

# **John Keats Teaching & Learning Principles**

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## 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 learning environment and classroom atmosphere promote independence and success
- The curriculum is well-structured and sequenced to build knowledge, develop skills, and inspire a love of learning.
- Work is appropriately pitched to enable all pupils to participate and be sufficiently challenged
- Additional adults are used effectively to support learning, working with pupils during class time and not carrying out admin / preparation tasks
- Pupils are engaged and motivated by what they are learning
- The learning and classroom atmosphere enables all pupils to feel safe and promotes independence 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:



Pupils' prior knowledge is used to pitch lessons appropriately, with pacy retrieval questions or a summary from the class teacher used at the start of the lesson where appropriate

Teachers and TAs continually assess during each lesson to check understanding, identify misconceptions and adapt teaching where necessary to address these

Checking pupils' understanding during the lesson and / or marking that day's work identifies any gaps in pupils' knowledge and skills, which are then addressed promptly

**Assessment for Learning**  
**The Learning environment and classroom atmosphere promote independence and success**

Live feedback and / or marking comments ensure all pupils know where they have been successful and what they need to do to improve

Groupings are flexible, with teachers and TAs circulating the room as well as focus teaching, giving different inputs to different ability groups

A wide range of techniques and questions are used for pupils to promote thinking, reflect on learning and assess achievement

Class teachers engage in professional dialogue with year group colleagues to reflect on learning outcomes each week in order to plan what and how to teach the following week

Designed to give all learners, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, the knowledge they need to achieve and thrive in later life

All pupils' needs are properly considered and are met through the design and delivery of the curriculum, including considering any reasonable adjustments that need to be made

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

The curriculum is coherently planned and sequenced so that pupils build knowledge and skills sequentially and cumulatively

Exciting and inspiring cross-curricular learning experiences that make meaningful links between subjects, to engage all pupils

Relevant to the pupils' age, needs and interests, focusing on the most important knowledge or concepts

Designed to extend pupils' language and vocabulary, both spoken and written, and increase their reading competency across all subjects

Teachers and TAs have strong subject knowledge and access to high quality training on all subject areas

Teachers and TAs have high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being

Early, regular and accurate assessment of pupils' needs enables teachers to plan and review teaching and learning to reduce barriers to pupils' learning – including going back to teach gaps where necessary

A wide range of scaffolds, manipulatives and IT resources are accessible to pupils and are used where necessary to enable all pupils to access the learning

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

Class teachers and TAs support and challenge all ability groups and all pupils are expected to work independently at times

Teachers monitor the progress of pupils with SEND and review adaptations and support systematically, making any necessary changes to improve their learning and/or well-being

The most able pupils are moved on quickly, rather than taking part in teaching sessions that do not move their learning on

Thinking frames are used both to support and to challenge pupils' thinking

Any additional adults in the classroom are deployed to enable all pupils to access high-quality teaching from their class teacher and to develop pupils' independence over time

TAs are actively involved in teaching during carpet sessions

All TAs read weekly plans before the week begins and are clear about the learning intentions for each lesson

After modelling and explaining the learning intention, TAs encourage pupils to work independently and do not 'over-support' them

**Use of Additional Adults**  
Additional adults are used effectively to support learning, working with pupils during class time and not carrying out admin/preparation tasks

TAs work with all ability groups and sometimes monitor and feed back to individual pupils while the teacher is working with a group

TAs give verbal and written feedback to pupils during the lesson, as required by the class teacher and in line with the school's marking and feedback policy

Teachers and TAs communicate daily to discuss pupil progress and next steps

Contexts for learning are relevant and engaging for the pupils in the class

All pupils are actively involved throughout the lesson

All pupils are clear of the learning intention, steps to success, and why they are learning particular content

Pace of teaching allows no time to be wasted but allows time for pupils to think and reflect

Projects are motivating and brought to life using launch and wrap-up lessons, film clips, assemblies, independent learning projects, a range of resources, exhibitions, trips, workshops and visitors

**Engagement and Motivation**  
**Pupils are engaged and motivated by what they are learning**

Discussion, open-ended questioning and opportunities to talk develop understanding and get pupils thinking and reflecting

There are a range of outcomes expected from pupils – not always pieces of writing

Pupils' interests and lines of enquiry are valued and followed up where appropriate

Strategies and resources are used to avoid cognitive load

Clear class routines and expectations for pupils' behaviour are set and adhered to consistently, leading to a calm and positive environment for learning

Classrooms are tidy and well-organised, with a range of clearly labelled learning resources available for pupils to access independently

Staff handwriting models the school scheme / policy

Wall displays celebrate pupils' current learning and achievements

Pupils are confident to challenge themselves and others and take risks in their learning when appropriate

**The Learning Environment**  
**The learning and classroom atmosphere enables all pupils to feel safe and promotes independence and success**

Inspiring classroom reading corners with a range of appealing fiction and non-fiction encourage reading

Working walls, learning prompts, interactive displays and resources are used to enhance and consolidate learning

Classroom furniture is organised to meet pupil needs and support effective learning

Each classroom has a literacy and maths working wall, zones of regulation, visual timetable, examples of thinking frames, a number line and big writes are displayed

