



Queen Elizabeth Grammar School, Junior School. Teaching and Learning Policy *including EYFS*

This is a statement of the aims, principals and strategies for teaching and learning at QEGS Junior School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

Teaching and Learning

This is the whole purpose of QEGS Junior School. It is the vehicle through which we offer a broad and balanced curriculum that is tailored specifically to the needs and desires of boys. We believe in lifelong learning. We want learning to be a rewarding experience for everyone and recognise that the best teaching and learning experiences can help children to lead happy and fulfilling lives.

Aims and Objectives

Our aims for teaching and learning are that the pupils will;

- Be tolerant and understanding with respect for the rights, views and possessions of others.
- Develop a responsible attitude towards work and their role in society.
- Develop their level of independence.
- Achieve their potential in terms of academic achievement, aesthetic appreciation, spiritual awareness, social interaction and physical co-ordination and movement.

The Principles of Teaching and Learning

QEGS is a boys' school and as such we aim to provide a 'boy friendly' curriculum where teaching and learning is tailored to the needs and desires of boys. Teachers adapt their planning and teaching to reflect this, ensuring that pupils are motivated and learn at their optimum level.

At QEGS we see teaching and learning as a process of co-operation and teamwork and as such welcome the involvement and input of parents and other members of the wider school community.

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) should work towards shared aims of the school by:

- Valuing children as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered and safe environment in which all members are fully aware of behavioural expectations and standards
- Offering equal opportunities in all areas of school life taking into account the importance of different cultures.
- Encouraging, praising and positively reinforcing good behaviour, work and relationships.
- Working as part of a team to support and encourage one another.

Teachers' Role

- Provide a challenging and stimulating curriculum that is designed to allow all pupils to reach the highest possible standards of personal achievement.
- Recognising and being constantly aware of the needs of the individual child according to their ability, aptitude and preferred learning styles.
- Ensure that learning is continuous and progressive.
- Being good role models: punctual, well prepared and organised.
- Maintaining an up to date knowledge of the National Curriculum and other relevant educational initiatives.
- Have a positive attitude to change and the development of their own knowledge and expertise.
- Attempt to establish links with the local community, in order to help prepare pupils for the opportunities, experiences and responsibilities of adult life.
- Work collaboratively with pupils, staff and parents in order to share the school's philosophy and practice.
- Keep parents regularly informed of their child's/children's progress and attainment.

Pupils' Role

- Attending school in good health maintained by adequate diet, exercise and rest/sleep.
- Regular school attendance.
- Be punctual and ready to start lessons on time.
- Be organised, having the required kit and equipment with them. They should take letters and other correspondence home promptly and return required letters, information slips and reading books on a prompt and regular basis.
- Conduct themselves in an orderly manner in line with the expected code of discipline and school rules/guidelines.
- Be resilient and persevere with challenging tasks.
- Take ever increasing responsibility for their own learning.

Parents' Role

- Ensure that children attend school in good health, regularly and punctually.
- Provide support for the discipline of the school and for the teacher's role in this process.
- Be supportive of their child's interests and offer praise and encouragement where and when appropriate.
- Participate in discussions concerning their child's progress and attainment levels.
- Ensure early contact with the school to discuss matters which affect their child's progress, behaviour and well being.
- Emphasise the importance of homework, hear reading and assist in the learning of spelling and tables as well as overseeing the completion of any work as requested.
- Allow their child to take an ever-increasing responsibility for their own work and actions as they progress through the school.

Strategies for Teaching and Learning

In Centenary House, including EYFS, a creative curriculum is taught. Topics are chosen which are exciting and interesting to boys. Practical, hands on, exploring, real life situations are used to develop the boys' interest in learning. Links are made constantly between subjects to give a clear reason for learning. Separate daily sessions for phonics and writing and number are planned to ensure the key skills are taught in English and maths. Other areas of literacy and numeracy are incorporated into the topics.

The QEGS Junior School curriculum is organised on a subject basis. There is a small amount of topic-based organisation in Y3.

The main modes of working are individual work, paired work, group work and whole class teaching. Within this structure:

- Groups are usually of mixed ability although there are occasions where similar abilities are asked to operate together in Physical Education, Games, Music, and in the organisation of the classes to help match pupils of similar ability in Mathematics and English.
- Discussion and debate is encouraged in lessons although this may be more relevant in some subjects or topics than others.

