

MANEY HILL PRIMARY SCHOOL



TEACHING AND LEARNING POLICY

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TEACHING AND LEARNING POLICY

At Maney Hill Primary School we strive to create successful, independent learners who achieve their full potential. We ensure that the children leave our care equipped with the skills and enthusiasm to successfully continue on their learning journeys.

‘The important thing is not so much that every child is taught but rather that every child is given the wish to learn’

John Lubbock

This core policy informs the best classroom practice and will enable all children to make progress in every lesson taught.

Aims

This policy aims to:

- raise the quality of learning
- provide clear guidance for teaching & learning, ensuring consistency across the school
- provide guidelines/ a tool for monitoring, evaluation, school improvement and accountability
- set out our expectations of best practice

Successful Learning

At Maney Hill Primary School we define learning as:

A memorable experience which leads children to be able to practice new skills and commit knowledge to memory. It should enable children to use their existing skills and knowledge and apply them to other contexts.

We believe successful learning occurs when :

- learners know what they are learning
- learners know why they are learning
- learners have ownership of their learning and are involved in reviewing and improving their learning
- learners are given sufficient time
- learners understand the goals they are aiming for
- learners have an understanding of how they learn
- learners know how and when they have been successful
- learners are actively involved, having new and varied experiences
- learners know how to improve
- learning builds on prior knowledge
- learning is enjoyable and challenging
- learning is stimulating and real

To enable learning to be at its best we also recognise that we should create the conditions for learning. These include:

What	How	When
Creating a safe setting for the children	Clear routines, rules, structures and boundaries are agreed and adhered to.	Start of the school year and referred to as a method of praise daily.
Stimulating their imaginations and thought processes	A range of resources, questions, use of working walls, children's ideas and artefacts.	Weekly
Providing accessible learning	Equipment labelled, organised and to hand, support is provided to differentiate to the same outcomes.	Daily

This policy will improve learning because everyone is committed to achieving a consistent approach to learning. It ensures expectations are clear for all and that children have a voice in their own learning and development.

Professional Development

At Maney Hill Primary School we recognise that as staff we are also learners and we value our own professional learning. We act as role models for life long learning by seeking to be successful learners ourselves. We:

- direct ourselves as learners
- extend and enhance our professional skills
- develop our own awareness and self-esteem
- support each other in our own professional development
- contribute fully to the learning and success of the school and its children.

This can take many forms including:

- coaching
- action research
- collective and collaborative project work/observations/planning
- performance management
- staff meetings and INSET
- off site courses
- professional reading

Effective Teaching

At Maney Hill Primary School we believe effective teaching enables all learners to succeed and achieve their potential. As staff it is our job to be effective in enabling learners to be successful.

Effective teaching begins with clear, thorough and precise planning. Lessons should be planned with clear, explicit learning objectives and success criteria. The teaching should be clearly recorded along with differentiated activities, adaptive teaching and supported groups. Assessment opportunities should be identified and may take the form of questioning, observation or a finished product.

To ensure teaching is effective all teachers must make children fully aware of the learning objective and success criteria at the start of a lesson and refer back to it throughout. Links in prior learning and subjects should be made. A variety of teaching styles should be used through the lesson with a varied range of resources ensuring all learners are catered for. Independent activities should further develop a child's learning with clear links made to the learning objectives and success criteria.

Success Criteria

The Success Criteria is to be discussed with children during every lesson. Children and staff should work together to generate success criteria as much as possible.

At the end of each lesson children will be encouraged to reflect on their learning and assess their own success in line with the learning objective and success criteria. They will use purple pencils and pens to do this. The children's purple pen comments will reflect and demonstrate their understanding of the learning objective(s) and success criteria. Teachers will mark the children's work in accordance with the marking policy.

Differentiation and Adaptive Teaching

An effective teacher acknowledges that each learner is different and uses this knowledge to ensure they are able to develop skills and knowledge to reach their full potential. Differentiation, which is evidenced on planning, ensures that all children are given these opportunities and through careful planning can achieve success in each lesson. Differentiation could be based on ability, prior learning or learning speed and can be achieved in different ways:

- through differentiated learning outcomes
- through tasks set
- through time allowed
- through support given
- through resources used

Teachers use adaptive teaching based on assessment for learning within the lesson to maximise learning and progress.

