**Manor Park Primary School**



# Teaching and Learning Policy

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| Approved By: | Full Governing Body |
| Date: | February 2020 |
| Review Date: | February 2021 |
| Signed: |  |

**Aims** to strengthen, broaden and deepen the learning of pupils to enhance teaching and understanding of pedagogy

to clarify current practice and determine future approaches to developing the capacity to learn

to convey the basic aims about learning and teaching to provide agreed principles which underpin all areas of the curriculum

## Characteristics of Effective Learning

Learners need to feel safe.

To effect this, teachers need to;

* promote positive relationships by making children feel secure and valued as individuals.
* have clearly established rules, routines and organisational strategies
* take account of the health and safety of the children they are teaching.
* show interest in the pupils’ health, welfare and family background.
* encourage pupils to bring items from home into school and share learning from school, at home.

Learners need to see the point of their learning.

To effect this, teachers need to;

* teach skills that are needed for successful, lifelong learning.
* assess pupils’ progress and use this information to inform future planning.
* involve children in planning, organising and evaluating their own learning.
* provide “real life” contexts for learning
* plan lessons carefully, such that there are clear aims and purposes to their lessons and sequences of lessons are progressive.
* communicate to pupils how they can move forward in their learning.
* provide opportunities for reflection.
* reflect elements of the home environment in school
* respond to pupils interests and be flexible in their provision

 Learners learn better when they enjoy what they are learning.

To effect this, teachers need to;

* make learning fun, interesting and challenging.
* provide opportunities for pupils to explore concepts through play
* use a range of teaching strategies which appeal to visual, auditory and kinaesthetic learners.
* ensure that lessons are relevant, age-appropriate and reflect pupils’ own interests
* use a wide range of teaching strategies, including whole class lessons, collaborative group work, paired work and individual work.
* make clear links across and between subjects
* encourage appropriate effective and creative use of ICT

Learners learn better when they are challenged.

To effect this, teachers need to;

* have high expectations of pupils.
* differentiate the curriculum as far as practicable to support both the less and more able in a sensitive manner.
* set targets that are appropriate but challenging
* provide opportunities for independent learning, problem-solving, open-ended tasks and investigative work

Learners learn better if they experience success (and have opportunities to experience failure)

To effect this, teachers need to;

* encourage celebration of children’s achievements.
* give regular oral and written feedback about progress.
* use growth mindset language when giving feedback
* revisit what has already been learnt, regularly.
* accentuate the positive, in terms of behaviour, work and attitude.
* encourage a progressive acquisition of skills, knowledge and understanding.
* support risk-taking behaviour
* encourage pupils to persevere
* provide opportunities for children to develop longer projects over time

Learners need to have access to a wide range of different learning experiences. To effect this, teachers need to;

* use a range of techniques, appropriate to the topic, subject or pupils’ stage of development.
* encourage first hand experiences and investigative work.
* enrich the curriculum with educational visits, visiting speakers and clubs.
* incorporate a wide variety of “brain-based learning” (eg thinking maps, hot-seating, “jigsaws”, mind-mapping, P4C etc) into lessons
* provide teaching programmes that are balanced and varied

Learners learn better when good learning attitudes are promoted throughout the organisation in which they are learning.

To effect this, teachers need to;

* adhere to whole-school policies
* encourage and value contributions from everybody in the group.
* recognise the importance of equality of opportunity and take account of gender, race, special educational need, creed and class.
* recognise, admit and learn from their own limitations
* act as role models and demonstrate their own learning
* recognise that learning skills is more important than learning knowledge

Learners learn better when they are given responsibility for organising and evaluating their own learning.

To effect this, teachers need to;

* give pupils responsibility for caring for, organising and conserving learning resources in the classroom and in the school environment.
* encourage children to communicate in a wide range of ways, including developing their own skills of recording and presentation.
* encourage independent learning.
* provide opportunities for choice, within the curricular provision.
* encourage self and peer-evaluation.
* provide pupils with a vocabulary that enables them to discuss their own learning.
* provide pupils with opportunities to discuss their own learning.
* teach pupils to respect resources and resource areas.

Learners learn better when they ask questions.

To effect this, teachers need to;

* encourage pupils to explore their own lines of enquiry.
* build confidence.
* get pupils involved, motivated and interested.

Learners learn better when their environment is stimulating and reflects the current area of study.

To effect this, teachers need to;

* ensure display boards are of a high standard, bright, informative, interactive and reflect current areas of study.
* manage classroom spaces so that they are inviting, stimulating and promote independent learning
* use all of the space available (indoor/outdoor, shared areas etc).
* have a flexible approach to the way classroom space is organised.

## Planning

Planning should be undertaken in accordance with the School’s policy and procedures for planning.

## Review, Monitoring and Evaluation

A robust set of procedures is in place, which enable learning and teaching to be effectively monitored. This monitoring process involves children, class teachers and the SLT and should consolidate and celebrate best practice and identify areas for development. All monitoring should be undertaken in a positive and professional atmosphere.

Monitoring and Evaluation of Planning

Medium-term planning should be evaluated, at the end of each term by the SLT. Teachers’ comments about the term’s work should be recorded on their annotated planning documents.

Lesson Observation

Lesson observations will be undertaken annually of teaching including observations relating to school improvement priorities. A member of the SLT will conduct the observation and will provide oral feedback as soon as possible after the lesson. Written feedback will also be provided within three working days of the observation, indicating strengths, weaknesses and key points for action. A highlighted sheet of outcomes will be shared with the teacher so they are aware of areas of strength or areas that require improvement.

Pupil Interviews

Pupil interviews are to be undertaken annually and address issues which are cross-curricular in nature. In general, they will involve questioning a representative sample of children from each class in relation to the curriculum and their learning.

Monitoring of work

Each term samples of children’s work will be moderated by the staff team and are used to build a portfolio of evidence of consistent levelling across the school. The SLT conduct annual Book Scrutinies and key findings are shared with the teaching staff to ensure the principles of the Curriculum Policy, Teaching and Learning Policy and Assessment and Feedback Policy are being adhered to.

## REFERENCE DOCUMENTS

Assessment and Feedback Policy

Curriculum Policy

Planning Policy