There is specialist teaching in Mathematics and English in Y5 and Y6.

In KS2, specialists throughout the school teach all Music, Art & DT, Physical Education and Games, History, Geography, ICT, MFL, Science, though these may also happen to be a pupil's form teacher.

Commercially produced schemes of work are available and used as and where appropriate to help support the teaching of Core and Foundation subjects.

Throughout the Junior School, staff produce lesson plans that are available to be shared with other staff via the P-drive on the school computer system. If staff were absent this would be the first point of reference to ensure continuity of curriculum coverage.

Work done at home is considered to be a valuable element of the teaching and learning process and as such the school has a Homework Policy.

The school recognises the value of learning from 'first hand experience' and we encourage and look for opportunity within the curriculum for pupils to take an element of control for their own learning and therefore:

- Pupils are encouraged to communicate their findings in a variety of ways. E.g written work, diagrams, discussions/debates or use of ICT to present their work.
- Opportunities are provided for pupils to become involved in the decision making process. The School Council is a good example of this.
- Investigative work is encouraged and there is a clear link here with ICT and Internet research.

Excellence in work and performance is celebrated:

- The school holds a weekly 'Awards Assembly' where achievements are celebrated.
- Pupils are given the chance to have work of a high standard put on display.
- Sustained effort including drafting and redrafting is encouraged to enhance standards
- School events such as matches, concerts and plays are seen as opportunities for all (not just the most gifted) to demonstrate their own best performances
- Pupils are encouraged to value work which is displayed or selection for teams, concerts or plays.
- Owl badges are awarded for representing the school at an external event.

Feedback to pupils

Feedback to pupils about their own progress is of vital importance and has a significant impact on pupil progress and motivation. High quality feedback occurs in a number of ways including:

- Written marking comments made by the teacher/teaching assistant
- Verbal feedback given by the teacher/teaching assistant

- Comments recorded by the pupils after verbal feedback has been given
- Peer-evaluation: Verbal and written feedback given by other pupils, guided by clear success criteria and structured by the teacher
- Self-evaluation: The pupil's own evaluation of their work, guided by clear success criteria and structured by the teacher

The school has a marking policy to promote effective communication of the pupil's successes and next steps/targets for learning. Effective marking should always help pupils learn, not find fault, and comments should be positive and constructive.

Formative assessment is used to help guide the progress of individual pupils. It involves identifying each pupil's progress in areas of the curriculum, determining what each pupil has learned and what, therefore, should be the next stage of their learning. Formative assessment is mostly carried out informally in the course of teaching. The elements of assessment are described in the schools Assessment Policy.

Strategies for Ensuring Progress and Continuity

Planning is process in which all teachers are involved:

- Current practice is updated and added to by regular meetings of subject and year group teachers. These are attended by a member of the SLT to ensure continuity.
- Schemes of Work are available for individual subjects. These are developed and continually reviewed by subject co-ordinators in consultation with other staff that teach the subject and the Assistant Head (Academic)/Deputy Head.
- Lesson plans are drafted each week by individual teachers and placed onto the shared P-drive. These are available to all staff and are reviewed and monitored by the Subject Coordinators and Deputy Head.
- Teachers' marking is regularly monitored by the SLT to ensure consistency and adherence to the school's marking policy.
- Regular staff meetings are used to discuss various aspects of the curriculum and to ensure that there is a consistency of approach and standards.

Subject Co-ordinators have a variety of roles on the Teaching and Learning process:

- To take the lead in policy development and production of Schemes of Work, which should be designed to ensure progression, continuity and appropriate topic coverage throughout the school.
- Support colleagues in their development of detailed lesson plans, ways to implement the Schemes of Work and help with assessment and recording methods within their subject.
- Sampling of work to ensure continuity and curriculum coverage.
- Monitor progress as well as teaching and learning within their subject and advise the Head and SLT of any action or initiatives that they hope to implement.
- Take the responsibility for the ordering and purchasing of resources for their subject(s).
- Are given time to allow them to support and monitor colleagues in the classroom, including conducting formal lesson observations.
- Advise on relevant INSET courses for teachers of their subject.
- To keep up to date with current and new initiatives resources or INSET courses that is relevant to their subject area.

