John Keats
Primary School

A Positive Catalyst

for Change

Teaching and Learning
at
John Keats Primary School

Teaching and Learning Principles

At John Keats, we embrace the principle of lifelong learning, encouraging both children and adults to discover something new each day and to approach their progress with confidence and self-motivation.

Alongside teaching knowledge, we nurture a wide range of attitudes and skills that underpin effective learning- such as resilience, independence, pride, curiosity, creativity, empathy, collaboration, problem-solving, risk-taking, and the ability to make meaningful connections.

At the heart of everything we do is the belief that while we are all different, we are all equal, and we can all achieve.

Effective teaching and learning are built on the principle that children understand what they are learning, why it matters, how to recognise their own success, and what their next steps should be.

At John Keats, our teaching is guided by the following non-negotiable principles:

◊   The curriculum is well-structured and sequenced to build knowledge, develop skills, and inspire a love of learning.

◊   Children are actively engaged and motivated by their learning.

◊   Activities are carefully pitched to ensure all children can take part while being appropriately challenged.

◊   Ongoing assessment continually shapes planning, content, and teaching approaches.

◊   Additional adults are used effectively to enhance teaching and learning.

◊   Pupils are encouraged to reflect, self-evaluate, and make informed decisions about their learning.

◊   The classroom environment fosters independence, confidence, and success.

In addition, at John Keats we ensure that opportunities are planned to include lessons that reflect the school's values so that children are:

Project based learning approach with clear cross-curricular links within subjects

An exciting and inspiring curriculum to engage pupils

Thinking frames being used to increase metacognitive and self-regulation practices

The curriculum should be accessible for all students with different needs.

Adaptive in order to respond to children's interests and questions

The curriculum should be accessible for all students with different needs.

Inclusive and reflects the local community

Curriculum taking place outside of the classroom

Curriculum
The curriculum is well structured and sequenced to build knowledge, develop skills, and inspire a love of learning.

The curriculum is cohesive across all year groups so learning can be reflected year on

Repeated structures within lessons for familiarity

Rich prompts, texts, themes etc.

Experiences outside of the classroom— trips

Use of technology to enhance engagement

Meets the needs of all learners and learning types

Fun and engaging

Child— led and allows for children to learn through play

Relevant and interesting curriculum which is representable of school community and tailored to children's interests

High quality planning using shared practice approach

Adaptive teaching

Learning taking place outside of the classroom

Engaging and interactive lesson slides with pictures and videos

Interactive modelling

Motivating projects; including launch and wrap-up lessons and assemblies, independent learning projects, exhibitions/actions

Project immersion days designed to captivate children's interests

Technology used to make teaching immersive

Engagement & motivation
Children are engaged and motivated by what they are learning

Whiteboard tasks during carpet learning help engage children.

Community links to curriculum

Wide range of suitable resources inside and outside the classroom.

Immersive/interactive displays that the children contribute to

Open questions and higher level questions to develop understanding and get children thinking

Interactive trips and workshops

Cross-curricular projects focussing on pupils' interests

Wellbeing days

Use of resources inside and outside the classroom.

Extracurricular activities and opportunities

Building safe, trusting relationships in class

Challenge questions on every lesson slide

A range of thinking frames being used by pupils in order to challenge

All children working towards the same goal; with scaffolds in place to supports those to get there

Visual resources to scaffold learning

Seating arrangements

Differentiated work and in some cases, lessons

Clearly labelled materials, timetables so students know what they are learning next

1 star 2 star 3 star worksheets

Adaptation
Work is appropriately pitched to enable all pupils to participate and be sufficiently challenged

Teachers modelling using: I do, We do, You do

Large targeted interventions across year groups for subjects to ensure targeted teaching can take place

Removing scaffolds when appropriate

Wide range of resources such as word banks and number charts

Accessible displays being used by children in lessons

Pre-teach interventions

Teachers modelling high quality handwriting

Additional adults scaffolding teaching

Movement breaks

Colourful semantics being used to support learning

AfL used to assess and target teaching

Using resources available to provide adaptive teaching for children that need it.

Mixed ability groupings for pupils to scaffold to each other

PiXL to improve core subject skills, track pupil progress and provide targeted interventions

Thinking frames being used to assess what pupils have learnt

Teacher's assessment

Live verbal feedback

Use of formative assessments

Self-marking

Consistent AfL strategies

Assessment
Continual assessment informs planning and the content and style of teaching

Arithmetic weekly tests

Use of summative assessments

Immersive/interactive displays that the children contribute to

Outside professional reviews (EP, SALT, Annual Reviews)

Regular reviews of planning & teaching

Tracking progress weekly

Spelling tests

Children showing what they know through thumbs up, thumbs down etc.

Retrieval questions at start of lessons on whiteboards

Additional adults being deployed for interventions

Actively involved with the children, not doing class admin during teaching time

Adults being used for learning in smaller groups

Pro-active additional adults

Pre-teaching, mini teaching, small group work

Focus groups with TA's

Peer teaching

Adults sitting with children when teacher is teaching to support and address any misconceptions

Use of adults
Additional adults are used effectively to support learning

Adults teaching alongside the class teacher during carpet input

Strategic placements on tables/carpet, making sure some children are accessible

Additional adults carrying out focused activities in small groups

Utilise adults' strengths to support in the most productive way

Adults being shared across year groups where needed

Adults using resources and visuals during whole class teaching

Adults providing resources for pupils to work with more independence

Trusting and respecting their judgements

Verbal feedback during independent tasks

Targeted feedback to indicate next steps

Children recognising their mistakes when editing and making changes

Peer and self marking

Children using pink pens to edit and improve their work

Live marking and verbal feedback

Marking & feedback
Pupils and adults are expected to reflect on their learning and self-evaluate

Children provided with time to regularly respond to feedback

Marking Codes being used consistently for written feedback

Success criteria used for writing

Targets being fed back to parents

Clearly labelled materials, timetables so students know what they are learning next

Regular written feedback per subject

Working walls support learning and are productive

Thinking frames being used to increase metacognitive and self-regulation practices and on display in classrooms

Simple, clear displays that are practical and accessible for children

Displays that reflect the children's learning and include pictures of children working

Clearly labelled materials and resources, for children to access

Use of subject widgets

Inspiring reading corners to encourage a love of reading

Inclusive environment being accessible for each individual child

Learning environment
The learning environment and classroom atmosphere promote independence and success

Teachers modelling high quality handwriting

Open questions and higher level questions to develop understanding and get children thinking

Learning environment is a direct reflection of the children's learning and how knowledge is built on prior learning

Immersive/interactive displays that the children contribute to

Children taking ownership of their classroom

Colourful semantics being used to support learning

Zones of regulation display

Visual timetable and now and next board to inform children of future learning

Safe space for mistakes to be made

Organised seating plans which are conducive to learning and considerate of individual needs