

# Meadowside CP & Nursery School



## Teaching & Learning Policy

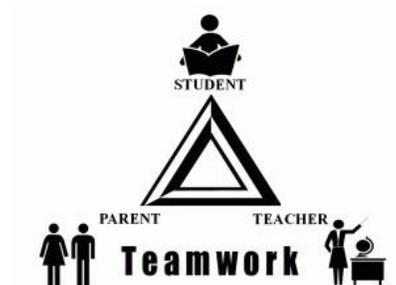
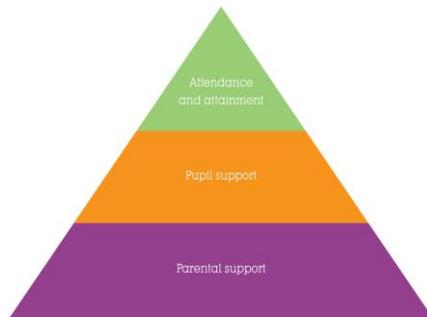
<b>Policy written by</b>	<b>School</b>
<b>Agreed by Governors</b>	<b>May 2017</b>
<b>Next Review</b>	<b>May 2020</b>
<b>Head teacher</b>	<b>Mr S Wright</b>
<b>Chair of Governors</b>	<b>Mrs J Warburton</b>

## **Teaching and Learning Policy for staff and pupils**

The school policy for Teaching & Learning was developed and agreed by the staff and has the full agreement of the Governing Body. This policy aims to give guidance to staff and provide a clear outline of the expectations in regards to teaching and learning.

The UN Convention on the Rights of the Child encompasses our school ethos and our policies and actions relate to these Articles in all that we do. Article 28 'Children have a right to an education' and Article 29 'Education should develop each child's personality and talents to the full' are particularly relevant in this policy.

At Meadowside Community Primary School, our aim is to help children fulfill their potential. Together we enable all children to be the best that they can be. We believe in the concept of lifelong learning and the idea that, both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives and help to prepare them for the future. We believe that appropriate teaching and learning experiences help children to become successful learners and to lead happy and rewarding lives. These learning experiences will contribute to their everyday practice of teaching and learning, leading to truly inspirational lessons, which evidence accelerated progress for children. We strongly believe that working together equals success.



## **Aims and Objectives**

We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching, we aim to:

- ❖ Enable children to become confident, resourceful, enquiring and independent learners.
- ❖ Foster children's self-esteem and help them to build positive relationships with other people.
- ❖ Establish positive relationships within our whole school community.
- ❖ Model learning and expected behaviour for the children.
- ❖ Encourage children to take pride in their work and the work of others.
- ❖ Develop children's self-respect; encourage them to understand the ideas, attitudes and values of others and teach them to respect other people's feelings.

- ❖ Show respect for a diverse range of cultures and in so doing; promote positive attitudes towards other people.
- ❖ Enable children to understand their community and help them feel valued as part of it.
- ❖ Help children grow into reliable, independent and positive citizens.
- ❖ Be exceptional role models as we continue our own journey of learning.
- ❖ Develop effective links between school, the child's home and the community, which promote aspiration and high expectations.

### **School Values**

The Rights Respecting agenda is at the heart of school life at Meadowside and provides a strong ethos to foster purposeful learning attitudes and positive relationships. This initiative underpins the school's aims to provide a values led curriculum. The children learn about their own responsibilities, through learning about their own rights and the rights of others, as set out by the United Nations Convention Rights of the Child (UNCRC).

A key concept, which also shapes the ethos of our school, is Growth Mindset. Rather than simply praising success, we praise effort and persistence. We believe the best thing to do is to teach children to love challenges, be intrigued by mistakes, enjoy effort and keep on learning. For children who find work easy we make sure they encounter more difficult tasks. Our children recognise that effort, persistence and good teaching are what help them improve.

### **What does a Meadowside classroom look like?**

#### **Non-negotiables:**

<b>1</b>	<b>Create a hook to engage children and provide opportunities and experiences with a hands on approach.</b>
<b>2</b>	<b>Effective use of questioning to draw out knowledge and clarify misconceptions.</b>
<b>3</b>	<b>A range of Assessment for Learning Strategies, used day-to-day, to question, observe and discuss. Checking on children's understanding and analysing their responses; driving forward accelerated learning.</b>
<b>4</b>	<b>Create a calm, relaxing atmosphere during extended writing sessions; providing children with sustained writing opportunities, across the curriculum</b>
<b>5</b>	<b>Teacher/ Teaching Assistants working the room whilst children are working, providing immediate feedback.</b>
<b>6</b>	<b>Encourage independence in children- self-correcting work using provided structures (SPAG, S.C). Creating opportunities for children to work independently in challenge zones or with work trays.</b>
<b>7</b>	<b>A Growth Mindset ethos- A new way of thinking, learning and taking on challenges at school and at home</b>

### **Growth Mindset Pupil Quotes**

Our mistakes help us to learn.

