



Iver Heath Junior School

Teaching and Learning Policy

This policy was written in January 2026 To be reviewed January 2028

We are ACHIEVERS!

We are a COMMUNITY!

We are PROUD!

We are INCLUSIVE!

Our Vision

Our Vision at Iver Heath Junior School is that everyone is safe, happy and reaches their potential. We aim for every child, regardless of their starting point or any barriers to learning they may have, to make significant progress in all areas of their development and leave us well-prepared for their next stage of education and life beyond that. We want to provide our pupils with the skills, empathy and integrity needed to thrive in our vibrant and ever-changing society.

We are an inclusive school with high expectations and aspirations. Children who come to Iver Heath Junior School come from and learn about many different families, religions, cultures and ideas. Pupils are praised for what they can do and for trying their best.

Staff model and teach our school values;

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Every child is valued and everyone counts. We are a community school whose purpose is to serve the pupils, staff, parents and community.

Our Aim

We strive for our learners to be engaged, inquisitive and resilient learners who enjoy coming to school. To cultivate this environment, we must ensure that they experience teaching that engages and challenges them in a safe environment where they are confident to make mistakes and learn from them. We expect every teacher to be a good teacher – no child deserves less.

Our Principles

- ✚ We believe that quality speaking and listening is the most powerful tool for developing learning.
- ✚ We aim to help our learners to become creative thinkers who are not afraid to take risks and see mistakes as learning opportunities.
- ✚ We believe that **The first stage of learning anything is not being able to do it.**
- ✚ We teach children that: **FAIL= First Attempt In Learning & Mistakes are my Friends; they help me to Learn.**
- ✚ We believe that our learners need positive learning role models and the opportunity to reflect on and discuss their learning.
- ✚ We believe that our learners learn more effectively if they are emotionally engaged in their learning.
- ✚ We believe learning should be interesting and successful.
- ✚ We wish to maximise every learning opportunity so that our learners make outstanding progress.
- ✚ We are constantly reviewing our practices according to the broad principles outlined in this policy.

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Our Curriculum

We offer a relevant, broad and balanced curriculum with equal access for all of our learners. We ensure that statutory National Curriculum requirements are wrapped up within an IHJS Curriculum which brings learning to life by making the most of a wide range of opportunities for our learners including our own school grounds and local community and enrichment opportunities such as trips and visitors.

Learning

We believe that learning is:

- ✚ a process and not a product;
- ✚ personal development and has meaning in the lives of our learners;
- ✚ active and requires engagement, perseverance;
- ✚ is a neurological function involving memory, self-image and challenge.

Children learn best when:

- ✚ they are safe, happy and confident to take risks;
- ✚ they have opportunities to work independently and collaboratively;
- ✚ teaching is engaging, motivating and children are engaged in purposeful activities;
- ✚ they understand what they are expected to do and what the final outcome should be through high-quality modelling;
- ✚ adults care and assist them appropriately;
- ✚ learning environments support learning; planning and teaching supports learning;
- ✚ the role of governors and parents supports learning;
- ✚ they have high expectations of themselves and are challenged;
- ✚ they are engaged in a variety of lower and higher order tasks including investigative activities that encourage enquiry and problem solving;
- ✚ they are encouraged to reflect and plan ahead, building on their strengths and learning from their mistakes;
- ✚ they are able to draw inspiration from others;
- ✚ they are encouraged to see their learning as relevant to their everyday lives and futures;
- ✚ they are supported from home;
- ✚ there is a purposeful atmosphere, supported by the school's behaviour systems.

Success criteria

We know we are successful if our learners:

- ✚ are empowered to make good choices;
- ✚ are skilled in applying the principles of learning to new situations and to make connections by remembering;
- ✚ are persistent, resilient and resourceful and will persevere when faced with challenge;

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- ✚ can evaluate, discuss and reflect on their learning;
- ✚ can demonstrate or explain information, ideas, processes and skills;
- ✚ believe that they can succeed and want to reach the highest possible personal standards;
- ✚ support and challenge each other;
- ✚ are confident life-long learners; enjoy a wide range of interests and activities.

Conditions for Learning

Safety

- ✚ Learning is best when children feel safe.
- ✚ Our school has clear expectations, routines, rules and boundaries set out in the school Behaviour and Anti-Bullying Policies.
- ✚ We carry out risk assessments and ensure that all tasks are safe.
- ✚ We give our learners opportunities to recognise and manage risk as part of their learning.

Relationships

- ✚ Learning is best fostered in an atmosphere of co-operation between pupils, teachers and families. This is set out in our learning focused Home School Agreement.
- ✚ We treat children fairly and give them equal opportunities
- ✚ We build an atmosphere of trust and respect between adults and children.

Environment

- ✚ Learning is best fostered in a stimulating, learning-focused environment in which the needs of all children are carefully considered e.g. seating.
- ✚ We ensure that resources are accessible to all, appropriate and in good condition.
- ✚ Displays reflect the learning of the children as well as the learning process.

Learning environments support learning when:

- ✚ they are tidy and well-organised with resources accessible and clearly labelled;
- ✚ when displays are used to support and celebrate learning;
- ✚ when displays are relevant to the children's current learning including working walls;
- ✚ where seating arrangements support both collaborative and independent learning;
- ✚ daily routines are made explicit to children and embedded so that time is not wasted;
- ✚ our learners are encouraged to respect the school space and resources;
- ✚ established routine management is secure so that maximum time can be given to teaching and learning.

