



Teaching for Learning Policy

November 2018

At Balfour Junior Academy 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.
- ✚ All planned activities and units of work must follow the pattern of concrete, symbolic and abstract experiences with well planned opportunities for experiential work particularly at the beginning of a topic. Children must be encouraged to experiment and feel confident to take risks and to develop as independent learners. Each topic or unit must end with a celebration of learning, be it an assembly, display or open afternoon. (If children have not had the experience they can neither talk or write effectively about it.)
- ✚ Experiential learning will be regularly celebrated in assemblies and in shared area displays around the school.
- ✚ Our expectations of all children must be high and challenging activities and events organised to extend their understanding. This must 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 be recorded on a ‘Twitter strip’ in the children’s books or in a class or floor book 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.

Concrete, symbolic, abstract. Always work from where the child is to take them as far as they can go.

Not a moment should be wasted. Look for ways to really utilise the learning potential in your classroom.

Good teaching is not a performance by the teacher but rather when the adults work together to facilitate effective learning from the outset of the lesson.