

**Bosmere Junior School**  
**South Street**  
**Havant**



*Growing Lifelong Learners*

# **Policy for Teaching and Learning (including Homework)**

Date:	June 2020
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Responsibility:	Headteacher
STATUTORY	No
Checked against Equality Policy	✓

Curriculum and Achievement Committee Chair:	Date:
Chair of Governors:	Date:
Headteacher:	Date:

# BOSMERE JUNIOR SCHOOL

## TEACHING AND LEARNING POLICY

### Rationale

At Bosmere Junior School we are committed to high quality teaching and learning to raise standards of achievement for all. We are also determined to provide a distinctive curriculum that meets the needs of all our pupils. This policy summarises expectations and common working practices, making explicit the best practice to which the school aspires. It also reflects the vision and aims of the school.

### Principles of Teaching and Learning

As a school we are committed to our motto: '**GROWING LIFELONG LEARNERS**'.

#### **Our Vision:**

Bosmere is a caring community, where the health, happiness and success of everyone is nurtured and celebrated.

#### **Our Aims:**

We do this through:

- Creating a supportive environment where children feel safe and secure and have a strong sense of self-worth
- Providing rich learning experiences through a creative curriculum which fosters a lifelong love of learning
- Setting high expectations for work and behaviour and inspiring everyone to do their best
- Equipping every child with the confidence and skills they need to face the challenges of the future

### Curriculum

Our curriculum intention is to provide our children with the skills, attributes, knowledge and understanding to sustain lifelong learning and lead healthy independent lives as informed, active and responsible citizens.

We communicate and explicitly teach this to our children through our school **GROW IT** and **HEARTS** values.

Our GROW IT Learning Values describe the characteristics pupils will need in order to be successful learners and to develop effective lifelong learning habits

**GREATNESS**  
**RESILIENCE**  
**ORIGINALITY**  
**WONDER**

**INDEPENDENCE**  
**TEAMWORK**

Our HEARTS Values describe the attitudes we promote. It's what we try to be in our hearts that matters. Be...

**HEALTHY**  
**EMPATHETIC**

**AMBITIOUS  
RESPECTFUL  
TRUSTWORTHY  
SAFE**

Our curriculum, which we define as the entire planned educational experience, is both inspiring and engaging. To achieve this we will:

- Stimulate children's curiosity through our question driven units.
- Achieve high levels of motivation and engagement through providing clear contexts for learning and by giving pupils an element of choice and ownership over their studies.
- Promote subject interrelationships which allow greater depth of learning in different contexts.
- Where appropriate, we will also employ flexible timings and organisation and make use of real world situations, including the outdoor environment, to make our curriculum relevant to our pupils.

## **Ethos for Learning**

The ethos at Bosmere underpins the aims of the school. This is created by:

- Providing a calm and effective classroom climate, which inspires, supports and motivates pupils.
- Providing a safe and welcoming environment in which courtesy, kindness and respect for others are highly valued.
- Adults who are powerful role models in terms of their expectations and the respect and value they demonstrate for all pupils.
- Providing a fair and disciplined environment, in line with the school's behaviour policy.
- Valuing and celebrating children's successes and achievements.
- Respecting children's efforts, encouraging learning from mistakes and allowing 'creditable failure' to take place.
- Developing in children a sense of pride in what they do and in their school.
- Developing strong working partnerships between home and school which will have a positive influence on learning at school and home.
- Developing independence and excitement in learning through Project Based Learning tasks. (PBL)

## **Equal Opportunities**

At Bosmere School, all children are given full access to the National Curriculum (except where a disapplication exists through an Education Health and Care Plan). Staff are committed to help all children reach their full potential irrespective of background, race, gender, age or ability. Teachers take account of children who are More Able and those with Special Educational Needs and Disabilities. High quality, inclusive teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including those with SEND. Differentiation for individual pupils is the first step in ensuring equality of access.

## **Social, Moral, Spiritual and Cultural Opportunities**

Teachers plan for opportunities, through teaching and learning and the promotion of HEARTS and GROW IT values to aid children's wider development, especially in areas relating to their social, moral, spiritual and cultural awareness and understanding.

# **How Children Learn**

## **The Learning Processes**

The school's aims and ethos provide the environment to maximise children's learning.

Accurate knowledge of prior learning and attainment through initial and end of unit assessments is used to teach effectively and ensure progress.

Continuous formative assessment through effective questioning, listening and observing enables fine tuning of teaching.

Clear teaching input, effective modelling and communication of expected outcomes helps develop children's independence.

Effective task design provide opportunities for pupils to also develop independence. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem solving
- Making choices and decision making

Children are all at different stages of development; teaching and learning have to accommodate this through personalised learning and differentiation.

Moderation of assessments and judgements ensures consistency across the school.