Try, Try and Try again...

Don't give up, keep trying, persevere!

## **Effective Learning**

Research tells us that people learn in many different ways and respond best to different types of input; we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different skills when planning our teaching.

We offer opportunities for children to learn in different ways:

- ❖ Investigation and problem solving.
- ❖ Research, asking and answering questions.
- ❖ Group work (in groups selected for different reasons).
- ❖ Paired work, collaborative work and whole-class work.
- ❖ Individual work and independent work, which is child directed.
- ❖ Selecting and using relevant resources to support learning.
- ❖ Use of IT including visual images, film, interactive teaching resources etc.
- ❖ Fieldwork, visits to places of educational interest and guest visitors and performance.
- ❖ Creative activities, drama, debates, discussions, oral presentations.
- ❖ Designing and making things.
- ❖ Participation in athletic or physical activity.
- ❖ Setting challenges for themselves and independent learning.

Children are taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning. Teachers teach and develop the children's skills, in order to empower the children to be successful in all of the above. Staff should use CPD effectively - to reflect on their current practice and feel empowered to make a difference both in their own practice and on their impact on children's learning.

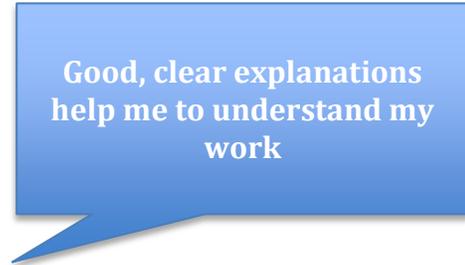
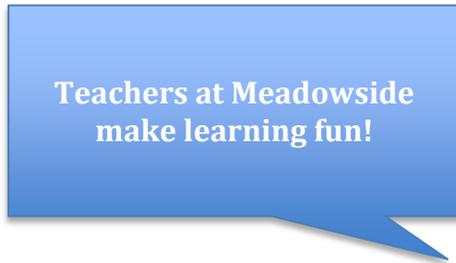
## **Planning**

When we are planning, we focus on motivating all the children and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum overviews to guide our teaching. This sets out the aims and objectives and details what is taught in each year group. We plan our lessons using key aspects for learning across the curriculum. We take objectives, key skills and level descriptors from the National Curriculum/Strategy documents and frameworks.

All teaching will be structured to maximise learning opportunities and activities will be planned in accordance with the following principles:

- ❖ The teaching should build on previous learning and be instigated/designed by the learner.
- ❖ It should give pupils the 'big idea' and purpose of the project.
- ❖ The teacher should explain the success criteria and why the activity is important.
- ❖ The lesson should be presented in a range of styles.
- ❖ It should allow opportunities for the pupils to build up their own understanding through various activities.
- ❖ Develop core skills in English, Maths and ICT through a variety of opportunities.
- ❖ Allow opportunities for the children to review and reflect on what has been learnt at regular intervals throughout the lesson.
- ❖ It should have built-in opportunities for feedback to the children, celebrating

- ❖ success and reviewing learning strategies.
- ❖ The teaching should make success criteria explicit and indicate what the next step in the learning will be.



### Learning Objectives:

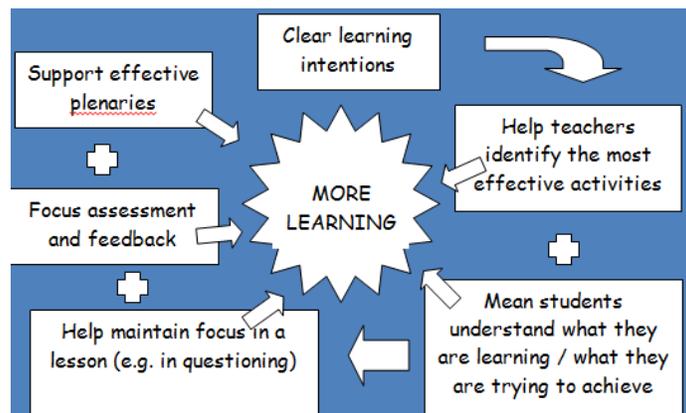
- ❖ Clear and focused, based on learning rather than task.
- ❖ Displayed and referred to during the lesson.
- ❖ Discussed and explained to the children.
- ❖ Based on prior attainment, knowledge and understanding.
- ❖ Relevant to children's gaps in both their learning and experiences.

