

# MEREWORTH COMMUNITY PRIMARY SCHOOL



## Teaching & Learning Policy

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Chair of Governors <i>Signature and Date</i>	
Head Teacher <i>Signature and Date</i>	



## **Mereworth Community Primary School Teaching & Learning Policy**

The minimum expectation for the quality of provision in each class is good. Management action including coaching and individual support will be offered to staff working below this level of provision.

### **Rationale**

At our school we want to promote lifelong learning. We expect that the children will learn respect for others, resilience in dealing with challenges and will take responsibility for their own actions. We celebrate the successes of all the children and will always endeavour to seek new ways to improve the quality of learning opportunities for our children. Our policy provides guidance and support to all staff, so that they can provide the best learning opportunities for all children who attend our school.

### **To develop and support this we believe that effective learners:**

- Have appropriate self confidence and positive self image
- Feel that their basic physical needs are met
- Feel emotionally secure, safe, relaxed and mentally healthy
- Take responsibility for their own learning
- Are engaged and reflective
- Are self motivated and self evaluating
- Are independent, show initiative and are willing to take risks
- Understand what to do to move their learning forward
- Ask good questions, show an enquiring attitude
- Listen and communicate well
- Can access information, resources and the environment appropriately
- Can express their feelings and needs appropriately
- Interact with others positively
- Interpret and transfer skills in new contexts
- Remember and apply their learning
- Persevere and are resilient

We teach about the development of the brain and employ a 'Growth Mindset' approach to developing a positive learning culture.

### **As the children progress in their learning we want to:**

- Ensure that all children are competent in basic skills
- Ensure children experience a rich and challenging curriculum
- Enable children to become confident, enquiring, resourceful independent learners
- Foster self esteem and help the building of positive relationships

- Enable children to become better thinkers so they can reason and solve problems creatively
- Develop self respect and encourage respect towards the ideas, attitudes, values and feelings of others
- Show respect for other cultures
- Enable children to understand community and feel valued as part of the community
- Help children grow into reliable, independent citizens, capable of making a positive contribution.

**We believe that in an effective lesson:**

- Children feel secure and are able to experience a sense of achievement
- Children understand what they are learning and what success will look like – the objectives and success criteria are shared where appropriate
- Everyone is included, and all needs are met – provision is inclusive and lessons are differentiated to ensure all pupils can access learning
- All children learn and make good progress – children achieve
- All children face an appropriate degree of challenge
- Children with AEN/SEND are well supported
- Activities are pitched to match children’s skills, knowledge and understanding
- The pace promotes high performance and allows thinking time
- Activities are fit for purpose and carefully chosen to optimise learning
- Active learning is promoted through a variety of tasks
- Children have opportunities to improve and move forward
- Children have opportunities to be independent in their thinking, make choices and take risks
- Children are engaged and motivated
- Behaviour is good and inappropriate behaviour is dealt with effectively
- Adults and children have high expectations
- Misconceptions are dealt with and are used as a learning opportunity
- Resources are accessible, selected carefully, are appropriate and of high quality
- Teaching Assistants and other adults are deployed effectively during all lessons
- Children receive feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection.

**Teaching**

**There will be:**

- Adult to pupil and pupil to pupil engagement
- Confirmation of progress
- Visible calmness for a productive working atmosphere (adult voices controlled / pupil talk relevant to task)
- Range of open questions using Blooms Taxonomy resources
- Positive responses from adults and children
- Visible signs that the behaviour policy is being followed consistently

- Focus on what and how the children are going to learn
- Reference to learning walls (English / Maths) and that these are used to enhance / support learning
- Children talking about / reflecting on their learning
- Children visibly enjoying their learning
- Strong teaching techniques including visual resources and manipulatives to maximise pupil involvement and engagement
- Regular target sessions/ fluency sessions to meet individual needs and gaps in learning
- Good quality tests will be used to support learning and teacher assessment, to inform next steps.

### **In the classroom**

The classroom should be welcoming and promote effective learning. We expect that all children will experience consistently high-quality learning environments. We expect that every aspect of the classroom should promote learning.

### **Every classroom will have:**

Class rules and behaviour sanctions and rewards displayed

Examples of work expectations – “pupil’s quality work”

Class timetable displayed

Reading / Book area

Computer area with e-safety displayed

There may also be areas for maths, art, creative play and writing.

### **There will also be:**

Creative displays celebrating children’s work

Working walls – English and Maths reflecting current learning

Alphabet, phonic displays, spelling rules etc (depending on class age)

Number lines, number squares, maths resources for lessons

Adequate labelled storage for resources with a variety of resources for children to access independently.

### **Classrooms should be clean, tidy and well organised.**

### **Reading corners**

- Promote calmness
- Are inviting
- Have seating
- Have storage and a display
- Have a range of graded quality books, magazines and newspapers
- Have a range of dictionaries and Thesaurus’ (Years 2-6)

### **Writing areas may be used:**

- Range of paper, pens and pencils
- Post its
- Whiteboards
- Stationary
- Writing frames

### **Maths areas**

- Age appropriate resources
- Labelled resources
- Maths vocabulary; symbols and written

### **Role play / creative areas**

- Usually relate to class topic / books
- Include tape recorder /earphones / microphones

### **Display – Please follow our school display policy which outlines expectations.**

- Children’s work will be labelled with their name
- Displays may include captions, title and explanation
- Work is well presented and double mounted effectively
- Displays should change each term

### **Outside the classroom**

- Corridors will be uncluttered of coats and bags
- Displays in public areas to change every big term - Art themed.
- Boards in class to represent all curriculum areas and other extra curricular activities

### **Hall**

- Should be tidy and safe for use
- Displays celebrate whole school values focus
- House points updated each week

### **Playground**

- Should be clean, tidy, litter free and safe for use
- Areas and resources should allow different activities to take place weekly
- Activities are timetabled for fair access

### **Children’s work**

- Children’s books and folders should be well presented and organised. Plastic covers are used to protect exercise books.
- Work should be trimmed to fit inside books. Limit use of worksheets at all times.
- Labelled with school logo stickers stating subject and pupil name.
- Children must not embellish / graffiti books
- All work will be dated (long for English, short for Maths)
- LO (and sometimes SC) written or stuck in as appropriate
- Pencil used for maths
- Pen used when children have achieved their pen licence (all year 6 to write in pen).

### **Assessment and feedback**

See Marking and feedback policy for details of assessment and feedback.

## **Planning**

### **Based on prior learning:**

- Meets all learners needs
- Uses a variety of styles
- Clear differentiation
- Evidence of self and peer assessment
- Progression evident
- Plenaries and mini plenaries are used for assessment

Planning documents are stored on Staff shared work.  
A brief overview (topic web) is supplied for parents each term.

## **Monitoring of Teaching and Learning**

### **Quality of teaching will be monitored using the following:**

- Formal lesson observations
- Drop in lesson observations
- Work scrutiny
- Pupil interview
- Planning scrutiny
- Data analysis and gap analysis

We aim to get the picture of a teacher's overall standard of practice using all of these exercises.

Information will be shared and discussed during mid-year and end of year Teacher Performance Appraisal Meetings. These reviews will inform pay awards in accordance with the Pay and Appraisal Policies.

The leader of Teaching and Learning will update link governors regularly during the year.

**Updated February 2022 following staff feedback**