TEACHING & LEARNING POLICY (reviewed Sept 16)

MORICE TOWN PRIMARY SCHOOL

Purpose of this policy

This policy is intended to ensure that all staff create a positive climate for learning so that pupils:

- ✓ Experience high quality teaching that promotes high quality learning.
- ✓ Value learning both for itself and what it can unlock.
- ✓ See themselves as successful learners.
- ✓ Are clear about the purpose of learning and how to go about it.
- ✓ Take greater responsibility for their own learning.
- ✓ Work collaboratively with staff and each other making good use of feedback.

Agreed Procedures

- ✓ Teaching staff will vary their teaching styles to best fit the needs of their class.
- ✓ All lessons are planned to meet the needs of the pupils, with clear differentiation.
- ✓ All lessons will have a clear 'WALT' (we are learning to…) or 'I can…' and this will be displayed throughout each lesson. This will be recorded in pupils' books, either written by the children or on a sticker.
- ✓ Support staff will be used to provide planned, targeted support to individuals/groups at all stages within a lesson.
- ✓ Staff will effectively use questioning to challenge children's understanding and encourage them to make links with prior experiences or learning, resulting in deeper learning.
- ✓ Lessons will draw upon pupil's prior learning and develop it.
- ✓ Staff will create a positive atmosphere, where pupils are motivated and expected to behave well.
- ✓ Resources to support pupils with their learning are clearly displayed/stored and freely accessible to the children. This includes 'Learning Walls'.
- ✓ The aim of each lesson/series of lessons will be shared with the pupils so they know 'what' is to be learned.
- ✓ Wherever possible, the context of a lesson will be shared with the pupils so they know 'why' they are learning.
- ✓ All staff will take it upon themselves to ensure they have adequate subject knowledge to allow them to confidently teach and react to questions from the class.
- ✓ All staff will actively encourage all pupils and celebrate 'good learning' as well as 'good work'.
- ✓ All teachers are expected to self-reflect on their practice and the impact it has on the children's learning.
- ✓ The impact of teaching will be evaluated through regular lesson visits, book scrutinies, pupil conferencing and other monitoring activities and teachers supported to maximise their impact on learning.
- ✓ All teachers will see continuous professional development and self-study as an integral part of their learning.

Monitoring this policy

It is important that there is evidence of this policy being implemented in all classes and by all teaching and support staff. By asking the following questions the school is able to regularly monitor the effectiveness of this policy:

- ❓ Do weekly plans show there is progression within a series of lessons?
- ❓ Do class timetables show adequate curriculum time is given to each subject?
- ❓ Do classrooms have clearly labelled resources, accessible to all that promote independence?
- ❓ In lessons, are learning walls referred to and is there evidence of pupils using them?
- ❓ Does planning detail how tasks will be altered to suit differing needs, including the use of support staff?
- ❓ Are all teaching staff using Assessment for Learning strategies to support pupils?
- ❓ Are all teaching staff effectively using attainment data to inform their teaching?
- ❓ Does the appraisal process support teacher development?
- ❓ Does monitoring activities provide evidence of high quality teaching & learning?
- ❓ Does data and pupil books show that learners make at least expected progress?

This policy should be read alongside the school's marking policy and subject specific policies and appraisal policy, as they contain detailed information and agreed procedures that all staff are expected to follow.

Agreed by staff/Governors: **January 2016**   Next review due: **January 2019**

The Learning Environment at Morice Town

At Morice Town, we believe that the learning environment plays an essential role in stimulating children's imagination, developing their curiosity and supporting their learning. Learning should not be confined to a classroom therefore every space within the school building and grounds needs to be viewed as a 'learning space'.

Classroom learning environments
There is an expectation that every classroom will:

- [ ] Have labelled resources that are accessible to the children
- [ ] Be a clutter-free space
- [ ] Have space to work with a small group (where possible)
- [ ] Have working walls for English + Maths that reflect current/recent learning.
- [ ] A display reflecting the current theme
- [ ] Display speed sounds/complex speed sounds poster at a height children can access
- [ ] Clearly display the marking code
- [ ] Ensure the Behaviour Lighthouse is prominent, at child height and being used.
- [ ] Display 'Key Words' and vocabulary in a way that children can access.

Corridors and spared spaces
Any shared area must be treated as an extension of the classroom and therefore be an area that promotes learning. There is an expectation that shared spaces should:

- [ ] Be free from clutter, obstructions and be tidy
- [ ] Be quiet/reflective spaces

Outdoor spaces
Outdoor spaces are an essential part of the school's learning environment, which all children should experience on a regular basis. There is an expectation that outside spaces should:

- [ ] Be set up to encourage independent learning
- [ ] Provide risk taking opportunities (but not risky behaviour)
- [ ] Provide additional opportunities to write, apply maths, explore science and be physical
- [ ] Have their usage planned by all year groups on a regular basis throughout the year.

Displays
Displays should support and enrich learning for all children. They should celebrate learning and provide a stimulus for further work or discussion. It is important that displays do not become part of the 'furniture' and therefore change or evolve over time.

There is an expectation that classroom/corridor/hall displays should:

☐ Be vibrant and stimulating
☐ Have a label that explains the learning behind the work on display
☐ Model correct handwriting, grammar, punctuation and spelling
☐ Be well maintained and look valued
☐ Use card borders for durability
☐ Have a display board dedicated to the current theme/topic in every classroom
☐ Have working walls which reflect current learning and are interactive

Language for learning

All staff, regardless of role within the school, have a responsibility to be role models in how we act, speak and what we write when marking. There is an expectation that all staff:

☐ Speak calmly and respectfully to children and staff, without resorting to shouting.
☐ Echo (with correction) incorrect use of language without undermining pupil confidence.
☐ Praise positive behaviour and attitudes and identify what was done well (eg. 'Well done for...)
☐ Identify the inappropriate behaviour – it is the behaviour that is not OK, **not the child!**
☐ Listen to children to get a better understanding of a problem or situation.
☐ Use language promoting what should be done rather than what shouldn't ('Please walk' rather than 'Don't run')
☐ Explain why something cannot be done (eg. Sorry, no, because...)
☐ Are aware of the tone of their voice and the impact this can have on individuals.
☐ Recognise what has been done well in a piece of work (green comments) and give clear guidance to promote improvement (pink actions/next steps to clarify, consolidate or challenge)

Examples of display labels that explain a little about what was learned.

Paul Klee

Year 3 have been learning about how artists use pattern. We looked at different painting and chose this one by Paul Klee. We had to write our own messages carefully with all the letters the same height. We then had to choose the colours of paint so they made a bright pattern.

Computer
Pop Art
By Year 6

All the art on display has been made using a computer program called 'Photostudio'.

We had to learn how to select different parts of the picture and change the fill colours or add an effect like 'spiralling'. Some of us also learned how to join images together to make banners.