

Children, Young People, Education and Skills Policy

Title: Teaching and Learning Policy

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1. Overview

This policy provides a framework to support schools in updating or developing their individual Learning and Teaching Policies. The policy reflects the department for Children, Young People, Education and Skills's (CYPES) commitment to supporting an evidence-based teaching profession, founded on continual professional development for all.

2. Aims

1. Ensure that **all** learners, from **all** starting points and backgrounds, have access to the highest quality of learning and teaching opportunities in Jersey Schools and Colleges. All learners will be enabled to become confident and resilient and be able to contribute as active and responsible citizens within the Jersey Community.
2. Ensure that learning and teaching practice is aligned with the Jersey 2014 Curriculum, with Jersey Assessment and Moderation processes¹ and with the Jersey School Review Framework.
3. Set consistently high standards and expectations for all members of every school community.
4. Support an evidence-based methodology in schools, including professional development opportunities, which enable colleagues to review and develop their practice throughout their careers.

3. Responsibilities and distribution

This policy applies to all Schools and Colleges.

Head teachers and leaders are responsible for ensuring that their Learning and Teaching policy is updated in line with this publication and is reviewed and discussed regularly. The school policy should reflect the aims above and be shared and applied by all colleagues.

This policy includes further information, guidance and links to both develop and maintain an engaging, pupil-centred and evidence-based approach to learning and teaching across all phases and subject areas. In addition sample policy headings and links to some exemplar policies are provided which can be used as a starting point if required.

¹ JPAF(2015), JSAF(2016), Jersey Moderation (2017)

Sample policy headings

1. A broad and balanced curriculum
2. Oracy, literacy and numeracy across the curriculum
3. Support and challenge
4. Research based practice
5. Learning to learn
6. Developing learning traits and dispositions
7. Feedback to pupils
8. Feedback to parents and carers
9. Pupil voice

Further information and related documents

Jersey documents:	Special Educational Needs Policy
Jersey Curriculum 2014	Jersey Premium Policy 2018
EYFS Curriculum 2016	
Jersey Review Framework 2016/ update 2019	Jersey training and support:
Jersey Primary Assessment Framework 2016	CYPES Annual Training Offer* EYFS, IEI, S+A, JP
Jersey Secondary Assessment Framework 2017	
Jersey 8 update for schools 2018	UK links and support:
Jersey Primary Curriculum Review Summary 2018	CCT – General Membership; Courses and training;
Marking and Feedback Policy 2018	EEF – Strategies and intervention evaluation; guidance documents;
Moderation guidance 2018	
Literacy Guide for Parents and Carers 2018	Exemplar Learning and Teaching Policies
Literacy intervention leaflets 2018	
The Journey of the Motivated Writer 2018	
Numeracy Guide* 2019	
Traits of a Learner 2017	

Learning and Teaching Policy 2019

It is the responsibility of each head teacher to implement, monitor and review a Learning and Teaching Policy. This policy should ensure that the roles and responsibilities of all groups involved reflect the requirements below and support pupils in taking responsibility for their learning.

	A broad and balanced curriculum	Oracy, literacy, numeracy and reasoning	Support and challenge	Research based practice	Learning to learn	Traits of a learner	Feedback to pupils	Feedback to parents and carers	Pupil voice
Pupils will be offered...	High quality teaching of a broad and balanced curriculum that is varied and engaging.	Opportunities to develop oracy, literacy, numeracy and reasoning skills, knowledge and understanding throughout their curriculum experience.	Access to appropriate levels of support and challenge in different areas of learning.	A reflective learning experience, enabling them to mature as resilient, forward looking and active young people.	Opportunities to develop their metacognitive knowledge and skills.	Opportunities to develop a variety of learning dispositions or traits ¹ .	Timely feedback that is manageable, meaningful and motivating and that facilitates progress.	Feedback to their parent or carer to support their learning.	Opportunities to share their views with teachers and the school or college about their learning experience.
Teachers will...	Plan and deliver a broad and balanced curriculum with high quality, varied and engaging learning opportunities.	Develop opportunities for oracy, literacy, numeracy and reasoning to be incorporated in pupil learning and throughout the curriculum.	Employ a number of strategies to both scaffold and extend learning appropriately, showing an understanding of the specific needs of the individuals within each group ² .	Engage collaboratively with research, developments in education and utilise appropriate expertise to review and improve their teaching practice.	Offer opportunities to develop metacognitive knowledge and skills in order to achieve the highest possible outcomes for all learners.	Develop pupil learning dispositions or traits through a variety of strategies including: setting and applying high expectations; collaborative learning; coaching; undertaking independent research and study.	Provide timely feedback to pupils that is manageable, meaningful and motivating and that facilitates progress.	Provide clear feedback to parents that engages them with the learning of the pupil in line with school or college policy.	Listen to pupils' views on their learning and, where appropriate, take action.
Headteachers will ensure...	Development and oversight of a broad and balanced curriculum.	Specific identification, monitoring and development of opportunities for oracy, literacy, numeracy and reasoning.	Oversight, monitoring and development of teaching plans and practice within a broad and balanced curriculum.	Support and opportunities for teachers to engage with research and developments in education, and to share best practice within and between schools/colleges and other professionals.	Support for teachers to investigate and develop their understanding of metacognition.	Support for an enabling learning environment for teachers and pupils that provide challenge, new experiences and an opportunity to thrive.	Development and oversight of a school feedback policy that is manageable, meaningful and motivating.	Opportunities for teachers to engage with parents and pupils in line with school or college policy.	Oversight, recording and monitoring of pupil views and any actions taken.
CYPES will ensure...	Regular review and monitoring of the implementation of the curriculum.	An island wide focus on the development of oracy, literacy and numeracy in all schools and colleges.	Opportunities for support and training for professionals to support pupils with a range of needs.	Support for schools and colleges in engaging with research and developments in education; sharing best practice within and between institutions.	Support for, and recognition of, a range of high quality teaching strategies that may be employed in schools and colleges.	Further development of the use of learning dispositions and traits to support pupils to become confident and resilient learners.	Monitoring of school and colleges use of relevant policies including the 2018 Marking and Feedback Policy.	Monitoring of school and colleges use of relevant policies. Further development of parental voice in all schools and colleges, both formally and informally.	Further development of pupil voice in all schools and colleges; for example through the support of school councils, pupil engagement groups and the formal Jersey Review Framework.

1. Traits of the Learner characteristics include: participation; communication; confidence; resilience, fluency; independence; curiosity; retention.
2. Classes or intervention groups may include any pupils identified with: an entitlement to Jersey Premium (including Looked After Children); Special Educational Needs; lower attainment within a subject; higher attainment, working at greater depth within a subject; English as an Additional Language.