

# Scawsby Junior Academy



## Teaching and Learning Policy

<p>PERSONS RESPONSIBLE FOR POLICY:</p>	<p>Mr P Chambers: HEADTEACHER Mrs S Lindley: Assistant Headteacher Policy Review Date: January 2025</p>
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**Revision History**

Revision	Date	Description	Author	Job Role
V1	June 2020	Created	Mr P Chambers	Headteacher
V2	January 2024	Name Change	Mrs S Lindley	Assistant Headteacher

<b>Scawsby Junior Academy</b>		
<b>Intent</b>	<b>Mission Statement</b>	<p>At Scawsby Junior Academy we are ‘striving for excellence’ and believe that every child in the school should have the opportunity to achieve their full potential.</p> <p>Our central goal is to foster ‘Learning for Life’. By providing children with rich and rewarding learning experiences, we aim to inspire a lifelong love of learning and equip children with the key knowledge, understanding, skills and personal qualities they will need to thrive in a rapidly changing world.</p> <p>To do this, we must inspire, challenge, support and engage all kinds of learners through the widest possible range of learning opportunities.</p> <p>We have adopted this teaching and learning policy which seeks to underpin everything that we do at Scawsby Junior Academy.</p>
	<b>Core Values</b>	<p><b>We aim to provide a curriculum that meets the needs of ALL of our children, empowering them to become:</b></p> <ul style="list-style-type: none"> <li>Successful lifelong learners</li> <li>Confident and highly skilled individuals</li> <li>Creative and passionate about developing their own learning</li> <li>Responsible global citizens</li> </ul>

		<p>Future leaders for a 21st century world by allowing pupils to gain experiences of business and industry from our local and regional community</p> <p>An integral part of Scawsby Junior Academy’s inclusive vision for all learners is that all students are appropriately challenged. This includes SEN/D students and is to ensure outstanding progress for all.</p>					
SJS	British Values	<p><b>Democracy</b> KS2 Pupils, parents, and staff should have the right to have their voices heard.</p> <ul style="list-style-type: none"> <li>• Parent Forum</li> <li>• Parent’s Evening</li> <li>• Junior Leadership Team (JLT)</li> <li>• Staff Supervision</li> </ul>	<p><b>Individual Liberty</b> Promote the freedom of choice and the right to respectfully express views and beliefs in a safe environment. Teach children to take responsibility for their behaviour.</p> <ul style="list-style-type: none"> <li>• JLT</li> <li>• SEMH Liaison</li> <li>• IN-school Behaviour Support Officer</li> <li>• JIGSAW scheme of work</li> </ul>	<p><b>Mutual Respect &amp; Tolerance</b> Students should be taught to show empathy and understanding of people from different backgrounds. Give pupils regular opportunities to learn about different cultures and beliefs to reinforce messages of tolerance and respect.</p> <ul style="list-style-type: none"> <li>• JIGSAW Scheme of work</li> <li>• SEMH T&amp;L</li> <li>• British Values T&amp;L</li> </ul>	<p><b>Rules of Law</b> Teach children to take responsibility for their own actions Teach the reasons behind <a href="#">rules and laws</a>, how they govern and protect us, and the consequences of what happens when these laws are broken</p> <ul style="list-style-type: none"> <li>• In-school Behaviour Support Officer</li> <li>• SEMH Liaison</li> <li>• JLT</li> <li>• Crucial Crew</li> <li>• External Visitors</li> <li>• SJS RESPECT Values</li> </ul>		
		<b>Resilience</b>	<b>Enterprise</b>	<b>Strive</b>	<b>Positivity</b>	<b>Endeavour</b>	<b>Care</b>

	<p><b>Respect Values</b></p>	<p>We enjoy challenge We persevere when things are difficult We learn from our mistakes</p>	<p>We adopt a community driven approach and can apply our learning to real-life We are charitable and embrace a community spirit</p>	<p>We have high expectations of ourselves and others</p>	<p>We adopt a growth mindset We are self-aware We form and maintain positive, purposeful relationships</p>	<p>We strive for success even when facing challenges We understand that high quality learning requires effort</p>	<p>We are a team and work together We are learning partners We have a sense of community We are thoughtful</p>	<p>We are respectful We can manage our own emotions and recognise them in others</p>
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Implementation	Inclusion (incorporates a specialist Inclusion Team)	<p>Quality First Teaching</p> <ul style="list-style-type: none"> <li>• Research based T&amp;L approaches</li> <li>• SEMH incorporated approaches</li> <li>• Upper, Lower and whole school coaching</li> <li>• Metacognition research</li> <li>• Kagan Learning</li> <li>• Scaffolded T&amp;L with challenge for ALL</li> <li>• CPD support</li> </ul>	<p>SEND Support</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Face-to-face SSP termly reviews</li> <li>• Core subject interventions (schemes and bespoke as needed)</li> <li>• Precision Teaching</li> <li>• FFT</li> <li>• Lego Therapy</li> <li>• I am Special</li> <li>• Phonics</li> <li>• Educational Psychologist</li> <li>• Speech and Language</li> <li>• ASCETS</li> <li>• Early Help Hub</li> <li>• PCSOs</li> <li>• One-page profiles</li> </ul>	<p>SEMH Support</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Recovery Curriculum</li> <li>• JIGSAW</li> <li>• Daily check-ins</li> <li>• Pastoral Support</li> <li>• Mental Health Champions</li> <li>• SEMH Toolkit</li> <li>• Universal and Universal+ support in class</li> <li>• CAMHS</li> <li>• ASCETS</li> <li>• Early Help Hub</li> <li>• One-page profiles</li> </ul>	<p>Parent Partnerships</p> <ul style="list-style-type: none"> <li>• Parent Forum</li> <li>• Early Help</li> <li>• SSPs / EHCPs</li> <li>• Parent workshops</li> <li>• Transition meetings</li> <li>• SATs meetings</li> <li>• Welcome meetings for New to Year 3</li> <li>• Online welcome packs for each year group</li> <li>• Class Dojo system for online daily communication</li> </ul>

