



Meole Brace
C of E Primary School and Nursery

Teaching and Learning Policy

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Teaching and Learning Policy

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1. Aims

This policy aims to clarify for all practitioners the school's expectations in provision and practice, for planning, monitoring and evaluating the effectiveness of teaching and learning and methods of assessment in order to improve outcomes for all pupils.

2. School Ethos, Values and Vision

***"Let your light shine."** Matthew 5:16*

As a school and a community, we give children every opportunity to flourish and let the light of God shine through them, remembering that it is only with God's help – the source of all light – that we will be most able to shine brightly.

Values, Ethos and Mission

Our school aims to reflect a warm, caring **Christian** ethos where everyone is valued. We believe that **children's wellbeing** is at the centre of our life in school and **the key to raising academic success**. This is supported by **high expectations for every child** and by developing personal awareness, creativity and social understanding.

We place a strong emphasis on our three core school values of **Community, Perseverance** and **Respect** through close partnerships between children, staff, governors, the Church and parents as an extension to family life.

We believe that we make a difference by **creating a safe, healthy and stimulating environment of quality provision** where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community.

We aim to:

- Offer an excellent education within a framework of Christian values and beliefs.
- Be an inclusive community in which everyone feels happy, valued and secure.
- Build and maintain strong relationships with our families, carers, Church and wider community.
- Promote an environment all where children can reach their full potential.
- Foster a desire for independent and lifelong learning.
- Raise children's aspirations and to widen their horizons through a **context rich curriculum** that gives purpose to their learning, offers a range of experiences, as well as broadening their understanding of the local, British and global communities.

Above all, we aim to develop **positive, confident, reflective children** who:

- Take part in decision making within the classroom and school so that they have **sound knowledge of their own value and purpose**.
- Understand the school rules and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong.
- Are able to think **creatively and independently** in order to have aspirations for the future.
- Are proud to be part of a diverse British society.

Underpinning our Vision are the values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community.

Respect - for self, each other and our school, and that this is reflected in our thoughts, words and actions

Perseverance - the strength and resilience to overcome challenges and grow strong. Patience and knowing that some goals take some time to achieve.

Community- that learning and working together are social experiences that happen within and beyond our locality.

These values mean that pupils and adults work actively in partnership to enable all members of our school community realise their potential and become happy, valued and empathetic citizens.

This directly links to our school vision from scripture: '**Let your light shine**'.

3. Rationale

At Meole Brace Primary School and Nursery we believe that adults and children are all learners and that learning is a life long process that takes place when:

- there is an acknowledgement and understanding that parents/carers are the first and most enduring educators of their children
- there is a clear context to support a learning dialogue
- learning is given time and planned within consistent policy and practice frameworks
- the learner is actively involved in real life situations that give learning a clear purpose
- prior achievements are recognised and new achievements celebrated
- planning recognises that children learn in different ways
- the next steps in learning build upon what the learner experiences, knows and understands
- pupils are given opportunities to independently use and apply the skills they have learnt across a range of subject areas
- a clear pedagogy of learning through observing, questioning, modelling and demonstrating that offer children support and **challenge**.
- pupils are given opportunities with an element of **choice** in order to lead their own learning
- learners work **collaboratively**, independent of the teacher to achieve outcomes
- learners are not afraid to make mistakes and are encouraged to learn from them.

4. Creating the conditions for learning

The main elements in creating the conditions for learning include; -

- the development of positive relationships
- developing pupils' positive attitudes to learning
- pupils understanding how they learn (metacognition)
- clear, consistent and communicated planning for learning so that pupils understand where they are in their learning and next steps
- a consistent approach to ways of working across the school that builds on pupils prior learning
- an enabling learning environment which is well resourced

These elements operate at a whole school level, within and around the classroom and at a group and individual level.