Challenge/Extensions

Through effective adaptive teaching, children are encouraged to be challenged and to be involved in the decision making process of what level of work is appropriate at that moment in time. Teachers ensure that all children are motivated to accept learning challenges and provide them in each lesson planned.

Teaching Assistants

Where a teaching assistant is available the teacher must ensure that the teaching assistant understands the learning objective and success criteria, has the lesson planning and is contributing to improving the children's learning. Planning, One Page Profiles, pupils' targets and next steps are discussed and shared with the teaching assistant. Through the sharing of planning teaching assistants should be clear in how they are working and supporting the children's learning for the week ahead.

Our Learning Environment

At Maney Hill we believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. We are also fortunate to have an extensive outdoor area which is developed to be used in, and enhance, all areas of the curriculum.

We aim for our learning environments to:

- be welcoming
- be challenging and stimulating
- be happy and organised
- be well resourced and clearly labelled
- makes learning accessible
- be encouraging and appreciative
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners

Our learning environments are organised to ensure that all the children have the opportunity to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- creative activities
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity

Inclusion

At Maney Hill we offer an inclusive curriculum. Teaching and learning is planned to provide challenging and stimulating experiences for all learners. Class teachers are responsible for providing support where necessary and for providing appropriate challenge for all learners through a careful use of a range of differentiation strategies.

If a child is not making the expected progress in class and additional support may be needed through targeted intervention programs, either within their classroom

environment or as part of a withdrawal group. Where children have specific and additional needs, the school may provide a tailored programme of work, with extra adult support where necessary, in order to meet children's individual needs (See SEND policy).

Monitoring and Evaluation

At Maney Hill Primary School we employ a range of monitoring strategies to evaluate achievement, standards, behaviour and the implementation of this teaching and learning policy. Where appropriate individuals will be given relevant feedback on what has been monitored, including strengths and targets for development. Monitoring activities will be used to evaluate school strengths and areas for development, plan professional development, provide evidence for the Self-evaluation Form (SEF), contribute towards performance management and evaluate standards, progress and consistency of provision.

Monitoring and evaluation activities will be undertaken in a supportive way which reflects mutual professional respect. The aim is to encourage and share good practice, individual professional development and overall school improvement.

Monitoring strategies will include:

- formal lesson observations
- learning walks
- work scrutiny
- pupil interviews
- analysis of data and tracking information
- pupil progress meetings
- performance management/appraisal meetings
- peer and self-evaluation
- moderation
- lesson drop-ins

Roles and Responsibilities

Successful learning and effective teaching is only achievable if all members of our school community take an active role. It is a partnership and each group should aim to fulfil their roles as successfully as possible.

The Children should:

- be willing to have a go
- try to see that mistakes are good because they can help all of us get even better
- try to be resilient, persistent, reflective and resourceful
- be supportive of others they are learning with
- be willing to share their learning with others

The Teaching Team should:

- plan and deliver excellent, appropriate and motivating lessons
- secure outstanding learning and outcomes for pupils
- secure a positive belief in the children that they can achieve
- support each other in our own professional development

- communicate effectively with children, parents and other professionals regarding children's learning and welfare

The Senior Leadership Team should:

- be positive role models to the teaching teams
- support and develop their teams
- monitor and evaluate the impact of learning within their roles and teams
- hold members of their team to account

Parents and Carers are essential in helping to support their children's learning. As such parents and carers should:

- encourage and support their child and their learning
- support school policies (e.g. homework)
- attend parents' evenings/information meetings/workshops
- have an open dialogue with school staff
- provide opportunities for children to practice and extend their learning at home
- support the school and work in partnership with additional support for learning

Our school governors determine, support, monitor and review the school policies and the school's effectiveness. The Governors should:

- monitor and review this policy
- monitor the policies impact through reports from the headteacher and members of staff
- support the use of appropriate teaching strategies by allocating resources effectively
- ensure the school buildings and premises are fit to support successful learning
- ensure that staff development and performance management policies promote outstanding quality teaching