



Teaching for Learning Policy

September 2015

At Balfour Junior School we aim, through our teaching and approaches to learning to:

“.....develop the self-esteem, dignity and respect of all members of the community in a celebration of each person’s infinite worth” (De La Salle.)

- ✚ We all agree that children’s learning is most effective when there is a happy school environment that fosters positive relationships between everyone in our school community and there is a consistent approach to classroom organisation and management.
- ✚ Wherever possible planned activities and units of work will offer well planned opportunities for experiential work, particularly at the beginning of a topic with children being encouraged to experiment and to feel confident to take risks and to develop as independent learners. Topics will usually end with a celebration of learning, be it an assembly, display or open afternoon.
- ✚ Our expectations of all children are high and challenging activities and events are organised to extend their understanding. This will include planned trips, visitors and events throughout the year which are clearly detailed in the long and medium term planning.
- ✚ In lessons where practical or oral work takes place this must always be recorded in some way to ensure progression and continuity. A ‘Twitter strip’ in the children’s books or a class or floor book are good examples of this which can then be displayed as part of the working wall or as a celebration of topics covered.
- ✚ Learning is only effective when teaching is good or outstanding and places children and their independent experiences at the heart of any activity. We encourage all our children to be active and not passive learners. Pupils must be keen, interested and learning from the outset of the lessons with not a moment wasted.
- ✚ Children need to be clear about what they are doing and why they are doing it. They must be able see the links from earlier learning and have some ideas about how their

understanding could be developed further. Marking and effective feedback must ensure that all children understand what is good about their work and how it could be improved further.

- ✚ Good modelled examples of work at the appropriate level must always be available for the children and all work should be appropriately differentiated. Use examples of children's work, enlarged to make teaching points in each room and refer to them regularly.
- ✚ TPs must be used as a partnership to work with children to take their learning forward. During input sessions they should be supporting and reinforcing the ideas and suggestions presented.
- ✚ Children must be personally responsible for their own work and be given time and guidance to be able to edit and improve on it.