If we are successful in creating the right conditions for learning children will;

- use their initiative
- have a positive self image as learners
- organise their learning for themselves
- make choices, interpret information, ask key questions and hypothesise
- set their own success criteria and goals
- collaborate and negotiate with others
- positively listen and value each others' opinions
- have a purpose for their learning and know how it equips them for life in the broadest sense

5. Relationships

Positive working relationships are established when:

- everyone is treated with kindness and respect
- individuals with different needs are recognised
- everyone is treated fairly
- an emotional environment is created that is welcoming, safe and where children can take risks
- children are motivated, inspired, engaged and challenged as learners
- achievements are celebrated
- a nurturing curriculum exists that builds self-esteem and encourages pupils to value each other as learners
- teaching is conducted in an atmosphere of trust and respect for all

6. Quality first teaching

Key features of outstanding teaching, learning and assessment

Teachers

- demonstrate deep knowledge and understanding of the subjects they teach. supported by the subject leaders and policies linked to that subject area
- use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They accurately identify pupils' common misconceptions and act to ensure they are corrected.
- plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.
- provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to keep up.
- check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

Pupils

- love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Parents

- are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

The impact of teaching, learning and assessment is monitored on a regular basis. Staff receive verbal and written feedback on strengths and areas for development and use this to create an individual action plan with clear timescales.

7. Planning for effective teaching and learning

Curriculum maps set out the areas of the curriculum to be taught over the year and are reviewed annually. Subject leaders are aware of developments in their subject in order to lead their subject and adjust documentation in line with KS2, KS1 and Foundation Stage requirements. The units of work link through different subject areas with practical experiences to stimulate pupils' development. They indicate where visitors are invited into school or where visits are planned to take children out into the community.

Governors plan the budget to support these visits and visitors.

Medium term plans identify the progression in knowledge and key skills within specific subject areas. Planning shows how subjects are developed across the term and the knowledge that pupils need to secure. These are supported by The Statutory Framework for the Early Years Foundation Stage and National Curriculum.

Short term planning is completed for literacy and mathematics on a weekly basis. Utilising the medium term plans, it sequences a series of lessons with identified learning objectives and knowledge steps and shows how these support pupils in working toward national standards. Teachers also plan in retrieval for learning opportunities (RFL) and use developmental questioning to check on, consolidate and extend learning.

Planning teams meet weekly during Planning, Preparation and Assessment (PPA) time to evaluate the previous week's planning in light of formative assessments and to plan for the forthcoming week.

Teachers plan for the most effective use of additional adults from the outset of the lesson. This may be to support individual or group discussions, to pre-tutor a group of pupils or use manipulatives, models and images to reinforce knowledge, concepts and strategies.

Knowledge mats identify the knowledge pupils need to have embedded to be able to achieve the expected standard within subject areas. They include core knowledge, vocabulary and images to support and prompt pupils within the lesson.

8. Progress within a Lesson

When introducing a foundation subject lesson, pupils are reminded about the curriculum area and there is a brief discussion about professions and careers linked to that subject.

A Retrieval for Learning (RfL) opportunity to bring to mind previous learning is used throughout the lesson. Pupils are expected to think hard to remember what has already been taught giving an indication of their understanding, which is used to shape the next steps in learning. The RfL identifies gaps and helps pupils make connections to build on prior knowledge and develop understanding of new knowledge.

During lessons there will be a discussion about the **learning objective, context, genre or links to other subject areas**. Teachers introduce how the work links to pupils working toward the expected standard and how they can deepen their learning using knowledge mats.

Retrieval practice and open-ended questions feature throughout the lesson to encourage pupils to embed key concepts in their long term memory. Pupils are expected to give extended answers to explain their understanding and to develop reasoning skills. These can be used to encourage pupils to explain and share strategies in mathematics or offer a viewpoint in other areas of the curriculum. Adults target their questions to develop a **"No Hands up"** approach to gain responses from pupils and assess understanding.

Lessons progress building on small steps of knowledge. Depending on where the lesson is within the unit of learning, pupils have opportunities to practice declarative knowledge (facts, concepts and principles), procedural knowledge (comparing, contrasting and evaluating) and conditional knowledge (problem solving and reasoning).