### Success Criteria:

- ❖ Break down the learning taking place.
- ❖ Include the 'steps to success' that the children need to be successful in their learning.
- ❖ Are identified by the teacher during the planning process.
- ❖ Are usually generated with the children during the lesson.

### Mini plenaries:

- ❖ Occur during the lesson, reviewing progress towards learning objectives and success criteria.
- ❖ Allow adults and children to address misconceptions, make improvements and add further challenge.
- ❖ Time to reflect on the 'how' of learning in addition to 'what' has been learnt.
- ❖ Refocuses the child if needed.
- ❖ Explain what children can achieve by the end of the lesson.



## **Assessment for Learning**

Day-to-day assessment is an essential aspect of effective teaching. It involves the teacher focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying the next steps.

During the lesson, we listen to, observe and engage with the children whilst we are assessing. We can use the strategies of questioning, observing and talking with children. We can develop methods for quickly checking on children's understanding and we can also develop more sustained assessment activities that give us a particular insight into how well the children are applying what they have learned.

To make full and effective use of our assessment strategies, we need to regularly engage children in the process. We need to help them to judge how well they are doing. To carry out this successful assessment in partnership with the children, requires a shared understanding of what is to be learned – the learning objectives – and what we expect the children to be able to do after they have learned it – the learning outcomes.

To help children, we share the learning objectives with them, usually at the start of the lesson, using language they understand. We discuss with the whole class and with groups of children what they can do as a result of their learning, both during and towards the end of the lesson. We provide feedback on their responses and work, drawing on our analysis and judgements.

This ongoing oral and written feedback refers back to the learning objectives, in order to identify for the children where they have been successful and what they need to work on next to progress.

### **Effective strategies for day-to-day assessment during the lesson:**

- ❖ Questioning
- ❖ Observing
- ❖ Discussing
- ❖ Analysing

The vast majority of our assessment is formative on-going assessment that involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. This kind of marking and feedback should be carried out in line with the Marking and Feedback policy.

## **Summative Assessments**

Summative decisions are made about children's achievement at the end of each term. These decisions are based upon the children's work but also summative assessments such as tests. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time. Whole-school assessments take place to ensure consistency of assessment across the school. Moderation of work is completed across year groups and also with other schools to help ensure that our assessment decisions are always objective and accurate. Summative assessments are also used as a tool for quality assuring teacher assessments over time (and vice-versa).

## Learning Environment

Every Meadowside classroom provides a stimulating environment to support the climate for learning. All KS1 and KS2 classrooms have structured working walls, which are split into three sections:

**Explore** – exploring the concept of the new learning.

**Make Sense**- understanding and making sense of their new learning.

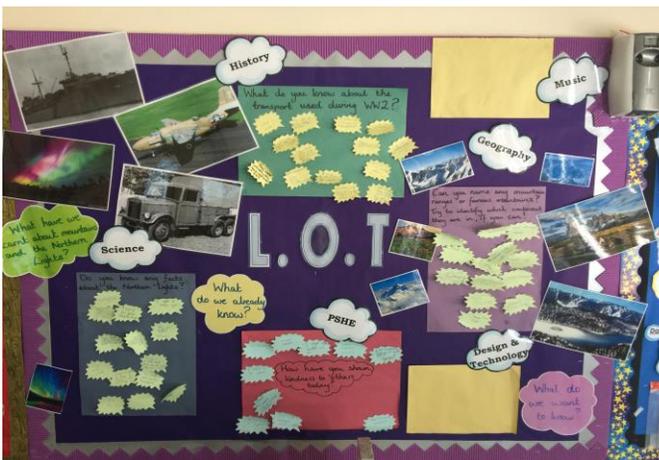
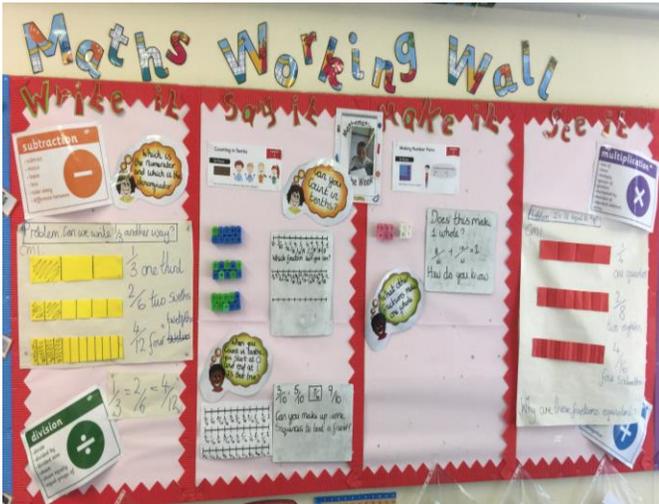
**Apply** – applying their learning in different contexts.

