



Rowner Junior School November 2019

Learning at Rowner

In our drive to equip our children with the necessary tools to be successful and life-long learners, Rowner Junior School is learning centred, with each element of the whole school and classroom practice being designed with an understanding of how children learn and retain their learning best. Continued and sustained improvement is dependent upon maintaining the high quality of learning that is taking place on a daily basis. Across our school the expectation is that all pupils are provided with high quality learning experiences which lead to consistently high levels of pupil achievement.

We expect our pupils to experience consistently high quality teaching – no child deserves less!

By adopting a consistent whole school approach to teaching and learning across our school, we aim to:

- enable children to learn as effectively as possible through well-planned and relevant learning journeys that put the child at the centre of them.
- give children the knowledge and skills they require to become effective and independent lifelong learners.
- provide an inclusive education for all children.
- learn from each other, both adults and pupils alike
- use a range of formative and summative methods to ensure individual and collective gaps in learning are identified and addressed.

All staff facilitate pupils to achieve our school expectations:

- be brave
- be resilient
- be aspirational
- be independent
- be positive
- be kind

Growing learners, growing leaders, growing citizens.

At Rowner Junior School we will:

Enable children to learn as effectively as possible through well-planned and relevant learning journeys by:

- Planning clear, logical learning journeys that build on and develop prior knowledge and understanding;
- Learning journeys are shared with the children, are clearly on display and used as points of reference throughout the teaching and learning process;
- Having clear and relevant outcomes to learning journeys;
- Providing regular opportunities for pupils to use self and peer assessment to edit and improve their own learning.

Give children the knowledge and skills they require to become effective and independent lifelong learners by:

- creating a curriculum that is relevant to them, linking them to their place in their locality and the wider world;
- providing opportunities for children to celebrate and embrace the different backgrounds, heritage, language and traditions of the children living in their locality and nationally;
- Providing opportunities for problem solving, evaluating, and reasoning across the curriculum.

Provide an inclusive education for all children by:

- Ensuring all learners are challenged and supported appropriately;
- Planning access strategies and opportunities for pupils to support and deepen their learning;
- All pupils achieving the same outcomes for learning journeys, with targeted access strategies being employed to meet the needs of individual pupils, thereby enabling all pupils to access learning;
- Meeting individual needs identified through targeted provision plans;
- Additional adults being clearly deployed and directed to support learning for all learners.

Learn from each other, ensuring quality is shared by ensuring:

- All pupils are actively engaged during all parts of the lesson;
- Opportunities to reflect and discuss aspects of learning with a response partner featuring in all lessons;
- Children help and encourage each other during all stages of their learning;
- Children are given opportunities to apply self and peer assessment techniques, thereby allowing pupils to take ownership of their own learning.

Use a range of formative and summative methods to ensure individual and collective gaps in learning are identified and addressed by:

- Using open ended and higher order questions based upon Bloom's Taxonomy;
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups;
- Pupils being encouraged to question each other and themselves;

Growing learners, growing leaders, growing citizens.

- Formative assessment being embedded in everyday practice and used to inform teaching and learning;
- Verbal feedback being used extensively to scaffold and deepen learning;
- All pupils being clear about next steps in their learning;
- Written feedback being used as appropriate.
- Allowing opportunities for pupils to reflect and review what it is they have learned throughout a lesson and across a learning journey;
- **See marking and assessment policy**

In addition to the above, at Rowner Junior School

Learning is enhanced through the use of... *Effective behaviour management*

- Positive reinforcement is used to foster a positive learning environment in the classroom.
- Low level behaviour is addressed to maintain high levels of engagement
- All classes have agreed expectations and use the school behaviour fairly and consistently
- **See Behaviour Policy**

Learning is enhanced through...*A purposeful classroom environment*

Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

Every class should have a working wall for English, mathematics, project, STEM and Character Emotional Well-Being. These should reflect the work currently being studied in each of the subjects. Pupils should know the learning outcome and the sequence of learning to achieve the outcome. Each Working Wall should also include the necessary vocabulary for the unit.

Learning is enhanced through...*home learning tasks and opportunities*

To help with embedding learning that your child will be covering in school, home learning will cover the following:

1. Pre-learning is a consistent element of home learning. This might be through:
 - Text extracts that pupils are going to use in English lessons being sent home so that pupils are familiar with them prior to lessons.
 - Key facts (X tables, spellings, number bonds etc) to be learned as appropriate to support in the coming week's work.
2. Over learning and further opportunities to practise skills learned in class. This might be to apply key facts/knowledge in a different format, or to re-write their understanding of curriculum areas in their own words.
3. Reading is absolutely key to all areas of learning, and as such, we have a strong expectation that reading is completed at home at least 3 times a week. Each pupil has their own banded reading book and reading journal.

To support pupils who may find it difficult to complete their home learning at home, a regular homework club takes place each week that they are welcome to join.

Monitoring and evaluation

The implementation of this policy is monitored by the leadership team and the Primary Phase Committee through regular learning walks, book monitoring, pupil conferencing, lesson observations and data analysis.

Roles and Responsibilities

- The head teacher has responsibility for the leadership and monitoring of teaching and learning.
- The assistant head teachers have responsibility for developing and updating teachers about teaching and learning practice and ensuring, with the head teacher, that the quality of teaching and learning is consistently monitored.
- The SEND leader is responsible for the development of teaching and learning practice with SEN groups and individuals.
- Subject Leaders ensure that they respond to current initiatives within their subject and are responsible for the leadership of the subject within the school.
- Class teachers ensure that they follow this policy in their classrooms. They regularly review their practice and if necessary seek support from the leadership team.
- The Primary Phase Committee monitor the quality of teaching and learning through committee meetings, visits to the school and the head teacher's report to the committee.