The task or tasks are explained and the adults or the children will summarise and agree the key points to remember, these are the **knowledge steps** that support the pupils in understanding what they need to know to be successful in achieving the learning objective. Knowledge steps should **relate to the learning objective**. They should reflect the knowledge, conceptual understanding and skills. In literacy these skills will include links to spelling and phonics, handwriting, grammar and punctuation.

Knowledge Steps example for Science

Date: 17.01.23	
Learning objective	To describe how the human digestive system works.
Context	Animals including Humans—Teeth and digestion
Knowledge steps:	I know the order of the digestive system. I know each part of the digestive system and can identify them. I know the function of the parts in the digestive system.



Focus group work

After the whole class input, the teacher and additional adult each work with a focus group. This enables the teacher to tailor the teaching to the needs of the group and will result in pupils making accelerated progress. **All** groups will get the opportunity to work with a teacher over the course of a week and this will be indicated on the weekly planning format. It is important that through the progression of the week pupils have the opportunities to work with adults in order to make further progress and receive targeted work as well as chances to apply their knowledge independently.

Guided teaching – consists of;

- Specific concepts and skills using models and images and interactive resources
- Opportunities for consolidation and practice
- Providing opportunities to deepen the learning
- Addressing misconceptions
- Pupils are still encouraged to work at their own pace with independent learning

Guided reasoning – consists of open-ended tasks with elements of **choice** and opportunities to apply newly learnt skills in order to develop reasoning and enquiry or to develop the using and applying skills linked to mastery. Questioning is used to promote dialogue to develop talk for learning. Opportunities can be planned for **pupils to work collaboratively to achieve a shared outcome**.

Prompts, knowledge mats, word banks and learning walls support the pupils who are **working independently**. The adults will monitor the progress these pupils are making throughout the lesson.

A **mini plenary** will remind and refocus pupil attention to the task in hand and support them in deciding what they are doing well and what they still need to include in their work.

Towards the end of the independent session pupils may be asked to identify where they have met the learning objective using the knowledge steps and then to identify a part to be improved or developed. Self-assessment or peer discussions are used as the vehicle for this assessment and improvements are either made there and then or used as a focus for the next learning step.

Pupils are encouraged to **edit and improve** their work using a purple pen to show where they have made improvements.

The plenary, can be used to

- discuss the learning developed in the lesson
- encourage pupils to make an overall self-evaluation about the success and improvements needed.
- ask pupils to identify 3 examples of evidence in their work to show that they have achieved those knowledge steps
- share a child's piece of work as a model
- recap of the learning, which has taken place in the lesson and identifies what progress has been made

The teacher considers the outcomes and decides on the appropriate form of feedback (see Marking and Feedback Policy)

We believe that school self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning. It is the responsibility of all staff and pupils to evaluate their own performance.

9. Monitoring and evaluating learning

The curriculum, planning, teaching and learning and assessments arrangements are monitored and evaluated through an annually agreed Monitoring cycle.

Senior leaders including governors monitor the progress pupils make within a lesson and over time through

- Lesson observations
- Learning walks
- Book scrutiny
- Talking to pupils
- Curriculum reviews
- Moderation of assessment judgements
- Collation and analysis of data
- Year group data analysis action plans
- Reviews of Graduated Support Plans (GSPs) for pupils with SEND
- Link governor monitoring visits with subject leaders
- interviews and questionnaires with all stakeholders

Feedback from this monitoring is shared with staff and governors to document the impact of teaching, learning and assessment and to plan whole school development. This information is used to inform the school self-review documents.

10. The role of Governors

Our Governors determine, support, monitor and review the school's approach to teaching and learning.

Link governors work with senior leaders and subject leaders to monitor or evaluate the learning in school. They work with leaders to carry out learning walks, look at pupils' books and meet with pupils to discuss their learning in a range of subject areas. Link governors will complete a Note of Visit to share the impact of their work in school.