All classes also have a **LOT** (Linking Our Thinking) display. At the start of each topic, the class brainstorm what they already know and what they would like to find out and as the learning is ongoing, the class adds what

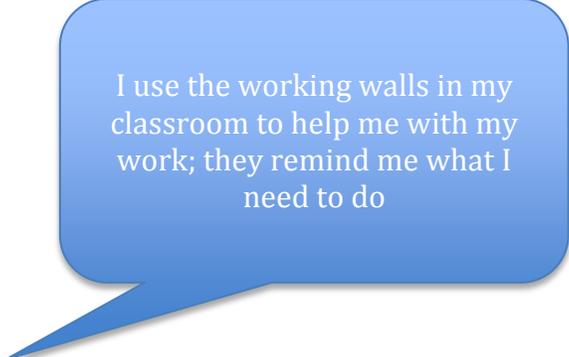
they have found out.

**We believe:**

- ❖ An exciting, well-organised classroom promotes independent use of resources and supports high quality learning.
- ❖ Teachers and children work together to establish an attractive welcoming and well organised environment; engendering respect, care and value for all resources.
- ❖ Classrooms should be purposeful and tidy, and should be work and number rich.
- ❖ Displays should celebrate success and achievement – including Role Model of Week and Learner of the Week.
- ❖ Environments should support class organisation – through visual timetables, seating plans & clearly labelled and accessible resources.
- ❖ Displays should promote independence; providing prompts, questions and support for when children are stuck.



Displays are changed regularly and reflect the current topic/ themes/ learning.



I use the working walls in my classroom to help me with my work; they remind me what I need to do

### **Teaching Assistants**

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- ❖ Supporting learning and children's progress.
- ❖ Supporting assessment of children's understanding.
- ❖ Developing children's independence.
- ❖ Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

### **The Role of Curriculum Co-ordinators**

Every Teacher is a curriculum coordinator and has responsibility to assist in the development of appropriate resources, schemes of work, policies and teaching strategies in their Curriculum Area. Every co-coordinator has a subject leaders file which documents:

- ❖ A one page SES and supporting evidence.
- ❖ An action plan, identifying key priorities, success criteria and actions.
- ❖ The subjects policy
- ❖ Long/ medium term plans
- ❖ Any CPD/ coaching/ staff meeting training to support colleagues, or themselves as subject leads, developing practice and subject knowledge to maximise progress.
- ❖ Link governor involvement.
- ❖ Monitoring evidence.

### **Role of Parents**

Parents have a fundamental role to play in helping children to learn. They are regularly informed about what and how their children are learning. To maximize the progress of their child, we expect the role of the parents to include:

- ❖ Ensure children arrive at school on time and any absences are kept to a minimum.
- ❖ Signing up on Class Dojo and supporting the school with any behaviour issues or

- rewarding their child with verbal praise for the effort they have shown.
- ❖ Support their child with homework and ensuring it is completed on time.
- ❖ Regular reading with their child every week.
- ❖ Signing planners - recording reading and homework completed each week.
- ❖ Attending regular consultation evenings, in which the progress made by each child and his/her next steps for learning, are explained and discussed with the teacher.
- ❖ Reading and commenting on the Annual Report; which explains the progress made by their child and indicating areas for improvement.
- ❖ Attending parent workshops to support basic skills learning.
- ❖ Reading information on the school website, to be aware of the learning areas and topics that the children will be covering each term.

### **Role of Governors**

Governors support, monitor and review the school policies on teaching and learning. Some governors are linked to a curriculum area and have responsibility to challenge and monitor their specific subject area. In particular they:

- ❖ Ensure how effective teaching and learning strategies are in terms of raising pupil attainment.
- ❖ Ensure teaching strategies adhere to Health and Safety regulations.
- ❖ Ensure that the school buildings and premises are best used to support successful teaching and learning.
- ❖ Ensure that staff development and performance management policies promote good quality teaching.
- ❖ Ensure the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Head teacher's report to governors, as well as a review of the in-service training sessions attended by staff.

### **CPD and Impact**

All staff are encouraged to aim high for 'Everyday Excellence' and to believe in themselves; in order to achieve their full potential and continue their own professional development. As professionals, staff work closely together to constantly review their teaching and learning, with an aim to improve their impact on children's learning. Staff plan their CPD needs accordingly and complete their online 'Staff Training' document termly; recording impact of their professional development. School does all it can to support Teachers and Teaching Assistants in developing their skills; so that they can continually improve their practice and positively impact on the outcomes for all the children.

### **Review**

This policy was written in May 2017 and will be reviewed in May 2020

