



*"Where children come first"*

# **Monksdown Primary School**

## **Teaching and Learning Policy**

### **2017-18**

#### **Mission Statement**

*'Our vision is to develop confident young people with active and creative minds who have compassion and understanding for others'.*

#### **Purpose of this policy**

The purpose of this policy is to help all members of the school community understand the processes involved in ensuring quality teaching and learning at Monksdown Primary School. It is intended to give guidance, and lay down expectations of outstanding practice and explains how this is monitored. Individual subject policies provide a further breakdown of how this policy will be implemented across all aspects of teaching and learning.

## **Rationale**

The Staff and Governors of Monksdown Primary School aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every pupil will have access to a rich, broad, balanced and differentiated curriculum. It is used to increase pupil's knowledge, skills and understanding as they grow and develop and become more aware of the world around them. Our curriculum is enhanced by a vast range of exciting and informative visits and visitors, including our Year 6 residential trip to Coniston Water Park.

It is carefully planned and structured, to ensure that learning is continuous, and that pupils make good progress, achieving good standards in English and Maths. At Monksdown Primary School we strongly believe that it's our responsibility to prepare our pupils with the skills and attitudes that will help them become successful, happy and confident independent learners. We do this by providing rich and varied learning experiences which helps develop their skills and abilities, enabling them to lead happy and rewarding lives and become responsible future citizens.

As a school we feel that we should not only to cover the National Curriculum but also develop skills and values that are particular to our children. Our school values encourage the pupils to be: Responsible, Resilient, Respectful and Resourceful; these ideals are central to our school ethos. We are working with our pupils to develop a collective understanding of our school values and a vision to prepare them for the future.

## **Behaviour Management (Please refer to the school's behaviour policy)**

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment. Outstanding learning behaviours are encouraged, praised and rewarded with positive comments, dojo points, stickers, certificates etc.

## **Quality of Learning**

At Monksdown Primary School we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;

- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Use of I.T./ Digital Media
- 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

### **Guiding Principles of quality first Teaching**

- Planning – teachers have a clear understanding of subject knowledge and set objectives that are well planned and differentiated.
- High expectations of behaviour, quality of work and presentation.
- Introduction to the lesson- engaging hook and clear purpose.
- The intended learning and success criteria is clearly shared.
- Main teaching- modelled and high quality examples provided.
- Group teaching and independent activities.
- Interactive – pupil’s contributions are encouraged and extended, utilising high quality oral work.
- Well- paced – there is a sense of urgency, driven by the need to make progress and succeed.
- Use of assessment and evaluation – before, during and after the lesson.
- Provide opportunities for the children to develop and use key skills in Maths, Writing, Speaking and Listening.
- Children working independently are provided with learning challenges that are skill based and well resourced.
- Key vocabulary is taught and used.

- Regular response marking (verbal and written) leads more rapid progress.
- Learning is retained when delivered through meaningful contexts.
- Reducing teacher talk increases pupil involvement.
- All learning groups are fluid to promote inclusion.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking
- enquiry
- information processing
- reasoning
- evaluation

### **Structure of lessons:**

- Lessons will start promptly.
- Resources should have been planned and prepared before the lesson.
- The lesson will normally be linked to previous learning or teaching.
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track.
- The lesson should have a good pace and structure to it, activities will vary to respond to children's different ways of learning.
- Where possible, children's work will be marked with them. Pupils' work will be assessed regularly to inform short term planning and pupil progress.

### **Classroom Environment**

A stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high quality work from the children. The learning environment should inspire learning and celebrate the achievement of all pupils. The classrooms should be both language and numerate rich and organised in a way that promotes and encourages independent and further learning opportunities.

Working walls in core subject areas will be updated regularly and provide good quality support prompts/ methods that the children can access easily.

### **Curriculum Planning**

- 1) Monksdown Primary School's planning is based on the following requirements:
  - The new Primary National Curriculum 2015.
  - The Early Years Foundation Stage Framework.
  - The needs (skills and knowledge) and interests of the children we are teaching.

## 2) Long Term Planning

- Our Whole School Topic Overview plots the content covered from Foundation to year six for each individual year group and each curriculum area based on the skills and knowledge outlined in the 2015 National Curriculum.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

## 3) Medium Term Planning.

- This is based on a topic approach using the Programmes of Study given in the National Curriculum.
- In the EYFS, our medium term plans are based on guidance within the Foundation Stage Profile.
- A narrative of the skills and knowledge taught and learned as a scientist, artist, historian, etc.

## 4) Short Term Planning.

- Detailed weekly plans for Literacy and Numeracy are used by each class teacher. These should show progression throughout the week, learning objectives, success criteria and differentiation, along with an outline of the lesson.

## **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

Our **governors** determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning policy through the school self-review processes. These include reports from the subject leaders and the annual headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

**Teachers** will endeavour to:

- Form positive relationships with the children in their class and other members of the school community.
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children.

- Insist on high expectations of learning and social behaviours.
- Ensure that effective direction and support is given in order that the children make good progress.
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding.
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application.
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning.
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Demonstrate effective lesson organisation.
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time.
- Use resources effectively, including other adults, to support children's learning.
- Use technology effectively in order to support children's learning.
- Develop the range of reading skills required to access all the curriculum effectively.
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding.
- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement.
- Be good role models, punctual, well prepared and organised.
- Keep up-to-date with educational issues.
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life.

**Teaching Assistants** play a central and specialised role in our learning processes key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children.
- Supporting a small group within the classroom.
- Delivering intervention groups under the guidance of the teacher.
- Carrying out assessments.
- Preparing resources.
- Supporting children with EHCPs.

