Greengate Junior School

Teaching and Learning Policy 2026-2027

‘Greengate Junior School is a highly inclusive environment where all learners enjoy learning.’

We aim to provide opportunities for all children to develop as independent, confident, successful learners with high aspirations so that when they leave Greengate, they are resilient and understand how to make a positive contribution to their community and the wider society and have a real sense of belonging to a community.

Teaching and Learning Policy introduction:

At Greengate Junior School we believe in the concept of lifelong learning and the idea that both children and adults continuously develop their skills and knowledge. We maintain that this learning should take place within an environment which is supportive but stimulating and be a rewarding and enjoyable experience. Through teaching, we aim to enable children to be confident, critical, enquiring, and independent learners. Developing the skills, knowledge and understanding necessary to become reliable, respectful, and positive citizens. The high-quality teaching and learning experiences will support children to be able to lead happy and rewarding lives, now and in the future.

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high-quality learning experiences that lead to a consistently high level of pupil progress. achievement and attitude to learning.

School Aims and Implementation:

Greengate Junior School aims to equip children with the skills and knowledge to develop towards their full potential; academically, emotionally and socially, by:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future, via a structured challenging and differentiated curriculum.
- Promoting a positive ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Providing a calm learning environment in which children feel safe in the knowledge that they are expected to conform to high standards.
- Enabling children to become active, responsible and caring members of the school and wider community.
- Setting clear expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school.
- Promoting inclusion for all.
- Working in partnership with our parents and develop continuing positive links with the local community.
- Ensuring all staff, children, parent/carers and governors work together to create positive relationships, making sure the children are at the centre of the learning.
- Actively engaging parents/carers in their child's learning and keep them updated on their progress.

Our Supportive Learning Environment

At GJS teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children:

Belonging: each child has a contribution to make; we value and encourage these.
Aspirations: every pupil is encouraged to work towards their achievable goal. Teachers express high aspirations for themselves and the children they teach.
Safety: Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised and rewarded.
Identity: a sense of self-knowledge is supported by the belief that individuality is not threatened by undue pressure to conform. We respect difference and encourage children to learn from and thrive within our diverse community.
Challenge: acquiring coping strategies are an important part of development and learning. Children are taught to take risks, recognise that all learners make mistakes and learn from mistakes.
Success: teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture.

Effective Learning

We understand that children learn in different ways – with many internal and external factors having an impact. Therefore, we recognise the need to use a range of differentiated teaching and learning styles, in order to engage the wide range of children's needs and support them to make progress.

When **planning for learning**, teachers ensure that:

- They have sound subject knowledge.
- They have a clear understanding of progression within subjects.
- They have the knowledge of where the pupils are in their learning in relation to specified teaching/curriculum areas.
- All children's learning styles are accounted for, and work is differentiated to ensure learning is inclusive.
- They have an understanding of what the children's next steps are.
- They understand the process of learning and how to implement AfL to ensure it has an impact on progress.
- They have a clear understanding of the necessary provisions and resources required to teach the learning objectives.
- They ensure positive relationships are developed with the children, peers and school community.

- Pupils understand the overall learning outcome and the steps required to achieve it.
- Pupils understand the steps/success criteria required to achieve the learning objective.
- Pupils build upon prior knowledge and progress their understanding.
- Where possible cross-curricular links are made in a purposeful context.
- All children are able to access learning, in accordance with their needs and can work with others or independently, depending on the task.

We believe **effective learners** are:

- Able to understand what they are learning.
- Able to understand why they are learning it.
- Able to access learning.
- Engage in their learning.
- Interested, motivated and inspired.
- Able to apply their knowledge across the curriculum.
- Able to participate in dialogue in order to develop their understanding.
- Able to think critically.
- Able to reflect.
- Able to understand the next steps required of them.
- Focused and able to concentrate on the learning.
- Able to answer and generate questions about their learning.
- Able to resolve problems or identify where they need support to resolve a problem.
- Able to persevere if tasks are challenging.

Effective Teaching

As teachers, we focus on developing the children's skills, knowledge and understanding of the National Curriculum, so that they can become independent learners. We are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending courses, observing good practice, building and disseminating knowledge and best practice.

Long Term Planning

The school's curriculum is devised from the 2014 Primary National Curriculum. Subjects are planned to build on previous studies and develop skills and concepts in a language rich programme. Each year group follows a yearly block overview of subjects (see Curriculum Maps for each year group). This enables us to ensure a broad, balanced and progressive curriculum across the school, identifying curricular links and opportunities for educational visits.

