Janvrin School

Teaching and Learning Policy

May 2026

Vision and Purpose

At Janvrin, we believe that every child has the right to high-quality teaching and learning that enables them to thrive academically, socially, and emotionally. Our approach is rooted in inclusive practice, the development of Oracy, and a commitment to equity for all learners, especially those with SEND, Multilingual learners, and Jersey Premium backgrounds.

> ***"Every teacher needs to improve, not because they are not good enough, but because they can be even better." — Dylan Wiliam***

Our school values — Believe, Achieve, Celebrate — underpin everything we do. We believe in every child's potential, support them to achieve their best, and celebrate their progress and success.

Core Principles of Teaching and Learning

Inclusive Practice

- Teaching is adaptive and responsive to the diverse needs of learners.
- Barriers to learning are identified and addressed through high-quality differentiation and support.
- All staff are committed to equity, ensuring every child feels seen, heard, and valued.

Oracy-Rich Classrooms

- Oracy is embedded across the curriculum using Voice 21's framework.
- Pupils are taught to speak, listen, and communicate effectively in a range of contexts.
- Talk is used as a tool for learning, deepening understanding, and building confidence.

High Expectations and Ambition

- Teachers set ambitious goals for all pupils, regardless of background or starting point.
- Learning is scaffolded to ensure access and challenge for every child.

Formative Assessment and Feedback

- Teachers use ongoing assessment to inform planning and respond to pupil needs.
- Feedback is timely, specific, and focused on moving learning forward.

> ***" Raising the quality of teaching within existing schools is probably the single most effective thing we could do to improve overall attainment." — Dylan Wiliam***

Teaching Strategies and Approaches

Clear Learning Intentions and Success Criteria

- Lessons begin with clear objectives and shared criteria for success.
- Pupils understand what they are learning and why it matters.

Modelling and Explicit Instruction

- Teachers model thinking, language, and processes to make learning visible.
- New concepts are broken down and taught in manageable steps.

Deliberate Practice and Retrieval

- Pupils revisit and apply learning regularly to strengthen memory and understanding.
- Retrieval practice is used to consolidate knowledge over time.

Collaborative Learning and Dialogue

- Pupils engage in structured talk, group work, and peer learning.
- Talk partners, dialogic teaching, and exploratory talk are used to deepen thinking.

> ***" An effective school is a school full of effective classrooms. It doesn't matter which school a child attends, but which class they are in is important." — Dylan Wiliam***

Supporting Vulnerable Learners

SEND

- Individual needs are met through personalised strategies and inclusive classroom practice.
- RONs and support plans are used effectively to guide provision.

MLL

- Language development is supported through visual aids, scaffolding, and structured talk.
- Oracy strategies are used to build vocabulary and confidence.

Jersey Premium

- Teaching is designed to close gaps in attainment and opportunity.
- Staff use evidence-informed strategies to support engagement and progress.

Monitoring and Evaluation

- Teaching and learning are regularly reviewed through lesson visits, pupil voice, book looks, and data analysis.
- CPD is aligned with school priorities, including inclusive practice and Oracy development.
- Staff collaborate to share best practice and reflect on impact.

This policy will be reviewed annually to ensure it reflects current research, school priorities, and the needs of our learners.

Further information:

P Teaching and Learning Policy 20190131.pdf

5 to 11 year olds: key stages 1 and 2 curriculum