

Rowner Junior School

Anti-bullying policy



September 2017

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Rowner Junior School policy for learning

Rowner Junior School is learning centred, meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best and achieve. 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, in line or above national expectations. This policy should be read and used in conjunction with our policy to promote positive behaviour and relationships, the assessment policy and our curriculum statement.

We expect our pupils to experience consistently good or better teaching – no child deserves less!

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

- to enable children to learn as effectively as possible.
- to give children the skills they require to become effective and independent lifelong learners.
- to encourage creativity amongst pupils and staff.
- to provide consistency of teaching and learning across our school.
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

There is no single recipe for learning in a school, however this policy outlines some of the **key elements** which are fundamental to ensuring high standards in teaching and learning

At Rowner Junior School we believe that all our children can benefit from the methods and styles of teaching that stimulate and start the development of these higher order thinking skills, so we apply it to all of our pupils in a personalised way.

All staff facilitate pupils to achieve our school expectations:

- be brave
- be resilient
- be respectful
- be kind
- be positive
- be independent

Key elements and principles of teaching and learning across our school – a practical guide

All lessons across our school should include the following key elements to ensure high quality teaching and learning.

All lessons have...*Clear Learning Intentions*

- Learning intentions are shared orally and displayed
- All learning intentions are in child friendly, age appropriate language
- Learning intentions are separate from the context of the lesson
- The learning intention is written or stuck at the top of every piece of work

For learning intentions to be shared effectively, teachers must:

- Make learning intentions specific
- Write them down
- Refer to them: at the start of the lesson, during the lesson and during the plenary
- Pupils must know exactly what they are going to learn and what is expected of them by the end of the lesson/unit of learning

All lessons have... *Well planned success criteria*

- All pupils are clear about how they will achieve the learning intention
- Are generated by pupils during the lesson and are displayed for the children to follow during the lesson or are
- Weekly and daily planning includes success criteria for each learning intention
- Pupils use the success criteria to self-assess their own or other children's work
- Pupils are reminded of the success criteria during the lesson – often children's work is used by the teacher to illustrate the success criteria in action through the use of a visualiser

All lessons are ...*Clearly differentiated to enable all pupils to access learning*

- All learners are challenged and supported appropriately
- Planning shows clear differentiation.
- Tasks not success criteria are different to meet the needs of all pupils and enable them to achieve the learning intention.

All pupils are...*Actively engaged in learning and work co-operatively*

- Pupils are actively engaged during all parts of the lesson
- Opportunities to *Think/Pair/Share* and discussions with a *Response Partner* are regular features in all lessons.
- Pupils are chosen at random to respond to questions/tasks through use of lollypop sticks
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals resources, artefacts, auditory input are all used creatively as a way to enhance learning.
- Children help and encourage each other

- Everyone participates
- Children explain their ideas clearly and in full sentences.

We believe it is important for pupils to talk during lessons

We Learn:
 10% of what we READ
 20% of what we HEAR
 30% of what we SEE
 50% of what we SEE and HEAR
 70% of what is DISCUSSED with OTHERS
 80% of what is EXPERIENCED PERSONALLY
 95% of what we TEACH TO SOMEONE ELSE
 William Glasser

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others.

At our school we believe that **talking** is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking ***Think/Pair/Share and Talk to your response partner*** are regular features in all lessons. Pupils are trained to use appropriate body language when talking to a partner and pupils understand that their TALK is valued as much as their written work.

Learning is enhanced through... *Effective use of questioning*

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by

- Using open ended and higher order questions based upon Bloom’s
- Using random response systems (lollipop sticks, harmony hat)
- Providing wait time- (3-5 seconds), pupils need time to think through their answers before replying
- Providing thinking time by giving an advance warning, such as ‘*In two minutes I am going to ask you....*’
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with ‘*We think that...*’
- Ensuring pupils fully understand the question

All pupils receive *regular and clear ...feedback which enhances learning (see assessment policy for further detail)*

- Formative assessment is embedded in everyday practice and is used to inform teaching and learning
- All pupils are clear about how they need to improve
- Individual/group targets are set termly/as appropriate for reading, maths and writing – these are displayed in the front of their books and the children refer to them during lessons
- When marking children’s work, the main focus is on meeting the learning intention, success criteria and/or targets. Evidence is highlighted, or commented on
- Marking identifies next step prompts
- Pupils are given regular time to address issues raised in marking

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

Effective, positive behaviour management is used to foster a positive learning environment in the classroom, for every negative there should be at least six positives. For further details, please refer to the policy to promote positive behaviour and relationships.

Learning is enhanced through the ...*Effective use of additional adults*

- Additional adults are clearly directed to support learning
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. **They are not photocopying work, sharpening pencils or sticking work in books during learning time!**
- They are clear about *who* they are supporting and *why*
- Planning is shared in advance with teaching assistants
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning
- They are involved in assessing pupil's understanding and feeding back to the teachers
- Teaching assistants to annotate in books to indicate support – see marking policy

Learning is enhanced through... the effective use of a plenary and mini plenaries

Review what has been learned

Reflect on how it has been learned.

Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson and constantly refer pupils back to the success criteria of the lesson, reinforcing prior learning.

Encourage pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

Learning is enhanced through...*A stimulating and 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.

All classes across the school should have:

1. Working walls

Every class should have a working wall for English and mathematics. These should reflect the work currently being studied in each of the subjects. It should include:

- Overview of the learning journey with a clear learning outcome
- Pupil targets
- Steps to success
- Key vocabulary.
- Pupil's examples

2. Well labelled and neatly organised resources

- Classroom resources should be well organised and clearly labelled
- Pupils should know where to find the resources they need for an activity, this will help to foster independent learning skills.

3. A project display that displays pupil's work and allows pupils to be interactive.

Monitoring and evaluation

The implementation of this policy is monitored by the senior leadership team and governing body through regular learning walks, pupil conferencing, lesson observations and termly data reports.

Roles and Responsibilities

The head teacher has responsibility for the leadership and monitoring of teaching and learning. The deputy head teacher has 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. Class teachers ensure that they follow this policy in their classrooms. They regularly review their practice and if necessary seek support from the SLT. The governing body monitor the quality of teaching and learning through whole governing body meetings and visits to the school and the head teacher's report to the governors.

See also:

- Assessment Policy
- Subject Policies
- SEND information report
- Behaviour policy