A programme of formal lesson observation is in place to promote best practice and ensure high standards are maintained. This operates on a tiered system:

- Subject Co-ordinators observe teachers of their subject on a rolling programme. Verbal and written feedback is given and copied of the lesson observation form are forwarded to the Deputy Head.
- Members of the SLT observe Subject Co-ordinators on an annual basis and as part of the performance management process.

Significant trends identified through the lesson observation process are monitored and evaluated by the Deputy Head.

Members of the SLT and Subject Co-ordinators are encouraged to evaluate the teaching and learning in their subject and suggest/provide appropriate CPD to maintain high standards.

All staff are expected to reflect on their own strengths and areas for development, and are encouraged to make suggestions for their own CPD.

Cross phase continuity is ensured by:

Nursery → Reception

- Liaison meetings between EYFS Coordinators at Mulberry House and Centenary House. Consideration is made in the meetings for pupils' academic and social needs and to ensure classes in Reception are well balanced and blended.
- Reception teachers meet with Key People in all feeder nurseries to ensure smooth transfer of information.
- Reception staff visit Mulberry House Nursery during the spring and summer terms and transition visits are arranged for the Nursery boys to visit Centenary House.
- Information for parents regarding preparing their son for Reception.
- Parents' information evening prior to their child starting at Centenary House.
- Parents' information evening during first few weeks of autumn term to inform parents of the EYFS curriculum, routines and procedures.

EYFS → KS1

- Liaison between Reception teachers, Year 1 teachers and the SLT. Consideration is made in the meetings for pupils' academic and social needs to ensure classes in Year 1 are well balanced and blended.
- Year 1 teachers visit Reception to work with the pupils and aid in the assessment procedures for the EYFS profile.
- Year 1 teachers meet with Reception Key People to ensure smooth transfer of information.
- Reception passports for pupils to develop skills and ensure school readiness.
- Reception boys visit Year 1 and spend time with their new class.
- Information for parents regarding preparing their son for KS1.
- Parents' information evening during the first few weeks of autumn term to inform parents of the KS1 curriculum, routines and procedures.

Y2→Y3 (Centenary House to Junior School)

- Liaison meetings between form teachers of Y2/Y3 classes and SLT. Consideration is made in these meetings for pupil's academic and social needs and to ensure classes in Y3 are well balanced and blended.
- Transfer of information, which include tests results, academic, social, medical, personal and family details.
- A number of induction sessions where Y3 staff visit Y2 boys and where Y2 boys visit Junior School for activities/orientation.
- Year 2 passports for pupils to develop skills in preparation for KS2.
- Information for parents regarding preparing their son for KS2.
- Parents information evening prior to their child starting Year 3.

Y6→Y7 (Junior School to QEGS Senior School)

- Liaison meetings between form teachers of Y6 and Head of Y7 at QEGS. Consideration is made in these meetings for pupil's academic and social needs and to ensure classes in Y7 are well balanced and blended.
- Transfer of data, which includes tests results, academic, social, medical, personal and family details.
- Induction day into Senior School.
- Parents' information evenings prior to their child starting the school.

Either prior to or at the beginning of an academic year, 'settling in' or 'at home' evenings are held for parents of boys who are new to the year group/phase. These evenings give a broad overview of what the boys' experiences in that year group/phase will be, including a detailed discussion of teaching and learning elements.

Written reporting to parents is done on a twice-yearly basis in KS2, at the end of the autumn and summer terms and at the end of the academic year in EYFS and KS1. Parents are asked to attend a 'Parents' Evening' in the autumn and spring terms for EYFS and KS1 pupils (additional evening for Y6 parents in November). Parents are made aware that:

- Parents' evenings are held after school hours.
- Parents' may meet their son's teacher(s) by appointment at any other time to discuss particular concerns.
- The school may initiate the above process as well as the parents.

Formal summative assessment is carried out termly by use of the PUMA assessments in mathematics and PIRA assessments in English in Y1-Y6. In EYFS baseline assessments are carried out at the beginning of the academic year through the use of EExBA and internal assessments against ages and stages of development. CAT4 assessments are carried out at the end of Year 2.

Summative assessment is carried out in line with the school's Assessment Policy.

- Results of individual pupil performance are made available to parents via reports and formal and informal parents' meetings.
- Cognitive Abilities Tests are administered to help staff to highlight strengths and weaknesses of pupils and therefore assist in planning and pupil potential.

