exclusion; minority ethnic and faith groups; looked after children; children receiving free school meals or from low-income families; and children who need support to learn English as an additional language.

5. Planning and Preparation

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential.

Teachers will be provided with appropriate preparation, planning and assessment (PPA) time.

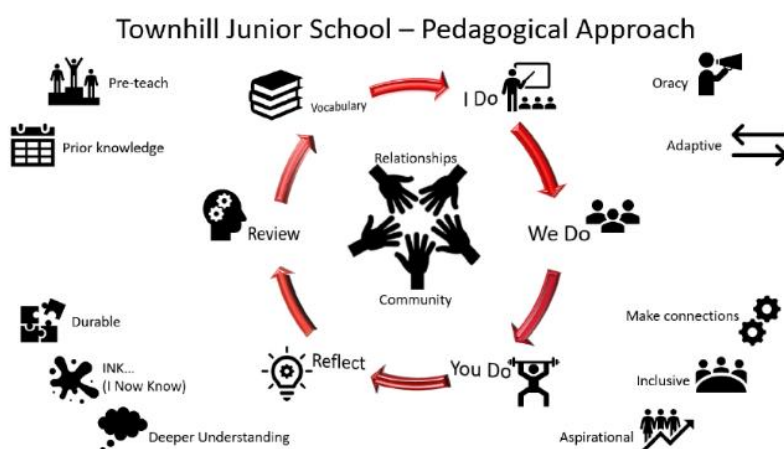
In line with expectations set across the whole school, lesson plans will:

- Be clearly linked to the curriculum.
- Be adapted, to clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- Highlight the strategies for learning designed to achieve the learning objectives.
- Clearly state the activities that will be undertaken.
- Explain how pupils will be grouped.
- Show how LST / TAs will be utilised to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Highlight any opportunities for assessment and evaluation.
- Clearly state timings and structures of lessons.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met.

6. Lesson Delivery

Lessons will follow a clear pedagogical approach in all subjects:



Lessons will be balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work.

Resources used to aid learning will be:

- Accessible to all pupils.
- Appropriate for the activities pupils undertake.
- The right quality for the task.
- Sufficient in range to allow pupils to make appropriate choices.
- Organised and regularly checked.

LST / TAs will be actively involved in the lesson to aid pupils' learning. They will be involved in prior planning and preparation, and will possess a good knowledge of the needs of individual pupils. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, LST / TAs will be utilised on a one-to-one basis with a child in need of additional help.

7. Supporting Pupils

High expectations will be set for all pupils, regardless of ability, circumstances or needs.

The delivery and content of lessons will be sufficiently adapted to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

Individual Education Plans (IEPs) are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. IEPs are reviewed half termly.

The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

What will success will look like:

As a result of this policy, the school will benefit from:

1. Well organised classrooms and a well-planned curriculum that makes learning desirable.
2. A consistent approach to teaching and learning with a confidence in the teachers to be creative and take risks in order to improve learning.
3. Improved contextual value-added scores that reveal that pupils have started to meet their potential.
4. Seeing engaged, resilient, ambitious learners working independently in the classroom on challenging activities making good or better progress.

Monitoring

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the Ofsted criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across the school. When evaluating teaching and learning in school, we consider:

- classroom observation / environment;
- sampling pupils' work;
- sharing pupils' work with colleagues;
- trialling new ideas and celebrating successes;
- displaying work throughout school and discussing quality;
- internal and external moderation of pupils' work;
- discussion with pupils through conferencing;
- use of data.

Staff Development

We expect all staff at Townhill Junior School to be on a learning journey: adults need to model learning behaviour by behaving as effective learners themselves. Weekly staff development meetings are training sessions and these will focus on improving teaching and increasing our knowledge and understanding of the learning process.

8. Marking and Assessment

Teachers will mark pupils' work and provide feedback in line with the school's Marking and Feedback Policy.

Pupils will be assessed both formally and informally throughout the academic year. The school's approach to assessment is outlined in our Assessment Policy.

Assessment outcomes will be utilised to inform teaching and learning strategies.

9. Working with pupils and parents

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Parents' evenings
- Letters home
- Annual reports

We believe that parents have the responsibility to support their children and the school in implementing school policies. Parent consultation meetings with teachers are held to discuss progress. Parents are welcome to make further appointments as needed. Each class sends home information at the start of each topic. Parents receive targets for their children which are discussed at parents' evenings and a further detailed report in July. This outlines the children's achievements, effort and progress during the year, how they are achieving related to expected levels and how they can improve and develop in the future.

We would like parents to:

- ensure that their child has the best attendance record possible;
- take up every opportunity offered to come in and discuss their child's progress;
- ensure that their child is equipped for school so they can join in all activities;
- do their best to keep their child healthy and fit to attend school;
- 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;
- engage in home learning opportunities;
- attend events that are designed specifically to provide information about or celebrate the school curriculum.

Many parents offer some of their time to help in school and these offers are always welcome.

It is recognised that the implication of this policy spreads to all aspects of the school life and that other policies will be intrinsically linked with its content, including:

Assessment	Attendance	Behaviour Policy
Educational Visits	Equalities Objectives	Free School Meals Report
Health and Safety	Marking and Feedback	Whole School Development Plan

10. Behaviour and Attitude

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy will be implemented at all times.

Pupils will be encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

Teachers will recognise and reward achievements in various ways, including the following:

- Verbal praise during lessons
- Commendation stickers
- House Points
- Learning Values Awards
- Headteacher Awards
- Star of the Week achievement assemblies
- Wonderwall Assemblies

Disruptive behaviour will be managed by teachers in line with the school's Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

11. Reviewing

This policy will be reviewed every two years by the Senior Leadership Team and the governing body.

The next scheduled review date for this policy is October 2027.