



Teaching for Learning Policy

“Everyone who works with children should do what is in the best interests of the child.”

Article 3 United Nations Rights of the Child

Rationale

This policy is central to the school’s purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners. Children are entitled to high quality learning opportunities where they are challenged to achieve their very best. This policy reflects a growing understanding of how children learn and the importance of incorporating strategies that encourage them to take responsibility for their own learning.

This policy aligns with the Jersey Schools Review Framework.

We aim to foster a deep love for learning at Trinity and believe that positive attitudes and high expectations towards learning are fundamental for success. In consultation with the children, we have agreed that the following dispositions are key to curriculum success, independence and deeper learning:

Trinity Learning Powers

- To concentrate
- To be curious
- To be resilient
- To co-operate
- To self-improve

Curriculum

In line with our curriculum policy ([Curriculum Policy .docx](#)) and the Jersey Schools Review Framework, Trinity’s curriculum design and implementation are underpinned by the four pillars of Development of the Child, Equity and Quality. The curriculum is carefully sequenced and builds cumulatively.

Definition of Learning

Learning at Trinity is defined as the acquisition, retention and application of knowledge, skills and understanding over time.

Learning is secure when pupils can:

- recall prior knowledge
- make meaningful connections
- apply learning in new contexts
- explain their thinking clearly

Whilst engagement is important, the effectiveness of teaching is determined by its impact on pupil learning. Teaching is therefore evaluated not by activity or engagement alone, but by the extent to which pupils increase their knowledge, retain the knowledge, connect, apply and transfer their knowledge over time, in line with our curriculum intent.

Learning may also be:

- the process of building new concepts, knowledge, skills and attributes through a variety of experiences;
- the refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications;
- the development of personal characteristics;
- making sense of the world around us and discovering where we fit into it;
- a continuous, lifelong process of personal development.

So as to promote active learning, staff employ inclusive questioning strategies such as cold calling, wait time, and addressing misconceptions.

Principles of Effective learning

We believe that children learn best when:

- they feel happy, comfortable and safe; (1.1)
- their confidence and self-esteem are high and they enjoy positive, trusting relationships with adults and peers; (1.2)
- they are challenged, encouraged and supported by peers and adults, including family; (1.3)
- adults and older children provide good role models as learners and members of the community; (1.4)
- the learning environment is calm, engaging and appropriately resourced to support attention and learning; (1.5)
- teaching is purposeful, positive, well-sequenced, appropriately paced, varied and engaging, while being mindful of cognitive overload; (1.6)
- they are actively engaged in the learning process; (1.7)
- our teaching takes account of their individual needs and interests. (1.8)

Learning Over Time

Teachers plan learning that is carefully sequenced from curriculum end points, ensuring that knowledge builds cumulatively and that pupils are supported to understand, remember and apply key concepts over time. Learning is designed and evaluated over time, not within individual lessons.

Teachers ensure that:

- key knowledge is revisited and embedded
- pupils develop strong mental models of key concepts
- misconceptions are identified and addressed early

Planning includes:

- spaced retrieval (*revisiting previously taught learning over time to help children remember it long term*)
- cumulative practice (*regularly practising and building on previous learning alongside new learning*)
- opportunities for application and transfer (*giving children chances to use their learning in different subjects, situations and real-life contexts*)

Pupils are active participants in their learning.

Teaching at Trinity ensures that pupils:

- contribute to discussions and articulate ideas
- reflect on their learning and next steps
- feel safe, valued and respected

In line with Article 12 of the UNCRC, we value pupil voice and ensure that children are listened to and involved in decisions that affect their learning, wellbeing and school experience.

In line with inclusive practice, pupils' views are:

- listened to
- respected
- used to inform teaching and provision

Inclusion & Adaptive Teaching

Inclusion is integral to teaching and learning at Trinity and reflects the Jersey commitment to equity, entitlement and quality for all learners. Teachers make reasonable adjustments and use flexible ways of presenting information so that all pupils can participate meaningfully in learning. Classrooms are communication-friendly, accessible and reflective of the diversity of the school community. Pupils' home and preferred languages are valued, and staff actively challenge bias, stereotypes and discriminatory language or practice.

All pupils have a right to access a broad and balanced curriculum and to receive the support they need to succeed.