## **Learning Styles**

We recognise children learn in different ways and use knowledge of different learning styles to maximise teaching impact.

Teaching sessions include visual, auditory and kinaesthetic activities so that pupils see, hear and do. We model, encourage and praise co – operative learning.

We also provide a range of opportunities for pupils to demonstrate their understanding. These include opportunities for pupils to communicate ideas through:

speaking and listening, writing, story mapping, ICT, art, investigation and problem solving, research and finding out, asking and answering questions, creative activities, debates, role – plays, oral presentations and designing and making things.

Pupils are given opportunities to take ownership of their learning through PBL tasks.

## **Expectations of Learning**

- Pupils will provide high levels of engagement, commitment and co-operation within learning time

- Pupils will respond well to teachers and lessons proceed without interruption
- Pupils respond quickly and positively to the challenge of tasks set and make good progress
- Work is sustained
- Pupils are confident and alert to raise questions
- Pupils are provided with the skills to evaluate their own work and are encouraged to do this regularly
- Pupils break PBL tasks into manageable, achievable chunks (with teacher support) and are aware of the expectations for the desired outcome

### **Teaching Strategies**

Teachers work towards ensuring equality of access to the curriculum; they develop a variety of strategies to work towards lesson objectives through the effective matching of tasks to needs. These include:

- Teacher observation
- Discussion, questioning (open and closed as appropriate) and thinking
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Conferencing
- Listening
- Brainstorming
- Providing opportunities for reflection by children
- Demonstrating high expectations
- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Making timely interventions as appropriate to encourage the next steps in learning
- Using a range of communication strategies – verbal and non-verbal
- Maximising opportunities for success.
- PBL

### **The Management of Learning**

Subject managers and teachers are expected to maintain a good subject and pedagogical knowledge. Teachers keep up to date with developments within their subject by attending courses and network meetings. They then disseminate knowledge, support staff and model best practice.

They are also responsible for ensuring the best possible learning opportunities are planned, delivered and monitored.

Collaboratively, staff have developed a question driven curriculum which incorporates progression of skills and knowledge to ensure progress throughout the key stage.

Planning consists of long term curriculum map, medium term plans and individual short term lesson plans.

To ensure effective coverage of the curriculum and high quality, creative learning experiences, teachers decide upon the most effective way to structure learning. These include: continuous study, topics taught over a period of weeks or blocks of study over a shorter period of time including focus days.

Classrooms are managed in such a way as to reflect the varied learning needs and abilities of the class. Classes are mixed ability, and pupil groups are flexible and not driven solely by perceived ability or prior attainment.

Learning support staff are deployed to support all children in a wide variety of ways.

Teachers devise tasks which meet the needs of all children, from activities for children with special educational needs to those which challenge the most able children in the class.

PBL tasks are designed to teach increasing independence.

### **Extended provision**

We provide a varied menu of activities to support and enrich learning as part of our curriculum; these include a residential, a wide range of lunch time and after school clubs, sports tournaments and competitions, fund raising activities and pupil leadership roles.

## **Homework**

In order that our pupils can attain the highest standard, we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

Children are expected to take a pride in their homework and present it both formally and creatively depending on the tasks.

Homework is set:

- To involve parents in their children's learning
- To help parents keep up to date with what their child can and cannot do
- To encourage children to talk about their work to their parents and explain what they are doing and how
- To enable children to practice and consolidate their skills, knowledge and learning strategies
- To develop skills of independent learning
- To view learning as a life-long process and not just restricted to school hours

The school's agreed practice for homework is that:

- Homework is set on a regular basis
- Tasks will be made clear to children and matched to their abilities
- Homework will generally follow on from work which has taken place in class but may take many different forms
- It may sometimes consist of preparation for work yet to be done
- It should sometimes involve the participation of the parents
- Timescales for completion of homework will be made explicit, with several days for completion to allow for other commitments
- Support will be provided in school where difficulties with homework are experienced
- Children who have not made the effort to complete expected tasks in class may be asked to complete work at home

All children are expected to complete homework. Regular completion of homework of a high standard is recognised and celebrated. Children who do not complete their homework may be given an opportunity to succeed in this through using a homework session in school leisure time at the teacher's discretion. If a child consistently fails to complete homework, parents are contacted by the teacher.

The amount of homework increases as children move through the school. Times vary each week, depending on the tasks set and the amount of effort children wish to put in. There is usually a minimum expectation of 1 to 2 hours per week in Year 3 and Year 4 and 2 to 3 hours per week in Year 5 and Year 6.

In every year group homework includes:

- Reading (expectation of 4 times per week)
- Learning spellings
- Learning number facts / tables

In addition to this, each half term a choice of 6 project style homework tasks are set in each year group. Tasks which are completed to a good standard are recognised and celebrated.