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Teaching & Learning Policy

Date: September 2026

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כי נר מצוה ותורה אור

A love for learning. A love for Torah. A love for Israel. A love for each other.

Our school motto of 'Ready, respectful, safe and kind' is embedded in everything that we do at Independent Jewish Day School. We recognise that education involves children, parents, staff, governors and the community and that, by working together, we can all support the process of learning. As per our Mission Statement, we aim to provide our pupils with an outstanding education in an environment which nurtures the potential of each child, encourages a love of Torah and Mitzvot, promotes British values, develops a sense of responsibility towards others and creates a strong connection with the people and land of Israel.

Through our partnerships with our different stakeholders, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

For this to succeed, everyone has to play their part in assuming responsibility, helping to achieve the school's aims for each child.

The IJDS Staff will:

- provide a safe and stimulating learning environment so that everyone can thrive;
- provide challenging and stimulating lessons designed to encourage all children to reach the highest possible standards;
- support each child individually through their learning journey;
- provide for all children and groups, including EAL, SEN, Pupil Premium etc;
- support the emotional well-being of every child;
- be good role models;
- undertake professional development opportunities;
- provide clear information on school procedures, processes and pupil progress;
- have a positive attitude to changes and developments;
- work collaboratively with other staff and external agencies to support children's development and progress.

The IJDS children will:

- attend school regularly and punctually;
- attend school in good health, being well-maintained in diet, exercise and sleep;
- be organised, bringing in necessary equipment and homework;
- follow the school's behaviour policy;
- take increased responsibility in their own learning;
- take pride in their work;
- display the IJDS values of Ready, Respectful, Safe and Kind;
- display the values of tolerance, hard-work and friendship.

The IJDS parents will:

- ensure their child attends school regularly and punctually;
- ensure their child attends school in good health, well-maintained in diet, exercise and sleep;
- ensure their child is wearing the correct uniform and brings the correct equipment;
- display the values of tolerance and respect;
- provides support to the staff with discipline and educational assistance;
- participate actively in discussions about their child's progress and attainment;
- proactively engage with the school to discuss matters that may affect their child's happiness, progress and behaviour;
- provide increasing independence to their child through their school journey;
- inform the school of their child's absence and the reason/s why;
- ensure homework is completed and presented clearly and neatly.

At Independent Jewish Day School, we feel strongly that every child matters and that we are continuously focused on ensuring a high quality broad and balanced curriculum to meet the needs of all students.

EFFECTIVE TEACHING AND LEARNING:**Effective learning takes place when pupils know:**

- How to make progress;
- What they are achieving;
- How to learn, including thinking and question skills, using methods and resources;
- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge;
- How to work collaboratively and without close supervision;
- The skills they need to develop, including enquiry, research, analysis, reflection

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- choose tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

Effective Teaching needs:

- Clear planning
- Assessment for learning

- Different teaching styles
- Pace and challenge
- Organised classroom management
- Learning Support Assistants
- Good classroom relationships
- Relevant homework
- Monitored progress
- A stimulating environment
- Regular evaluation and review

We use a number of teaching and learning strategies within our teaching: (This list is not extensive; we are always open to new suggestions and ideas)

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|------------------------------|--------------------------|-------------------------|
| ✓ consolidation and practice | ✓ rhymes | ✓ observation |
| ✓ feedback through marking | ✓ Instruction | ✓ simulations |
| ✓ puzzles | ✓ listening | ✓ directing and telling |
| ✓ problem solving | ✓ role play | ✓ oral feedback |
| ✓ games | ✓ brainstorming | ✓ songs |
| ✓ research | ✓ making judgements | ✓ discussion |
| ✓ questioning | ✓ self-assessment | ✓ paired work |
| ✓ individual work | ✓ collaborative learning | ✓ use of ICT |
| ✓ revision | ✓ modelling | ✓ explanation |
| ✓ reporting back | ✓ sharing | ✓ peer assessment |
| ✓ investigation | ✓ demonstration | ✓ verbal feedback |
| | ✓ extended writing | |

PLANNING:

At IJDS, all lessons are planned for. There are long-term plans and these detail the units of work to be taught over the course of one academic year.

We have medium-term plans which outline the context of the lessons, objectives and outcomes. They show differentiation within lessons and the deployment of adults in the classroom. Planning is monitored by different members of key staff at different points of the year. These can include:

- Senior Leadership Team
- Subject leaders
- SENCo

Where planning monitoring has taken place, feedback is provided to all cohorts.

All planning is stored on the school's Google Drive.

In order to support all children, work is differentiated into 3 levels – Diving, Deeper & Deepest – but all focused on the same National Curriculum learning objective.

Teaching is scaffolded to ensure all children are able to access the learning at their level and achieve the learning goals for that lesson.

Where needed, booster sessions can take place to further support and consolidate the learning that took place in the classroom.

