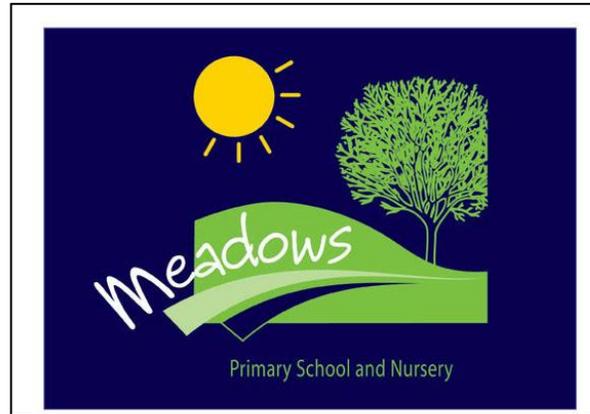




# Teaching & Learning Policy

***Motto:***

***At Meadows Primary School & Nursery we enjoy learning, achieving and celebrating success together.***



***Introduction***

**VISION STATEMENT**

**“Our school aims to create a safe and stimulating learning environment which encourages self-esteem and opportunities for self-expression. This will ensure that every child can achieve their full potential in order to prepare them for life in Modern Britain.”**

## **Aims:**

We aim to:

- Provide a broad, balanced curriculum incorporating the statutory requirements of the new Curriculum and religious education.
- Ensure that all children behave well in a variety of situations and that acceptable standards of behaviour are endorsed by all those connected with the school.
- Provide every child, regardless of race, gender or ability, with equal and full access to the whole curriculum.
- Promote acceptable values and attitudes including respect and tolerance of others and of their beliefs and possessions.
- To ensure every child can develop and achieve their full potential regardless of race, gender or ability with equal and full access to the whole curriculum.
- To create a calm, safe, interesting and stimulating learning environment which encourages self-esteem and opportunities for self-expression.
- To encourage parental involvement and governor participation in the life of the school.
- To raise pupils' awareness and appreciation of the wider community through invited quests, outside visits and charitable fund-raising events, in order to equip them for their role in a rapidly developing world.
- To provide opportunities for the professional development of staff to ensure that the high quality of teaching and learning are maintained.
- To work closely with parents and governors to facilitate constructive discussion and encourage involvement in school activities to enhance the overall development of children.
- Ensure that teaching and learning promotes a sense of achievement, positive attitudes and the well-being of every young person.

## **Values**

We believe:

- Quality learning is a result of quality first teaching, which is itself informed by regular assessment and oral and written feedback.
- Quality learning is enhanced by a variety of teaching styles and strategies.
- Children and teachers value learning, the development of learning skills and the acquisition of knowledge.
- To learn children must be involved in their own learning and understand what they need to do to improve.
- All staff have high expectations of children in terms of their learning.
- All children should be encouraged to develop enquiring minds.
- Children should be encouraged by all staff to become increasingly independent learners.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

*These are the beliefs and values that stimulate teaching and learning.*

## **Ethos**

At Meadows Primary we endeavour to create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe.
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places.
- Developing classroom environments in which children feel valued, respected and safe.
- Creating an environment where it is acceptable to make mistakes and be challenged by their learning.
- Involving all pupils in the way the school is run, through class and school councils, in order to make them feel that their opinion is valued.
- Providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from the sporting bodies.

## **Environment**

The environment the children work in plays a crucial role in the way they learn.

We strive to provide a stimulating environment conducive to learning.

This is achieved by:

- Creating defined areas in classrooms and keeping the classrooms safe and tidy.
- Organising a positive environment in which children are rewarded for appropriate learning behaviour.
- Creating classroom environments that embody a range of displays that are bright, interactive, stimulating and celebrate children's work, as well as promoting learning e.g. learning walls.
- Encourage drinking water in all classrooms, promoting nutritious school dinners and encouraging healthy snacks at playtime in order to contribute towards good physical and mental health.

## **Effective Teaching and Learning**

- Work is well planned with learning objectives that clearly focus on learning rather than activities
- Teacher has good knowledge of the subject or area
- Good links are made with other curricular areas, especially speaking and listening, literacy and numeracy
- Teacher has high expectations of pupils' work/standards based on effective use of assessment
- The pitch of work is appropriate to each pupil and groups of pupils
- Differentiation is achieved in a variety of ways including by task; support; resource; outcome; extension.

- A supportive learning environment is created. Pupil involvement is maximised. Pupils feel confident in offering ideas, responding to challenges and taking 'risks' in learning.
- Tasks in motivating and creative contexts and introduced in ways which engage pupil interest
- Resources enhance teaching. Good use is made of visual stimuli and learning support tools e.g. writing/ response frames/visual cues
- Clear, paced instructions are given to pupils
- Learning objectives and success criteria are /clearly communicated to / discussed with pupils
- Choice of teaching strategies is appropriate to the tasks and varied over time
- Appropriate pace is maintained throughout. Teacher is able to focus and diffuse attention. Learning chunked into manageable units to maximise progress, maintain pace, check understanding throughout. Pupils are aware of time expectations.
- Questioning is used well for a variety of purposes inc. assessment, concept checking, probing, reassurance and extension. Closed and open questions are balanced as appropriate
- Teacher is responsive to individual learning styles including Visual, Auditory and Kinaesthetic
- Behaviour is managed constructively. Discipline is unobtrusive and effective. Strategies used do not slow the pace of learning or undermine self esteem
- Talk for learning is maximised (pupil to pupil / teacher to pupil / pupil to teacher. Talk about learning is focused and reflective
- Reinforcement and review of key learning is explicit at end and throughout as appropriate.
- Pupils are involved in self-evaluation, self-assessment and reflection on their learning
- Feedback to pupils contains reinforcement of strengths and further challenge. It is focused on the shared objectives and success criteria
- Assessment information is clearly used to evaluate teaching and learning and to make decisions about subsequent and future teaching