Planning and teaching supports learning when:

- ✚ teachers use the school's planning frameworks and documents;
- ✚ teachers develop and use robust subject knowledge to inform their planning and feedback;
- ✚ planning is used effectively to structure the children's learning and short-term planning responds to assessment for learning;

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- ✚ key Information documents are used to inform the learning journey through each topic; to make connections across them and cementing each child's place in the wider world;
- ✚ teachers use informal and formal assessment procedures to tailor their teaching to meet the needs of our learners;
- ✚ teachers give regular feedback to children both verbally and through marking to consolidate and extend learning;
- ✚ teachers give clear explanation and instructions;
- ✚ teachers use modelling as part of the teaching and learning process;
- ✚ teaching is well paced, stimulating and enthusiastic;
- ✚ teachers make adjustments accordingly to support every child with additional support paperwork in place such as: ECHP, SEN Support Plan, Behavioural Support Plan, Medical Healthcare Plan etc;
- ✚ high quality resources are used as stimulus to generate engagement and explain learning to children;
- ✚ *The Big Question* is used to make connections within the same curriculum area and between different curriculum areas;
- ✚ questioning is used effectively to assess learning; develop ideas and deepen learner's understanding;
- ✚ our learners are given opportunities to talk about their learning and are taught directly how to collaborate;
- ✚ high expectations are set both for attitude to and behaviour for learning and outcomes, which are based on individual learner's ability;
- ✚ rich and varied learning opportunities are provided as well as fun, stimulating and memorable contexts for learning;
- ✚ praise is used to motivate learners including those methods included in our behaviour policy;
- ✚ the teacher has the opportunity to plan and teach as part of a team of teachers.

Professional knowledge and expertise

- ✚ Teachers provide an extensive range of learning and teaching approaches including visits and visitors.
- ✚ Contexts for learning are challenging, enjoyable, enterprising and include creative and investigative activities.
- ✚ Our Learners engage confidently and are not afraid of making mistakes.
- ✚ Staff understand and develop learner's motivation and emotions.
- ✚ They hear the learner's voice and ensure it has a positive influence on individuals and the whole school community.
- ✚ They build on learner's motivation and feelings and are successful in achieving their sustained attention and commitment to successful learning.

Questioning

- ✚ We use questioning to develop and clarify thinking.
- ✚ Our learners ask questions of adults and each other.
- ✚ We ensure all of our learners are actively involved in their learning by asking them specific questions.

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- ✚ We use questioning to deepen our learner's understanding; encourage them to be reflective learners and asking them to prove or answer how do we know?

Feedback

- ✚ Research shows that instructional feedback based on continual assessment of learning has the most profound impact on pupil progress and learning (John Hattie and Sutton Trust).
- ✚ Our teachers interact skilfully with our learners and provide high quality feedback throughout lessons to support and extend learning.
- ✚ All learners know and can discuss their strengths and next steps as learners.
- ✚ They feel safe, successful and confident.
- ✚ Teachers develop success criteria with learners so that they understand what success looks like, what they are trying to achieve and what helps them.

Professional development

All adults in IHJS are learners and value our own professional learning whether as teachers, support workers, or governors. We believe that our purpose is to develop learning within the school and therefore we each have a responsibility to developing our own learning within our role. We act as learning role models by continually seeking to improve our own learning.

We:

- ✚ direct ourselves as learners;
- ✚ extend and enhance our professional skills through both in-house and external CPD opportunities;
- ✚ develop our own awareness and self-esteem; contribute fully to the learning and success of all our children and of our school;
- ✚ as generous professionals, we share innovative and successful strategies across the school and support each other to develop professional expertise;
- ✚ focus on in-house provision and school-based research to secure consistency.

Accountability

Children are accountable:

- ✚ to be willing to work hard and have a go;
- ✚ to be an active and not a passive learner;
- ✚ to use their growth mindset and be resilient and persistent, reflective and resourceful;
- ✚ to be supportive of others and to be willing to talk about and share their learning.

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The role of parents and carers

Parental involvement is fundamental in helping children to learn. Parents and carers have a responsibility to support their children and the school in implementing the school policies by:

- ✚ agreeing to the IHJS Home School Agreement;
- ✚ ensuring that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during term-time;
- ✚ read with and/or to their child regularly and ensure that home learning tasks are completed on time and to a good standard;
- ✚ attending parents' evenings and striving to work positively in partnership with school staff;
- ✚ promoting a positive attitude towards school and learning in general by taking an active interest in the life of the school and their child's learning journey;
- ✚ ensuring that their child is equipped for school with the correct uniform and PE kit;
- ✚ informing school if there are matters outside of school that are likely to affect a child's performance or behaviour;

Teachers are accountable to:

- ✚ secure outstanding outcomes for our learners as measured by progress and attainment;
- ✚ secure a belief in every learner that they can learn well, achieve and be successful;
- ✚ give our learners opportunities to apply their learning in new and different contexts;
- ✚ support the whole teaching team in our professional development;
- ✚ communicate effectively with children, families and other professionals regarding children's learning and welfare.

Senior Leaders are accountable to:

- ✚ be positive role models for learning;
- ✚ support the professional development of their team through mentoring, coaching and ensuring individual staff learning needs are met;
- ✚ monitor the impact of learning within their roles and areas of responsibility;
- ✚ hold their team to account;
- ✚ ensure that learning is at the heart of the management of the school budget and of school improvement planning.

The role of governors

Our governors support, monitor and review the school's approach to teaching and learning. In particular they:

- ✚ monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include discussions with subject leaders, the head teacher's report to governors and school visits;
- ✚ ensure that the school buildings and premises are used optimally to support teaching and learning and are compliant with health and safety regulations;
- ✚ seek to ensure that our staff development and our performance management promote good quality teaching;

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- ✚ monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ✚ ensure that staff appraisal is undertaken systematically and according to school policies; share their expertise and talents with the school.

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