

# Teaching and Learning Policy



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**Adopted by: Full Governing Body**

## POLICY FOR TEACHING AND LEARNING

### School Vision:

All children receive quality first education where staff and parents work together so that all children can achieve their full potential.

### Introduction:

This document is a statement of the aims, principles and strategies for teaching and learning at Merryhills Primary School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

### Purpose of the Policy:

The policy for teaching and learning is our vision in action informing and supporting the best classroom practice. It will enable all children to receive a high quality education, matched to their ability, in every lesson taught. All teaching staff are expected to have a clear understanding of the content of this policy and refer to it frequently. At Merryhills, effective teaching and learning is seen as the outcome of teamwork; encompassing pupils, staff, parents, governors and other members of the community.

### Aims of the Policy:

**The aims of the policy are central to the school's vision encapsulated in the slogan 'Believing is Achieving'.**

- For all children to believe in themselves and to have the confidence to take risks and attempt every new challenge with enthusiasm.
- For children to operate as independent learners and thinkers and to develop pupil voice at every available learning opportunity.
- To inspire a love for learning.
- For children to be confident and well-rounded individuals.
- To teach consistently at a high level with high standards and expectations for all children.
- To ensure children have knowledge, skills and understanding to prepare them for the next stage of their education and life.
- To establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability.
- To value the importance of an effective partnership with parents to encourage each child to reach their full potential.

## Strategies for Teaching and Learning

**To ensure effective teaching and learning the following must take place:**

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan; meeting the needs of all individuals.
- Lessons are inspiring and engaging, encompassing global awareness.
- All children are continuously engaged and active participants in their learning.
- Learning is purposeful, ensuring context is provided.
- Lessons are appropriately and readily resourced, including explicit use of ICT.
- A relevant learning objective is shared with the children both visually and auditory.
- Success criteria's are used consistently to support achievement of the learning outcome.
- Lessons are succinct, where clear links are made to previous and future learning.
- Learning is challenged through effective and differentiated questioning.
- Learning promotes independent thinking, inquisitiveness and a sense of scholarship.
- The Merryhills Code is used for positive reinforcement of behaviour.
- Strategies are in place to optimise opportunities for pupil voice i.e. talk partners/collaborative learning.
- Effective teacher modelling and secure subject knowledge maintains children's interests in the subject, and addresses misunderstandings.
- Guided groups ensure learning is targeted to the children's individual needs and moves learning forward.
- All adults are deployed effectively to move learning forward and to meet the needs of all individuals.
- High expectations and challenge are set for all children.
- Children are involved in their own assessment and that of their peers.
- Opportunities for regular reflection and review occur throughout the lesson; promptly addressing misconceptions and assessing understanding.
- Children receive regular feedback, both orally and through accurate marking, in line with Merryhills marking policy September 2017; response to feedback is consistently encouraged.
- Values underpin everything within the curriculum.

## The Merryhills Curriculum

- The curriculum of the school is based on the core and foundation subjects of the 2014 National Curriculum and the Early Years Foundation Stage Profile. In addition, Religious Education and Personal, Social, Health and Economic Education are taught.
- The teaching of philosophy occurs alongside the curriculum. Merryhills share good practice with neighbouring schools, through the Connect Teaching Alliance.
- A cross curricular approach to planning is used where relevant and in addition global awareness will be referenced.
- Values are embedded in the curriculum and should be taught constantly as the 'silent objective'.
- Technology is used systematically to develop and enhance children's learning across the curriculum.
- To ensure effective partnership with parents curriculum: Regular learning conversations occur, context sheets are sent home termly and workshops for parents support the delivery of the curriculum.
- A rich curriculum is offered through a range of educational opportunities: educational visits within the local and wider community as well as visitors/workshops carried out in school.
- The focus of the curriculum is to equip children with a multitude of skills so they are well rounded individuals, prepared for life beyond Primary School.
- Spanish is taught throughout Key Stage 1 and Key Stage 2 by an experienced Spanish Practitioner and is consolidated in class. The children are taught vocabulary through songs and various activities and as they move up the school learn to read and write in Spanish.
- Physical Education occurs twice weekly; one session is delivered by a sports coach.
- The outdoor environment is an extension of the classroom and is used to enhance pupils learning experiences.

## Planning of the Curriculum

- Teachers plan in accordance with the objectives set in the 2014 National Curriculum.
- Teachers are released weekly to work together with their year group partners; ensuring consistency of practice and sharing of expertise. Year group teams plan together and then personalise plans to meet the needs of the individuals in their class.
- Weekly plans encompass key areas such as specifying the lesson objective, success criteria, differentiation, and particular focus groups of children and use of additional adults which all contribute to ensuring optimum learning.
- Planning of the curriculum is monitored by the Headship Team and Senior Leadership Team to ensure progression across the years.
- Weekly Professional Development Meetings are used to deliver training on various aspects of the curriculum. These meetings are planned in accordance with the School Improvement Plan.

## Delivery of the Curriculum

- Teachers will plan to build on children's capabilities and prior knowledge. An engaging curriculum will be provided through a delivery approach that demonstrates a critical understanding of the development of subject knowledge, age related expectations and how children learn. A variety of teaching strategies include whole class teaching, collaborative group work, partner work, individual work focused guided groups.
- The Primary curriculum is set up so teachers teach all subjects to their class. To maximise expertise in our school some specialist teaching will occur to individuals or whole classes.
- Accelerated teachers are assigned to Year groups to provide focus support to meet the individual needs of learners. In addition, Accelerated teachers provide cover for whole class in the absence of the class teacher.
- Teaching/learning support assistants/Nursery Nurses work with all children in school to move learning forward. They work alongside the teacher providing a planned programme of support for target groups; this may include pre-teaching, consolidation and extension of the learning objective.
- Voluntary helpers assist in the classroom, in the library and on educational visits. They work with and at the discretion of the class teacher to whom they are assigned. It is the class teacher's responsibility to explain planned activities to the volunteer.