**An excellent teacher is:**

- Knowledgeable about the learning process
- Professional
- Reflective and continually learning
- Knowledgeable about their subject
- Optimistic and maintains high morale
- Enthusiastic
- Open and flexible
- Confident to take risks

**An excellent pupil is usually:**

- Trusted and trusting
- Able to think creatively and flexibly
- Curious
- Properly equipped for learning
- Keen to share knowledge and skills with other pupils

**An excellent learning environment is usually:**

- Welcoming
- Linked to the community
- Celebrating pupil achievement
- Presenting challenges and choices
- Linked to opportunity beyond the classroom

**An excellent pupil is:**

- Keen to learn
- Enthusiastic
- Reflective
- Willing to persevere
- Setting ambitious personal expectations
- Interested

**An excellent lesson is usually:**

- Providing for autonomous learning
- Setting challenging but achievable targets
- Promoting a thinking culture
- Interactive and inclusive of all children
- Catering for diverse learning styles
- Enjoyed by all participants

**An excellent learning environment is:**

- Safe
- Well-organised
- Stimulating
- Fully equipped for learning
- Adaptable for co-operative learning
- Stating high expectations

**An excellent lesson is:**

- Engaging of all children
- Well-paced
- Carefully planned with shared objectives
- Targeted appropriately for all children
- Characterised by skilled questioning
- Informed by previous assessment of learning

## Effective Teaching

- Teaching assistants and other helpers are deployed in a variety of ways. They work with both individual children and with small groups of all abilities.
- Teaching assistants are also fully involved in the delivery of support programmes, such as ELS, precision reading, springboard, and toe by Toe.
- Our adult helpers also assist with the preparation of resources and storage of classroom equipment

## Target Setting

Half termly targets are set in Guided Reading, Writing and Mathematics for individuals and groups of children from Y1 – 6 that are challenging in attainment and progress.

Children are made aware of their targets and how they can meet them in order to make progress.

Targets are placed in the front of children's books for children to refer to throughout the term.

Guided Reading, Writing and Numeracy targets are based on school priorities which are reviewed annually following teacher assessments.

Targets are shared and discussed with parents/carers at termly consultation meetings.

## Planning

- At Meadows Primary we base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are differentiated appropriately to each child's level of ability. When planning work for children with special educational needs, including more able, we give due regard to the children's individual education needs. We have high expectations of all children, and we believe that their work should be of the highest possible standard.
- We plan our lessons using learning objectives from the new Curriculum and Early Learning Goals. Intended learning outcomes are communicated clearly and in an age appropriate way, to children of all ages so that they know what the teacher is looking for and why, through the use of success criteria.
- The appropriate medium term plan for Literacy and Numeracy is modified, as appropriate, to allow for cross curricular links and to meet the learning needs of the class, including reception children.

## Assessment

Assessment of children's progress is vital in all curriculum areas.

There needs to be:

- an awareness of the effectiveness of the quality of teaching
- children need to know how well they are doing and how they can make further progress
- parents need to know how well their children are achieving.

Assessment needs to:

- be an integral part of teaching and learning
- help children understand how effectively they have acquired knowledge, understood concepts, and are able to apply processes and use skills
- offer clear guidance about what children need to do to improve
- illustrate the effectiveness of the teaching and highlight areas which need greater emphasis
- inform parents, governors and other agencies who need to know about progress and achievement.

Assessment needs to help children learn more effectively by:

- involving children in the assessment process e.g. self/peer assessment, sharing of learning objectives/outcomes and success criteria personal comments and closing the gap marking
- identifying possible individual strengths and next steps, e.g. target setting
- motivating the children through success and encouragement.

Assessment needs to help teachers to evaluate their teaching by:

- identifying strengths and weaknesses in the teaching
- identifying strengths and weaknesses in teaching styles
- indicating next steps in teaching identifying those children who need further support e.g. SEN, more able.

## Role of Governors

Our governors determine, support, monitor and review the school's policies on teaching and learning.

In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning

- Ensure that staff development and performance management policies promote good quality teaching
- Monitor teaching strategies in the light of health and safety regulations
- Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the headteacher's reports to governors, subject leader reports and link governors

## **Role of Parents**

- We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement.
- Parents are sent a termly letter providing details of the programmes of work to be studied along with homework expectations, visits and additional information, these letters are available to view on the school web site
- Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to age related expectations and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers
- Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day (telephone answer phone available) so that we know that they are safe at home
- We support parents as lifelong educators of their own children and give them the information they need to help them. We help parents to develop their own skills to help their children by arranging our own classes for parents and signpost opportunities for further learning.