Teachers are responsible for the progress of all pupils and will:

- identify and remove barriers to learning
- adapt teaching to meet a wide range of needs
- ensure all pupils can participate fully in learning

Teaching will, as appropriate, explicitly support:

- pupils with SEND
- pupils eligible for Jersey Premium
- multilingual learners
- pupils with social, emotional or mental health needs
- children that are looked after or previously looked after

Adaptive teaching includes (but is not exhaustive to):

- pre-teaching and vocabulary support
- scaffolding and structured tasks
- targeted questioning and feedback
- flexible approaches based on ongoing assessment

Inclusion is not separate from teaching—it is an entitlement for every pupil and a responsibility of every teacher.

All staff share responsibility for inclusive education.

Teachers:

- plan and deliver inclusive lessons
- work collaboratively with support staff and external professionals, where available
- engage in professional development to continue to develop inclusive practice

Leaders:

- ensure consistency and quality of provision
- monitor outcomes for all pupil groups
- support staff in developing inclusive teaching

Leaders evaluate the impact of teaching through triangulated evidence, including learning walks, work scrutiny, assessment information and curriculum team discussions. Monitoring focusses on whether pupils know more, remember more and can do more over time, and whether all groups of pupils are accessing and progressing through the curriculum.

Equity and Entitlement:

Trinity's teaching and learning reflects the principles of:

- **Entitlement** – all pupils access a rich, broad curriculum
- **Equity** – teaching adapts to remove barriers and support success
- **Quality** – high expectations for all learners

These principles ensure that every pupil receives an education that enables them to thrive academically, socially and emotionally. This is in line with Article 28 of the United Nations Convention on the Rights of the Child (UNCRC), which recognises every child's right to education.

Behaviour & Inclusion

At Trinity, behaviour is understood as a form of communication – please see the school's Relationships Policy for further detail.

Teaching and learning are underpinned by:

- understanding and compassion
- high expectations
- consistent routines

Pupils are supported to:

- regulate emotions
- express needs appropriately
- engage positively in learning

A safe and inclusive environment ensures that all pupils are:

- ready to learn
- able to participate
- supported to succeed

1.1 To help children to feel happy, comfortable and safe, we will:

- implement appropriate induction and transition arrangements;
- ensure that the 'Jigsaw' PSHE programme is given high status in the school and is taught regularly as a core subject;
- promote a culture of kindness, respect and belonging through positive role modelling and relationships;
- provide appropriate interventions to support well-being;
- smile, greet and ask about their welfare;
- make time to listen to comments and concerns;
- work closely with their families in support of their welfare and education;
- treat them fairly and consistently;
- consistently implement our behaviour and relationships policy
- ensure that the school is visually attractive and welcoming;
- ensure that they feel 'ownership' through personal spaces, name tags, classroom responsibilities etc;
- ensure that we follow the correct safeguarding and child protection procedures

1.2 To help build children's confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will:

- give them opportunities to take part in circle time, role play, assemblies, Trinity Action Groups etc;
- make use of learning partners/trios, peer assessment and collaborative working;
- refer to and explicitly teach the 'Trinity Expectations'
- use a range of reward systems;
- display their work and help them to display their own work attractively;
- look for opportunities to catch them doing well and to celebrate it – reminding children of their strengths;
- ensure that they experience success and praise every day;
- give constructive feedback verbally and in writing;
- use positive language and encourage them to do the same;
- teach them that it's ok to make mistakes and use the language of Growth Mindset
- acknowledge and celebrate their special days, including birthdays displayed on the school screens where appropriate;
- ensure the 'Jigsaw' unit on relationships is taught in depth
- talk to them about their own lives, hobbies, interests and cultural background;
- celebrate variety in culture, religion and language;
- show respect for them and their contributions.

1.3 To ensure that children are challenged, encouraged and supported by peers and adults, including family, we will:

- inform parents about the curriculum;
- communicate regularly with parents about their progress through consultations, an annual written report as well as focus week meetings in the Early Years
- communicate to children's families that we value their contribution, through surveys, parent consultations, ILP reviews and PTA events etc
- use Tapestry in the Early Years to share progress and achievements with parents
- set homework appropriate to their age and ability;
- involve them in self-assessment and the identification of appropriate new targets;
- involve them in collaborative working;
- involve them in peer assessment;
- use target setting information and other assessment procedures to track their progress and identify their learning needs;
- enable them to share achievements through displays,
- provide a range of extra-curricular activities;
- Get involved in community projects