Strategies for the use of Resources

General classroom resources are the responsibility of the form teacher. They are to ensure that:

- There is a range of appropriate, accessible and labelled resources available from which pupils and staff can select materials suitable to the planned tasks.
- All pupils know where resources are kept and the rules about their access and use.
- All pupils know what they must not touch for reasons for health and safety and/or privacy.
- Pupils are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- Pupils and staff act together to establish an attractive, welcoming and well-organised environment that shows respect, care and value for all resources.

Specific, subject-specific resources are the responsibility of the Subject Co-ordinator, each of whom has a budget available.

Teaching assistants are hugely valuable resource and the school is aware of the significant impact they can have on pupil's learning. We are committed to ensuring that appropriate and effective use is made of their time and guidance is given to both teachers and teaching assistants on best practice in this area. Teaching assistants work with a range of groups and individuals, supporting those with specific learning needs and challenging high achievers. Training is routinely offered to teaching assistants and appropriate levels of responsibility are given to support professional development.

Time is a valuable resource, to make the most of it:

- As children progress through the school they are encouraged to take greater control of their own time management, including learning.

- Teachers ensure that tasks are made specific and have a clear definition of an expected completion, reducing time wasting.
- All pupils are encouraged to engage in useful activities immediately on entering the classroom and know what to do when a given activity is completed.

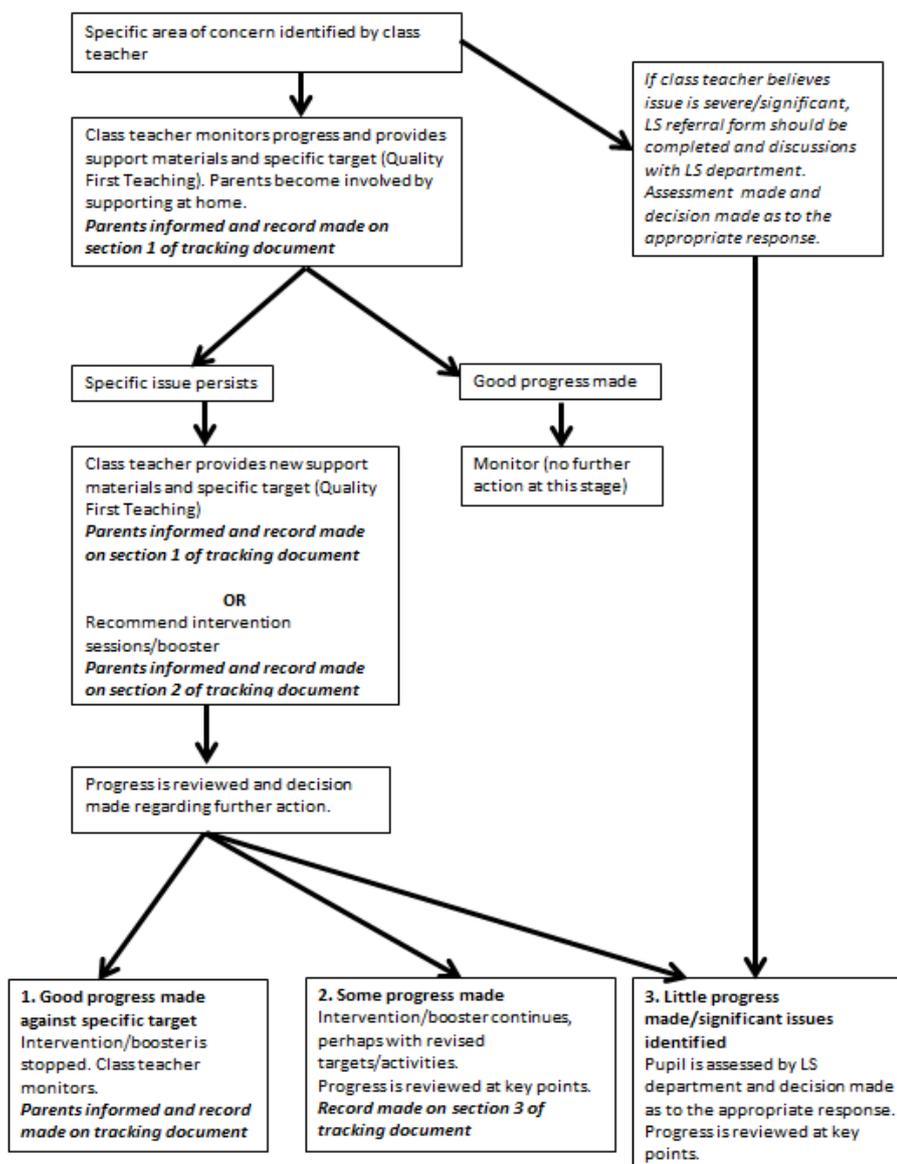
Information Technology, including the use of mobile class sets of iPads, is a major resource that is used across the whole curriculum.