## Extra Support for Learners

- Inclusion of all children is ensured through the appropriate differentiation of work and adaptation to the curriculum and resources. Effective learning opportunities are provided for all children by the setting of suitable learning challenges.
- The delivery of the curriculum ensures all children have equal access. Teachers have high expectations of children and recognise and respond effectively to all issues relating to equal opportunities. All activities, including extra-curricular activities, are open to all children, numbers permitting. All children will be supported in reaching their full potential irrespective of race, age or ability.
- Children with special needs may be withdrawn for extra support, provided by, or under the direction of, the Inclusion Manager and Special Educational Needs Coordinator. The majority of provision will take place in class; where needs are met through differentiated learning opportunities.
- External agencies work with the Inclusion Manager and the SEN team to ensure relevant and effective programmes are implemented where required.
- More able and gifted and talented children will be challenged within their class through differentiated work and a focus on deepening understanding and mastering skills. Enrichment will be provided through opportunities such as debating competitions, mathematics master classes and book clubs.
- Children who receive Pupil Premium funding, under the Government initiative, will receive additional support in line with their learning needs. This includes 1:1 tutoring, free school meals and the provision of additional resources. More information can be found on the pupil premium funding allocation list.

## Subject Responsibility

In June 2017 The Headship Team appointed subject leaders for foundation subjects. The subject leaders, with support from The Senior Leadership Team are responsible for delivery of the curriculum throughout the school. School Priority Leaders are appointed to focus on key components of the School Improvement Plan.

Subject Leaders and The Senior Leadership Team will:

- Take the lead in policy development and the production of curriculum coverage designed to ensure progression and continuity in their subject throughout the school, in line with the School Improvement Plan.
- Appoint subject leaders who are responsible for coordinating the subject
- Support colleagues in planning, teaching, monitoring and the assessment of the subject.
- Monitor progress and developments within each subject, to ensure any actions are implemented through the School Assessment and Monitoring timetable.
- Take responsibility for the purchase and organisation of central resources.
- Be given release time to allow time to support/observe colleagues in the classroom; monitoring standards in the delivery of the subject area.
- Keep up-to-date through reading and attending relevant courses.

## Assessment

- Assessment within the school falls within two categories: Assessment of Learning (summative assessment) and Assessment for Learning (formative assessment).
- Assessment for learning is ongoing, being regarded as an essential part of teaching and learning. Teachers and learners work together to ensure that learners know where they are going to achieve their goals. The effective use of success criteria is a fundamental component of our teaching. Children are encouraged to play an active role in their learning and develop the skills to be able to assess themselves and understand how to improve. Teachers provide effective feedback to children and adjust teaching to take account of the results of assessment.
- In the core subjects children are set targets linked to their learning milestones. Each child has a writing progress book in which a termly writing task is recorded, evaluated and assessed against age related expectations. Children understand their yearly expectations, what they have achieved and their working targets through the use of child friendly National Curriculum milestones placed in the front of their books.
- Feedback to children regarding their progress is achieved through the marking of work. A marking dialogue between children and staff occurs regularly whereby successes highlighted in yellow; next steps in their learning are identified and children respond to feedback to show understanding and progress. (Please refer to school's marking policy)
- Formal summative assessment is carried out at the end of each National Curriculum Key Stage through the use of Statutory Tests alongside teacher assessment. This process is moderated by the local authority and results are submitted to the Department of Education for National comparison. This information is made available to parents.
- Progress and attainment is reported to parents on a termly basis through learning consultations and end of year written reports.

## Monitoring of Teaching and Learning

A well-structured Performance management system underpins the drive for high quality teaching and learning across the school. A plan for monitoring the curriculum is agreed by the Headship Team. Observations can be made as part of the performance management whereby teachers are observed by a member of the Headship Team and/or Senior Leadership Team. Observations can also be carried out by a subject specialist as part of a focus in a particular curriculum area.

Monitoring of teaching and learning is a triangular approach which ensures all teaching is at least good and the criteria in the 'Teaching Standards' document is met:

- ❖ Pupil conferences take place regularly to ensure pupil voice is at the centre of the curriculum and to ensure children are aware of what they have achieved and their next steps.
- ❖ Books are scrutinised to ensure progress over time and to ensure marking is used as a form of ongoing assessment to impact planning.
- ❖ Learning in class is observed to ensure teaching meets the needs of all learners and the curriculum is covered to a high standard.
- ❖ Learning Environments are audited to ensure the environment supports the process of learning and embeds the Merryhills' values and expectations.
- ❖ Data is collated and analysed to ensure children are on track to meet age related expectations and make progress in line with their starting points.

Children's work is sampled throughout the year by the Senior Leadership team and scrutinised carefully in line with expectations. Feedback is given to the staff encompassing areas of strength and development to support improvement.

Pupil progress meetings occur at regular intervals throughout the year in order to ensure children are making optimum progress and are in line with Year group expectations.

Children not working at age related expectations and/or not making better than expected progress are monitored closely by the Senior Leadership team.

**The Teaching and Learning policy should be followed by all staff to ensure 'Teaching Standards' are met and the children at Merryhills receive a quality first education to reach their full potential.**