1.4 To ensure that adults and older children provide good role models as learners and members of the community, we will:

- encourage all school employees to be lifelong learners, who share their interest in learning with colleagues and children;
- encourage parents to be lifelong learners who are actively engaged with their children's learning both in and out of school;
- offer shared learning events, such as a class 'book look' and class assemblies;
- have high and clearly communicated expectations that every adult on the school premises will set a good example as a member of the community;
- give children opportunities, motivation and encouragement to act as good role models and supporters of others i.e. year 6 reading buddies with the reception children and the librarian role;
- invite members of the outside community to share with children their knowledge and experiences as learners and community members;
- respect the confidentiality of our families

1.5 To provide an engaging, purposeful and properly resourced learning environment, we will:

- ensure the interior and exterior of the building are clean, appropriately decorated and well maintained;
- ensure that classrooms are tidy and free of clutter;
- ensure that children and adults have access to water as needed;
- have appropriate resources according to the varying needs of the children;
- ensure that resources are accessible to children;
- vary the learning environment, using outdoor spaces and out-of-school visits;
- set out informative, interactive and celebratory displays.
- Use community as a resource i.e. town library, museum, National Trust, Jersey Heritage, Jerriais teachers and Jersey Zoo for example
- Utilise skills of staff within the school i.e. French, Music, Forest School, PE as appropriate

- Use technology to engage children, keep learning current, enhance learning and access to learning

1.6 To ensure that teaching is authoritative, purposeful, positive, well-paced, varied and stimulating, we will:

- provide teachers and teaching assistants with line management support and a planned programme of continuous professional development;
- take steps to ensure the personal well-being of members of staff;
- provide a curriculum that covers, and goes beyond, the statutory requirements;
- plan lessons that are adapted to meet the needs of individual children;
- plan and deliver lessons and units of work that incorporate the principles of the Framework for Effective Teaching and Learning;
- monitor the effectiveness of our teaching through line management and curriculum teams, including lesson observations, work scrutiny and scrutiny of teachers' planning and assessment records;
- give children clear goals and realistic time limits;
- update resources and ensure that they are current and appropriate to support stimulating teaching

1.7 To ensure that children are actively engaged in the learning process, we will:

- implement the Trinity Framework for Effective Teaching and Learning.

1.8 To enable our teaching to take account of children's individual needs and interests, we will:

- implement a range of target setting, assessment and tracking procedures appropriate to their age and development stage;
- involve them in self-assessment and target setting;
- talk to them about their interests and try incorporate those interests in our teaching; use of learning passports;
- fully implement the SEN policies and action plans;
- allow flexibility in planning for child led learning.

When the policy is successful, we will see children who:

- are confident, well-motivated, independent, resilient yet collaborative learners;
- enjoy their learning and who maintain good relationships with adults and other children;
- have a sense of pride in their work at school;
- make good progress against their targets.
- are always striving to improve and set themselves new challenges

When the policy is successful, we will see teachers and teaching assistants who:

- are knowledgeable, skilled, confident, motivated and happy in their work
- are enthusiastic and portray a love of teaching and learning

When the policy is successful, we will see parents who:

- are fully engaged in their children's learning;
- are proud of their children's achievements.
- are supportive of the school's core values and purpose

This policy is to be read in conjunction with:

- Curriculum Policy
- Inclusion Policy
- Relationships Policy
- Early Years Policy
- Outdoor Learning Policy
- ML Policy
- Marking, Response and Reflection policy
- Homework Policy
- Trinity Teacher Progression Framework

KM September 2018/ Feb 2021/ SS April 2026



Framework for Effective teaching and Learning

“Everyone who works with children should do what is in the best interests of the child.”

Article 3 United Nations Rights of the Child

Teaching Approaches

Teaching at Trinity is evidence-informed and reflects effective instructional practice.

In line with our curriculum and research-informed approach (including Rosenshine’s principles), teachers will:

- provide clear explanations and model thinking explicitly
- break learning into manageable steps
- use guided practice before independent application
- check understanding frequently and respond adaptively
- use retrieval practice to strengthen memory and understanding

Teaching is not defined by “variety” or “engagement” alone, but by its impact on pupil thinking, understanding and retention.

The Trinity Teacher Progression Framework supports the implementation of this policy by defining what effective practice looks like across a climate for learning, planning and preparation, teaching and learning, assessing and responding, and professionalism. It is used to support reflection, coaching, professional development and consistency across the school.