**Parents** are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health.
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment.
- Providing support for the discipline within the school and for the teacher's role.

- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme.
- Participating in discussions concerning their child's progress and attainment.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Support the school's homework policy and give due importance to any homework.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Allowing their child to become increasingly independent as they progress throughout the school.
- Informing the school of reasons for their child's absence.
- Actively supporting the home-school agreement.

**Pupils** are encouraged to support the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep.
- Attending school regularly and punctually.
- Being organised, bringing necessary equipment, taking letters home promptly, etc.
- Conducting themselves in an orderly manner in line with the expected behaviour policy.
- Taking increased responsibility for their own learning.

## **Assessment**

Assessment exists to help the teacher, and help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. Marking and feedback is done throughout the lesson to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning through same day interventions and daily planning.

## **Inclusion**

- Inclusion is about the school meeting the educational and diverse needs of all children to ensure the active participation of all children in their learning.
- Successful inclusive provision at Monksdown Primary is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with statements of SEND or an EHCP, have learning plans specifically tailored to their needs. These are followed as far as possible

as part of the normal classroom teaching, but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.

- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

## **Homework**

Homework is considered to be a valuable element of the learning process. (See Homework Policy)

At Monksdown Primary, we use Learning Challenges to encourage parents to work with their children at home. The Learning Challenges provide the children with an opportunity to record their learning and home reading and share weekly learning and behaviour outcomes with parents. Children are expected to take as much pride in homework as in their classwork.

We believe that homework should be set:

- To involve parents in their children's learning.
- To help parents keep abreast of what their child can and cannot do.
- To take advantage of the home context to apply learning.
- To encourage children to talk about their work to their parents and explain what they are doing and how.
- To extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies.
- To prepare children for secondary school experiences of homework.
- To view learning as a life long process and not just restricted to school hours.

## **Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders, SLT or phase leaders. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings, including discussions around Provision Maps and the impact of the interventions that are used.

Subject leaders will: regularly monitor children's books, undertake Learning Walks or host drop-in sessions. The SLT will observe each classteacher in a specified curriculum area on a regular basis.

We are aware of the need to review this policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes in the physical environment of the school.

Policy approved by Governors

Signed Head Teacher.....Date.....12/9/17.....

Signed Chair of Governors.....Date.....12/9/17.....

The elements in the following table are what we perceive to be the ‘essentials’ of high quality teaching and it should be noted that at any one time a number of initiatives will be running in order to ensure high standards are maintained and these will be detailed in the SDP or Subject Leaders Action Plans .

Core principles	What outstanding 'looks like'	How we achieve this										Useful references	How we monitor it
		Appraisal & monitoring	INSET/CPD	Sharing best practice	Expectations of progress	Curriculum coverage	Assessment for/of learning	Behaviour for learning	Marking and Feedback	Quality first teaching	Additional Interventions		
<b>Teaching that leads to Progress</b>	Much of the teaching is outstanding and never less than consistently good. As a result, almost all pupils including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/> Target setting policy <input type="checkbox"/> Teaching and Learning Handbook <input type="checkbox"/> ARR policy	<p>The monitoring of all aspects of Teaching and Learning at Gorsey Bank is carried out by SLT and SMT through a number of ongoing routines:</p> <ul style="list-style-type: none"> <li>• Termly monitoring of core subject areas</li> <li>• Monitoring conducted by Subject Leader (of planning, lessons and pupil outcomes)</li> <li>• Book moderations</li> <li>• In-house Analysis of school data (particularly after the 3 Key 'Capture' Points)</li> <li>• External SIP checks including annual achievement visit and analysis of RAISEOnline</li> <li>• Termly Pupil Progress Reviews</li> <li>• Pupil Voice</li> </ul>
<b>Expectations</b>	Teachers have consistently high expectations of pupils.	✓	✓		✓		✓		✓		<input type="checkbox"/> School Gifted and Talented Policy <input type="checkbox"/> T&L Handbook		
<b>Learning</b>	They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.	✓	✓	✓		✓			✓		<input type="checkbox"/> National Curriculum		
<b>Checking of understanding</b>	Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.		✓				✓		✓		<input type="checkbox"/> Marking and Feedback Policy		
<b>Attainment of pupils in English and Maths.</b>	The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.	✓	✓	✓	✓	✓			✓		<input type="checkbox"/> T&L Handbook <input type="checkbox"/> English and Maths policies <input type="checkbox"/> Calculation policy		
<b>Climate for learning</b>	Teachers and other adults generate high levels of engagement and commitment to learning across the whole school.		✓				✓	✓		✓	<input type="checkbox"/> Behaviour Policy <input type="checkbox"/> T&L Handbook		
<b>Assessment for learning</b>	Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains.		✓				✓	✓	✓		<input type="checkbox"/> Marking and Feedback Policy		
<b>Strategies for teaching that match pupils' needs</b>	Well-judged teaching strategies, including sharply focused and timely support and intervention, match individual needs accurately so that pupils learn exceptionally well across the curriculum.		✓				✓		✓	✓	<input type="checkbox"/> School Gifted and Talented Policy <input type="checkbox"/> School SEN and Inclusion policies <input type="checkbox"/> IEPs / IBPs / PEPs <input type="checkbox"/> Home Learning guidance		

<p><b>Attitudes to learning.</b></p>	<p>Pupils' attitudes to learning are exemplary. Staff and pupils are unreservedly positive about both behaviour and safety.</p> <p>Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning.</p>		✓					✓				<p><input type="checkbox"/> Behaviour Policy</p> <p><input type="checkbox"/> T&amp;L Handbook</p>
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