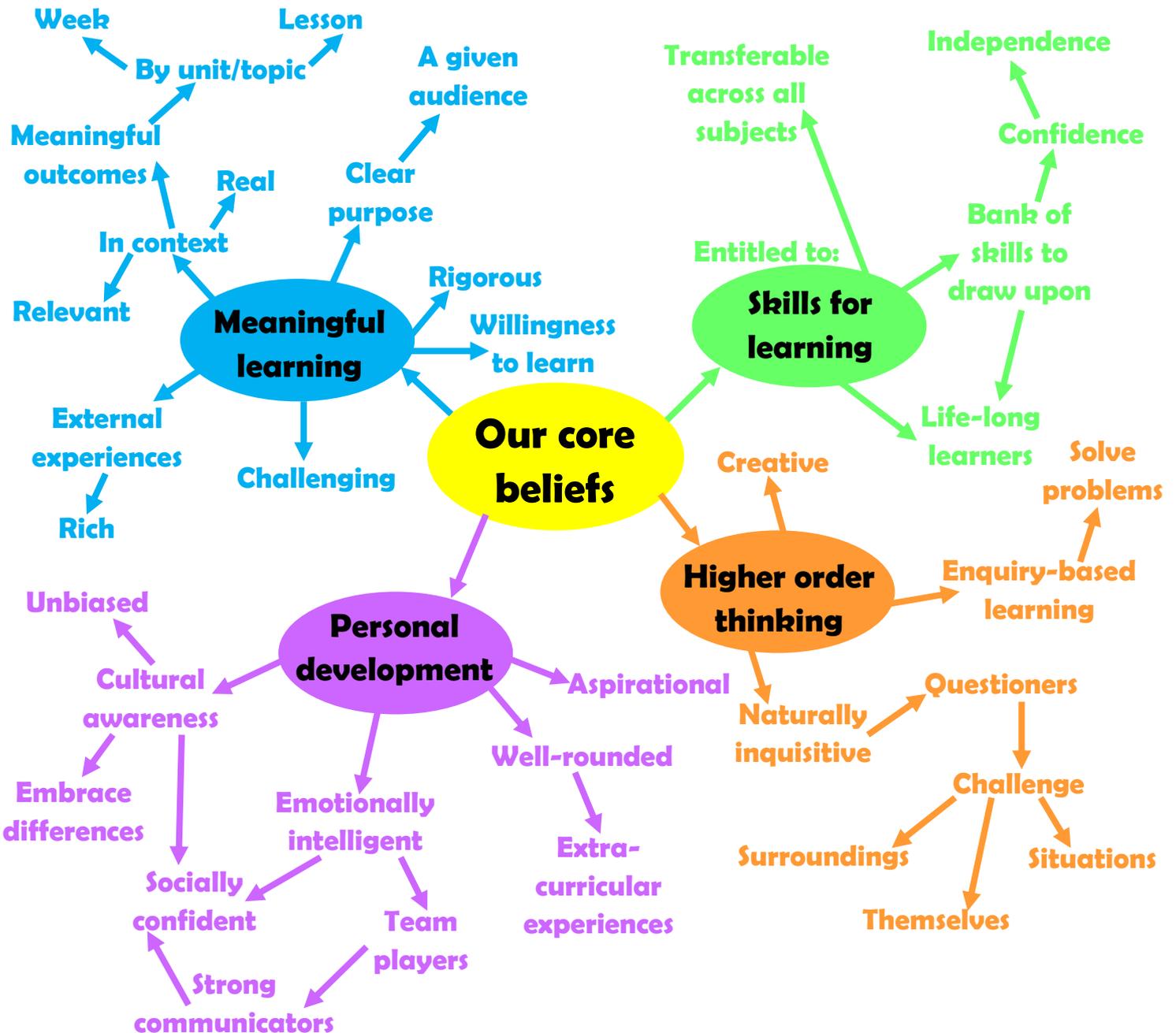


Learning and Teaching

at Thomas Deacon Junior College

We expect every teacher to be at least a good teacher – no child deserves less.



We expect every child to be a good learner, to make rapid and sustained progress and achieve high standards, which are fuelled by our core beliefs.

What does this look like?

Curriculum:

- ❖ Stimulating.
- ❖ Clear purpose/learning intention.
- ❖ Meets the needs of all learners – inclusive.
- ❖ Challenging at all levels.
- ❖ Well resources/prepared/planned.
- ❖ Cross-curricular.
- ❖ Timely intervention.
- ❖ Links to previous learning.
- ❖ Has meaningful outcomes.

Learners:

- ❖ Achieve high standards.
- ❖ Make rapid and sustained progress.
- ❖ Are happy and confident.
- ❖ Show resilience in learning.
- ❖ Are reflective and use mistakes as learning opportunities.
- ❖ Have a bank of skills for learning – show independence.
- ❖ Take responsibility for their own learning.
- ❖ Participate actively.
- ❖ Curious and inquisitive – ask questions to take their learning deeper.
- ❖ Apply skills across the curriculum.
- ❖ Learn in a range of situations.
- ❖ Take pride in their learning.
- ❖ Select appropriate resources to support/inform learning.
- ❖ Are secondary-ready, life-long learners.

Teachers:

- ❖ Promote learning and high standards at all times.
- ❖ Have high expectations of all pupils.
- ❖ Constant rigorous assessment effectively informs planning and future learning.
- ❖ Make learning irresistible for all pupils through stimulating, engaging and imaginative teaching strategies, which are also inclusive.
- ❖ Demonstrate excellent subject knowledge and expertise throughout the curriculum.

- ❖ Provide thoughtful, high quality marking and feedback to move learning forward; both orally through questioning and discussion as well as using written methods.
- ❖ Plan opportunities for learning which have a clear, meaningful purpose and outcome.
- ❖ Learning is planned with rigour and provides challenge for all levels.
- ❖ Will seek to develop and improve their practise.

Environment:

- ❖ Reflects the current topic.
- ❖ Encourages learning across the entire curriculum.
- ❖ A vocabulary-rich environment which is relevant and current.
- ❖ Easily accessible, well organised resources which promote independent learning.
- ❖ Vibrant, child-focussed, and stimulates interactivity and curiosity.
- ❖ Celebrates success and sets high standards.
- ❖ Consistent representation of school ethos, values and expectations of learners.
- ❖ Layout provides flexibility.
- ❖ Conditions are conducive to learning.
- ❖ Physically and emotionally safe, and accessible to all.

Books:

- ❖ Well presented, tidy and follow the school's handwriting scheme.
- ❖ Show sustained progress and differentiation.
- ❖ Regular marking and feedback in line with the school's policy.
- ❖ Frequent responses to marking are made by children and are easily identified.
- ❖ Demonstrate a clear progression in learning.
- ❖ Include photographs of practical activities and experiences that extend beyond the classroom.
- ❖ Contain evidence if self and peer assessment.
- ❖ Tasks are dated and display the learning objective.
- ❖ Have clear targets and tracking systems in place.

We expect all staff members to actively implement every element of this policy with the children being central to all decisions made about learning and teaching.