Medium Term Planning

Each block from the long-term plan is broken down into clear medium-term plans, showing the learning objectives and how these will be met. The table below shows the schemes of work teachers follow to ensure a progressive journey through the school; however teachers are expected to tailor their plans to meet the needs of the children in their class/group.

	Schemes	**Notes**
Subjects taught daily:		
Literacy	Schools own progressive planning for writing, plus Literacy Tree EdShed – spelling Reading Plus	
Maths	Power Maths (BM & Numicon support) Times Table Rock Stars	
Subjects taught weekly:		
PE/Swimming	Schools own planning (Swimming taught by coaches)	Yr3/4/5/6 Swimming termly
PHSE/RSE/Well being	myHappyminds	
Music	CHARANGA	
Blocked teaching:		
Science	Schools own planning/CUSP	
History	Schools own planning/CUSP	
Geography	Schools own planning/CUSP	
RE	Cumbria SACRE RE (Schools own planning)	
Art & Design	AccessArt	
DT	KAPOW	
Computing	KAPOW	Block together
MFL	KAPOW	

Short Term Planning

Detailed short-term plans are written by teachers for Literacy and Mathematics. The plans clearly identify the learning objectives, steps to success, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities and resources for learning. Evaluation of these plans and of the teaching and learning will inform the next stages of planning. Teachers will ensure that STAs in their year group are provided with appropriate planning to provide learning support for targeted children (EAL, SEND, GD).

Planning is monitored by the SLT and subject leads on a termly basis and discussed in staff meetings.

<u>Classroom Management</u>

Classrooms are to be well organised for safeguarding purposes and to help with the effectiveness of learning; resources will be available; displays clear, interactive, relevant and new vocabulary visual; timetables also available and visual to meet children's needs.

Teaching and learning (planning) in our school will take the backgrounds, needs and abilities of all pupils into account. Their learning will be differentiated to cater for their needs, including SEND, EAL, disadvantaged pupils and pupils that are working above expectation. Greengate has an AP unit and nurture classrooms available for children unable to access the classroom (Greenfinches/Hive), see separate policy. Children are grouped based on their abilities throughout the school for mathematics and in smaller groups in Year 6 for Literacy. These groups are fluid throughout the year as and when required, to meet the needs of the children.

We believe that excellent standards of behaviour are central to effective learning. Therefore, each classroom has the schools 'Greengate Values' displayed in their classrooms, which both children and staff abide by. Each teacher has their own rewards scheme in place, with a whole school 'Star of the Week', 'Attitude for Gratitude' and 'Greengate Values' celebration. Further certificates are given out for achievements in mathematics, swimming and any other accomplishment.

Working with others

Support Staff – We have a number of support staff who play a central and specialised role in our learning processes. Each year group has assigned STAs who's roles are;

- To support the teaching; either through direct delivery or by enabling access for identified children.
- To know the pupils well and differentiate the support to meet their individual needs.
- Delivering intervention groups.
- Preparing resources to support learning.
- Feedback observations of pupils to teachers.
- Supporting the writing of Learning Plans and other statements of special educational needs.
- Have high expectations and celebrate achievements.

Parents and Carers – We actively encourage the participation of parents/carers as partners in learning and aim to create a welcoming atmosphere.

- Parents are informed of their child's targets, learning focus and ways to support learning through information sheets/letters from the class teacher, Learning Plans, interim and final reports and discussions with the class teachers.
- Two official parent/teacher meetings are held across the year, with an informal year group meeting at the beginning of the year. However, parents are encouraged to make an appointment to see their child's teacher at other times if necessary.
- Parents are asked to encourage their child as a learner and support good attendance.
- Parents are asked to communicate with school and share information promptly.

Governors will-

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment.
- Monitor the effectiveness of this policy and hold the headteacher and SLT to account for its implementation.

Home Learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. However, we do understand and take into consideration the children's age and background – therefore home learning will be of reasonable challenge and length, and its purpose will be clearly outlined along each task.

From Year 3, all children will be asked to read at least 3 times a week, learn relevant number facts and spellings weekly. In Upper KS2, a subject related task may also be sent home. Year 6 will receive a Literacy and Maths homework weekly.

Monitoring and Evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points. Subject leads and the SLT will monitor and evaluate the impact of teaching on pupils' learning through;

- Conducting learning walks.
- Planning and book scrutinies.
- Class reviews and pupil progress meetings.
- Data analysis.
- Pupil interviews.

At Greengate Junior School we provide a varied menu of activities to support and enrich learning. These include outdoor learning activities, educational trips and residentials, breakfast club, after-school clubs, sports tournaments and competitions and much more. We aim to give all pupils every opportunity to succeed.

Headteacher:

Chair of Governors:

Review date: September 2027