The Library is a valued resource, supervised by the Librarian and used regularly by all pupils.

Learning Support and SEND (including pupils with EAL)

QEGS Juniors is committed to ensuring that the learning of all pupils is supported effectively. Please see the separate Learning Support Policy for specific details on how pupils are identified and supported.

SEND Intervention flowchart – QEGS JS



Able, Gifted and Talented

QEGS Juniors aims to ensure that all pupils, including 'able, gifted and talented' pupils, are being appropriately stretched, challenged and extended in their learning. Please see the separate Able, Gifted and Talented Policy.

Social, moral, spiritual and cultural education

We recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve, and has a huge impact on their future well-being. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people,
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of other cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches every subject and the wider school environment. Specific aspects are explicitly taught during PSHEE and RS lessons, although opportunities to promote SMSC development are sought in all area of school life.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning decisions.

British values

The DfE have recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated in 2014. QEGS Juniors reinforces these values regularly and in the following ways:

Democracy: Pupils have many opportunities for their voices to be heard. We have a school council which is elected and meets regularly to discuss issues raised by groups and individuals. The council is able to genuinely effect change within the school. Democracy is also taught explicitly as part of the PSHEE curriculum.

The Rule of Law: The importance of Laws, whether they be those that govern the class, the school, or the country, are regularly reinforced through school assemblies, as well as when dealing with behaviour. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves

and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty: Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect: Mutual respect is at the heart of our values. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs: We place a great emphasis on celebrating the diversity of our school community. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RS and PSHE teaching reinforces this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

Helping Children Achieve

The Helping Children Achieve policy is viewed as extremely important by all members of staff at QEGS JS. All boys at QEGS whatever their background or culture will be provided with the support to: be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being.

It is the intention of the school that these five outcomes are at the heart of every aspect of the curriculum – lessons, events and routines.

Please see the separate Helping Children Achieve Policy.

Health and safety

Health and safety issues are the responsibility of all who work in the school. Staff are questioned about any issues of Health and Safety that appertain to QEGS Juniors as a regular point during staff meetings. There is an online system for the reporting of health and safety issues, though staff must report issues immediately, where necessary.

Wider health and safety issues are dealt with by a cross foundation policy that is overseen by the Health and Safety Committee and the Health and Safety Officer. Please see the separate Health and Safety Policy.

EYFS follow guidelines to ensure the environment and equipment is safe for the pupils. Regular Risk Assessments are carried out by staff to ensure this is so.

Risk assessments are completed for certain subjects and teaching spaces to ensure safe working.

Safeguarding

Staff at QEGS JS recognise the need to provide a safe and caring environment for children and young people. We acknowledge that children and young people can be the victims of physical, sexual and emotional abuse, and neglect. We have adopted the procedures set out in the WGSF Child Protection & Safeguarding Policy in accordance with the statutory guidance, where further details can be found about Designated and Deputy Designated Safeguard Lead.

Data Storage

We ensure that pupils' personal data, including any information relating to their individual needs, assessments and interventions is maintained securely at all times. (General Data Protection Regulation: May 2018). For more information on the way

personal data is stored and processed refer to the Privacy Notices and Data Protection Policies.

Equal Opportunities

We believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make progress, enabling them to fulfil their potential. All pupils are respected for their individuality and have their talents recognised, valued and nurtured. Curriculum activities and the use of equipment offer pupils opportunities to develop in an environment free from prejudice and discrimination against age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation (as outlined as 'protected characteristics' in the 2010 Equalities Act).

L Butler/R Thompson

September 2015

Reviewed September 2018