For the Foundation Subjects we focus on the key skills and knowledge of every topic / unit and the key vocabulary associated with it.

Children are also encouraged to enhance their independence through the use of the 5 Bs – evident in every classroom. These stand for, “Brain, Buddy, Book, Board, Boss” and indicate the stages that a child should take when trying to solve a problem, helping them to develop their independence.

MARKING AND FEEDBACK

What teachers need to mark:

- **Purple pen** = teacher/teaching assistant comments
- **Green pen** = child response
- **Pink highlighter** = LO achieved/evidence to show this
- **Green highlighter** = LO not achieved/evidence to show this
- **Yellow highlighter** = spelling error

This system will be used for the following subjects: Maths, English, Humanities and Science

Maths:

Class teacher and teaching assistant to live mark throughout the lesson where possible. Live mark using purple pen, ticks for correct sums, dots for mistakes, any mistakes should require the teacher to give verbal feedback; this should be identified as VF. Self-marking is acceptable however common misconceptions must be addressed and evidenced in the book as VF or some examples showing they now understand.

Children respond to any verbal feedback (VF) in green pen as soon as possible. Teachers are responsible for ensuring the LO has been achieved and assess against this, teachers to highlight the LO.

English:

All work must be marked against the LO (as well as certain non-negotiables such as CL/FS). Examples of good work, can be highlighted in pink (for example, conjunctions is part of the learning objective so highlight it and then find an example of one in the writing and highlight it in pink too).

Any spelling errors to be highlighted in yellow, correct spelling written in the margin, children to rewrite word 3 times in green pen (maximum of 3 spelling corrections per piece of work)

Feedback:

Next step identified with NS under the work. This is only for big pieces of writing or those whereby the child has not achieved the LO.

English next steps must be linked to any missing expectations, if the child has completed all expectations within the lesson than the NS should ensure you are moving the child's learning forward.

Maths next steps should be completed during the lesson and show as corrections in green pen, there may be opportunities to give children NS through additional fluency/reasoning questions if they have not achieved the LO.

Feedback is considered to be most effective during the lesson. The immediacy of the comments that children receive and the support an adult can offer whilst children are completing tasks, ensure that children receive the best possible chance at succeeding at a given learning objective.

Children should be given time to read and respond to marking.

Early Years Foundation Stage:

Immediate verbal feedback should be given. Comments like good, good try and smiley faces are written. Written feedback in Year 1, when children are at earlier stages of reading, should be appropriate to the child's ability to comprehend. Nursery and Reception use Seesaw as a tool for evidencing and reporting children's meeting of the Early Years curriculum requirements.

Book Scrutiny:

Each half term, there are book scrutinies. We look for a wide range of elements within the child's work and some book scrutinies have a specific focus whilst others are more general.

The person/persons carrying out the book check may be any member of staff (Headteacher, Deputy Headteacher, Assistant Headteacher, SENDCo, Subject leaders). SLT looks at all books each term and feedback is given. High quality presentation and content of work is expected in all subject areas.

Displays:

Displays in public areas of the school should be used to create an attractive and stimulating environment. In the classrooms, the working walls for Maths, English, Science, Kodesh and Humanities should provide a calm and informative environment for children to learn. There should also be opportunities to display children's work in and around the classroom. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. Displays should reflect what is being taught in the class at the time.

Approaches to Teaching:

We encourage staff to ensure that lessons have similar structures across the year groups consisting of: prior learning; key vocabulary; clear learning objectives; partner and group work; independent tasks and plenaries. We also encourage mini plenaries. Where required there should be differentiation but every child must always be catered for.

There must be a good balance of individual, group and whole-class teaching.

Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times, the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress, children stay on task.

Supply Teachers:

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. All planning and resources are available on the shared Google Drive.

SEN passports will be provided in each class outlining the needs of the children. In the event of an unplanned absence, planning should be printed by the cover coordinator and made available to the supply teacher. A timetable of the day will be provided.

The cover teacher should leave a record of what they have taught with any notes relevant to the lesson.

REPORTING TO PARENTS:

Reporting to parents formally takes place three times each year. These are:

- Autumn Term Parents' Evening
- Spring Term Parents' Evening
- End of Year Report

At the Parents' Evenings, staff feed back the child's progress and attainment at that point in the academic year.

In the End of Year Report, parents are informed of their child's attainment for that academic year. The following additional information is also included:

- Reception parents are informed of their child's Early Learning Development Goals;
- Year 1 parents are informed of their child's Phonics Screening score;
- Year 4 parents are informed of their child's Multiplication Check result;
- Year 6 parents are informed of their child's KS2 SATs assessment results.

If required, parents and staff may meet more regularly to discuss an individual child's progress and / or attainment as part of a wider discussion about their behaviour, emotional state or wellbeing.

This policy is reviewed annually.

Signed: Mr Yosh Radomsky (Headteacher)

Dated: September 2026