Governors:

- set a budget to allocate resources (staff and equipment) effectively;
- carry out annual audits of the school building and premises to support teaching and learning;
- monitor the impact of training (CPD) and our performance management;

- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, including termly reports from the head teacher and feedback from subject leaders
- Track the progress of all groups of pupils including vulnerable learners
- Request further information or particular formats relating to children in receipt of Pupil Premium Grant
- Evaluate the use of the PPG to ensure that this is used effectively

11. Parents and carers

Parents and carers have a fundamental role to play in helping children to learn. The school informs parents about what, and how, their children are learning by:

- inviting parents to consultation meetings to discuss progress and GSPs
- informing parents, at the start of each term of their child's targets for reading and progress towards achieving these targets through the reading diary
- providing a termly parent curriculum overview which outlines learning across all areas of the curriculum
- completing questionnaires during the autumn term
- using the school website to inform parents about what their child will be studying during that term at school
- providing annual reports for parents in which we explain the progress made by each child, and indicate how the child can improve further
- advising parents on how they can support their children through a range of workshops in school.

12. The Learning environment

The learning environment plays an important role in teaching and learning. An organised and ordered classroom sets a standard for what is expected from pupils in terms of the quality of their work. Respecting the school environment is the responsibility of both adults and children.

Classrooms

Staff and children are responsible for ensuring that classrooms are tidy.

Stock cupboards within the classroom are kept tidy with the door closed when not in use. For health and safety reasons, cupboard tops are kept clear of items. Drawers for classroom resources are clearly labelled and open shelving kept tidy. Surfaces are to be free from clutter including coffee cups and waste paper. Paper-recycling bins are located near or in each classroom. Any confidential paperwork is shredded at the main office.

Shared learning areas

Shared learning areas consist of the library, cloakrooms and corridor spaces. It is the responsibility of staff and children to ensure that shared learning areas are kept tidy and are left ready for the next group to use. Tables used for TA guided groups or reading are kept clear from clutter. Clothing items and water bottles are returned to their owners or taken to nearby classrooms until the owner can be found. Staff toilet doors and cupboards accessed by adults are closed.

Learning walls and displays

Classrooms have several display boards and each classroom is responsible for a display board in the corridor. Display boards used to celebrate pupils' achievements and may be updated termly to link with the class theme. Learning walls are used to support and prompt learning and these are updated regularly. They are interactive to model, demonstrate and support good practice. These are working displays and work will not be backed or laminated as they may include large sugar paper plans, prompts or reminders. There is a clear set of non-negotiables to include on subject learning walls throughout school (Appendix A).

Appendix A

Staff agreement on Learning Walls

When planning work, the children and teacher, need to be reminded of the **age-appropriate** expected levels for the end of their year. [\(These are fluid displays that may have large sugar paper plans, post – its or prompts and reminders.\)](#)

Reading	Writing and phonics (Lined background)	Mathematics (Squared background)	Science
Book banding list Copy of the Guided Reading timetable and groups An inviting reading corner appropriate to the year group including: ➤ book banded individual reading books ➤ quality text from a range of genres ➤ books featured on year group reading spine for current term.	Teacher modelled writing using agreed handwriting format (e.g., worked examples linked to current literacy learning) Previously taught phonemes (Reception-Year 2) Prompts relating to the current learning (e.g., conjunctions, modal verbs, adverbial phrases) Shape words (Whole school agreed non- negotiables) A3 version of year group writing mat with expected standard Good examples of annotated children's work (colour copied from writing journals) Examples of handwriting to model appropriate joins Appropriate resources need to be at hand in the classroom to support all groups of children	Teacher modelled handwritten examples of current strategies Models, images and prompts for current learning e.g., examples of calculations or properties of shapes Vocabulary relating to current unit Good examples of annotated children's work (colour copied from maths books) Age-appropriate number track/ lines/ squares Interactive displays where numbers can be moved on number lines or shapes can be manipulated Appropriate resources need to be at hand in the classroom to support all groups of children	Clear heading to show the science unit being taught Vocabulary and definitions linked to concept map for current unit Good examples of annotated children's work (colour copied from science books) Images,models, diagrams relevant to topic Information text linked to unit Interactive displays e.g., testable questions, planning boards or concept mapping