	<p>Curriculum Based T&amp;L</p>	<p style="text-align: center;"><b>Core Subjects:</b></p> <p><b>Maths –</b></p> <p>At Scawsby Junior Academy, we aim for all pupils to be <u>confident</u> and <u>enthusiastic</u> mathematicians who are not only fluent in using number facts but also have the ability to solve problems in a variety of ways. In addition to this, we want them to be able to explain their reasoning confidently using specific mathematical vocabulary. With high expectations of all, we encourage each child to reach their full potential and gain a sense of achievement. We believe that a secure basis in numeracy skills is crucial to a high- quality education and will give our children the tools they need to participate fully as a member of society, preparing them for their future lives and careers.</p> <p>Our curriculum closely follows the aims of the National Curriculum for Maths 2014. The national curriculum for Maths aims to ensure that all pupils:</p>			<p style="text-align: center;"><b>Foundation Subjects</b></p> <p>At Scawsby Junior Academy, our vision is ‘Striving for Excellence’ and we aim to prepare all the children in our care with the skills, behaviours and values that will equip them to take their place and make a significant contribution in their local community and the wider world. To do this, we aim to provide outstanding teaching and a positive learning environment where each child feels happy and safe and is able to have experiences that develop resilience, a growth mindset and a lifelong love of learning.</p> <p>Our curriculum closely follows the National Curriculum 2014, but has been shaped to meet the needs of our pupils, families and communities.</p> <ul style="list-style-type: none"> <li>• We provide a broad and balanced skills-based curriculum that spirals</li> </ul>	

	<p>♣ become <b>fluent</b> in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.</p> <p>♣ <b>reason mathematically</b> by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language</p> <p>♣ can <b>solve problems</b> by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</p> <p><i>See SJS Maths Policy for curriculum drivers</i></p> <p><b>English –</b></p> <p>At Scawsby Junior Academy, we believe that children need to develop a secure knowledge-base</p>	<p>progressively within and across year groups</p> <ul style="list-style-type: none"><li>• We believe in challenge and accessibility for all and provide a curriculum that is engaging, creative, adaptive and motivating.</li><li>• Develop a curriculum that nurtures a sense of pride, community spirit and a sense of belonging.</li><li>• A well-structured curriculum that interrelates skills and develops a deep learning approach that accelerates progress and understanding.</li></ul> <p><i>See individual subject policies for curriculum drivers</i></p>
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	<p>in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society, preparing them for their future lives and careers.</p> <p>Our curriculum closely follows the aims of the National Curriculum for English 2014. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>● read easily, fluently and with good understanding</li><li>● develop the habit of reading widely and often, for both pleasure and information</li><li>● acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li><li>● appreciate our rich and varied literary heritage</li><li>● write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li><li>● use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li></ul>	
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	<p>Education Research premise for T&amp;L</p>	<p><b>Cognition and Learning:</b></p> <p>Prior learning is reviewed within lessons and across year groups to develop retention and establish cross-curricular links</p> <p>T&amp;L is structured in a variety of ways to meet the needs of all learners (e.g., visual and kinaesthetic tasks)</p> <p>AFL is used effectively to accelerate learning</p> <p>Aspects of concrete, pictorial and abstract are used in lessons to extend learning and provide challenge and support</p> <p>Growth mindset and metacognitive feedback and reflection are incorporated to allow for deeper understanding of personal targets and strengths (self-awareness)</p> <p>Kagan structures are used to scaffold and challenge T&amp;L</p>	<p><b>Pedagogy:</b></p> <p>A progressive, spiral curriculum is used so that concepts and topics are interlinked and revisited regularly to allow pupils to see the purpose and value in their learning</p> <p>Think pieces are used in CPD training to promote self-reflection and development of own practice</p> <p>Differentiation is directed through a scaffolded learning approach to ensure ALL pupils are challenged, regardless of their starting point</p> <p>T&amp;L is linked to purposeful, real-life concepts wherever possible and shaped to meet the needs of the local community</p>

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<b>Impact</b>	<b>Standards:</b>	<b>SEMH:</b>
	<p>Children achieve expected or better than expected against the national average</p> <p>Children are secondary-ready</p> <p>Children meet the age expectations of the broad and balanced curriculum</p> <p>An expectation of high achievement and challenge for ALL pupils irrespective of background or starting point</p>	<p>Children are engaged as lifelong learners</p> <p>Children are self-aware and resilient learners</p> <p>Children respond positively to challenge</p> <p>Children are able to articulate their opinions confidently and respectfully</p> <p>Children are well-rounded citizens</p> <p>Children understand how to keep themselves and others safe</p> <p>Children have the skills and values that equip them for adult life</p> <p>Children have a strong sense of belonging and pride in themselves and their community</p>