



INDEPENDENT JEWISH DAY SCHOOL  
an ACADEMY

## **Teaching and Learning Policy**

**September 2019**

## Rationale

At Independent Jewish Day School, we believe effective learning takes place when children are motivated and develop positive, independent, learning behaviours.

Effective learning depends upon effective teaching. Effective teaching is provided through carefully planned lessons, where pupils know the objective of their learning and how to be successful, where tasks are stimulating and appealing to the pupils' interests as well as matching and enhancing their abilities.

## Aims

It is our aim to equip our teachers with the skills to be effective, through continued professional development and feedback from internal monitoring to enable them to become outstanding practitioners.

It is our aim to equip our children with the skills to be effective learners and to have a curriculum that ignites their thirst for knowledge and is relevant to our school community. We expect prior knowledge to be built on and children to be taught to develop resilience as well as perseverance.

## Vision

With an equal emphasis on Kodesh and Chol seamlessly complementing each other, we ensure every pupil has the confidence to exist as a proud practising Jew whilst making their own individual contributions to secular society, with a deep love and respect for Eretz Yisroel.

Resilient, reflective and respectful learners, our ambitious pupils are always ready for the next stage in life - culminating in their eventual transition to secondary school. An IJDS pupil is **ready** to learn and give back, **respectful** to their studies, environment and each other, in a **safe** and **kind** way. We are honoured to be tasked with overseeing their ongoing development.

**Positive attitudes** and **ambitions** are encouraged and **success** is celebrated.

We **aim high** and reach for the stars, wearing a smile and always trying!

# **Effective Learning**

Where learning is effective, pupils;

1. Are motivated to:

- Take an interest in their studies through encouragement, support and involvement from parents.
- Improve their performance and are willing to learn from their identified areas of developments as well as their strengths.
- Enjoy lessons and readily respond to the challenge of the tasks set.
- Try their best at all times so that they achieve their full potential.
- Care about the presentation of their work and look after resources and learning spaces.
- Lead their own learning.

2. Take responsibility for:

- Evaluating their achievement of learning objectives and outcomes.
- Concentrating on task set and listening attentively.
- Developing the confidence to raise questions, to try to find answers and to ask for help when needed.
- Helping each other and working collaboratively, as well as independently.

3. Have developed or are developing learning behaviours such as;

- Perseverance with all tasks,
- Responding positively to opportunities given to extend learning,
- An ability to modify and redraft work,
- Using appropriate knowledge and skills to apply them in a range of contexts, making connections and links where possible, building on prior knowledge,
- Respond positively to skills based teaching,
- Adapt easily to different ways of working,
- Self-evaluate and self-reflect, leading to improved work,
- Decide the best approach to a task and the resources or support needed,
- Communicate ideas and information, offering comments and explanations,
- Feel valued by the school community and that achievements are recognised.

## Effective Teaching

Where teaching is effective; teachers

1. Will aim to provide high quality learning opportunities;
  - Through carefully planned, well structured, paced and sequenced lessons,
  - By making learning objectives explicit to the pupils at the beginning of each lesson, on the board and recorded in pupils' work where possible.
2. Will have high lesson expectations;
  - LO to be clear and on display for all classroom based lessons,
  - Each lesson to be built on prior knowledge, incorporate key vocabulary and allow for challenge and further thought for all pupils.
  - Tasks chosen must reinforce the learning.
  - Children will be encouraged to challenge themselves, with scaffolds available for all.
  - Support staff to be used effectively to work with individuals or groups of children, supporting achievements where required.
3. Will evaluate their lessons and ask;
  - Did the learning go according to plan?
  - Did all children learn?
  - Was the learning appropriate? What are the next steps to ensure that all pupils are making progress?

## Conditions for Effective Teaching & Learning

In order for the right conditions for effective teaching and learning to take place, **all staff** will contribute to;

- Creating a positive learning environment where children feel valued and inspired to be the best that they can be.
- Develop positive relationships between adults and children.
- Ensure creative approaches are taken for the development of knowledge and skills to ensure that lessons are interesting and stimulating, whilst not losing sight of the learning and matching the ethos of the school.

- Use praise and positive reinforcement to foster self esteem, motivation and confidence.
- Ensure classrooms are bright, vibrant and alive with learning.
- Use a variety of AFL strategies throughout lessons to ensure that learning is appropriate for all students and to identify where support or challenge might be needed, in a timely way.
- Plan appropriate home learning tasks to support ambitious attainment, offering quality feedback to enable progress and to recognise effort.
- Share learning and success in regular newsletters, parent meetings.
- Follow all policies with regards to learning environment, planning, learning walls, assessments.
- Mark and give feedback according to policy.

## **Evidence**

Evidence of teaching and learning will be taken from a variety of sources;

- Lesson observations,
- Performance management meetings,
- Book looks and work samples,
- Assessment results,
- Pupil progress meetings,
- Parents evenings,
- Pupil voice
- Parent feedback through questionnaire
- Learning walks