

MERSEY VALE PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

At Mersey Vale Primary School, we are committed to ensuring equality of education and opportunity for all irrespective of race, gender, ability, religion, socio-economic factors and disability. The achievement of all pupils is monitored and we use this data to raise standards and ensure inclusive teaching and learning.



We aim to provide our pupils with a firm foundation which will enable them to fulfil their potential. We seek to eliminate unlawful discrimination. At Mersey Vale we believe that diversity and inclusion are strengths, which should be respected and celebrated by all those who learn, teach and visit here.

RATIONALE

In this school, every child has an entitlement to teaching and learning experiences of the highest quality and to enjoy and achieve in all aspects of school, in line with our school aims. This policy sets out the criteria that will be the expected standard for all our teaching. Teachers are given the professional responsibility to ensure that their teaching meets this standard. Support staff, under the direction of teachers, are an essential part of the teaching and learning process and support individuals or groups of pupils within classroom or other settings to meet the aims of the curriculum. The headteacher, senior leadership team and other key members of staff will monitor learning and teaching to see that this high standard is met.

PURPOSE

- To ensure all pupils achieve from and enjoy teaching of the highest standard while enjoying the challenges and demands of a well-integrated curriculum.
- To provide a basis for monitoring, evaluation and review.
- To ensure that all teachers are given feedback on their strengths and areas for development within their teaching.
- To improve the quality of teaching and to raise standards.

BROAD GUIDELINES

- Teachers are expected to base their teaching on secure subject knowledge and access continuing professional development to enhance this.
- Teachers are expected to teach basic skills effectively.
- Lesson plans should have clear learning intentions based on the knowledge, skills and understanding that the pupils are expected to achieve (including whole school and individual targets). These should be supported with relevant success criteria which provide steps to achievement in line with the school's long term curriculum map to ensure continuity and progression.
- Teaching should challenge and inspire pupils of all levels, taking account of their individual, cultural and language needs.
- Teachers should set high expectations and encourage high quality work.
- Teachers should use an appropriate range of teaching methods, groupings and differentiation to enable all pupils to learn effectively.
- All teaching should include a clear explanation, good use of language, a wide range of questioning, modelling and the use of interactive and investigative learning. It should provide good pace and build on prior knowledge.
- Teachers should develop good relationships, manage pupils well and insist on high standards of behaviour, in line with our behaviour policy.
- Teachers must ensure time, support staff, display and other resources (including ICT) are used effectively to provide a high quality, purposeful learning environment.
- Teachers should assess and mark pupil's work effectively (including the use of assessment for learning techniques) and record outcomes to inform planning and provide information for the future.
- Teachers should use homework effectively to reinforce and extend what is used in school, seeking to encourage parental involvement in line with the home-school agreement.

CONCLUSION

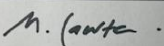
This policy will result in pupils who:

- Acquire new knowledge, skills and understanding, with all children achieving their full potential.
- Have equal access to the curriculum, activities and resources, whilst being treated as individuals.
- Apply intellectual, physical or creative effort to their work.

- Take responsibility for their own learning.
- Develop a responsible and independent attitude towards work and their role in society.
- Be tolerant and understanding to the needs and beliefs of others.
- Take pride in their work and are highly motivated.
- Feel confident and secure in their learning and lives.

This policy should be read in conjunction with the school's policies for performance management, monitoring, behaviour, SEND, gifted and talented, assessment, marking, homework and planning.

Approved: 01/12/25



Signed : *M. Lawton*

Chair of Governors

Michelle Lawton, Chair of Governors

Mersey Vale Primary School - Teaching and Learning Policy

Context for Learning - What works well for MVPS?

Accessible Resources/Assistive technology
Classrooms reflecting diversity
Colour neutral displays
Learners feel safe—temperature, space, brain breaks
Working walls—Memory walls with consistent display font
Consistency of classroom routines/relationships
Check-ins/scaling/zones of regulation
Consistency of language—Standard English modelled at all times; language of lesson structure consistent across school.

Repetition - Practise Makes Perfect!

Physical, vocal and mental practise
Lesson time and lesson structure - planned time for practise
Teacher guidance, questioning and repetition of processes
Regular use of direct questions
Use of LBQ (Maths) and other forms of homework
I do, we do, you do modelling

Prior Knowledge and Building the Bigger Picture

Assessment - How do you help children to remember and build on what is known?

Identify gaps in knowledge via assessment for learning - use to inform teaching. Planned response time in KS2.

Techniques for bringing existing knowledge.—recap, quick quizzes, brain dump etc.

One book approach—reference to prior learning

Sharing end goal—how learning intention links to wider learning journey

RETRIEVAL PRACTICE AND SPACED LEARNING

High quality questioning to check understanding

Feedback

Marking and Feedback Policy

Whole class, individual and group feedback opportunities

Before/during/after lessons

Response time

Early Work

Use of symbols to secure understanding for learners

Written feedback using *Tickled Pink* and *Green for Growth*

Verbal feedback and in the moment interventions

Techniques for instant feedback - LBQ

Questioning - How is it used at MVPS?

To check for understanding—highlighting misconceptions

To keep pace

To challenge students to think deeper

To force retrieval practice to strengthen and deepen memory

Being curious about what learners know and on their perspective of learning e.g. "Michael have you understood?" compared to "Michael, what have you understood?" One operates on assumption, keeping learning hidden whilst the other invites real dialogue, revealing how the learning is going.

Modelling

I do - What does this look like in your class?

We do - What does this look like in your class?

You do - What does this look like in your class?

Lesson structure

Evident in books and the environment - use of memory walls

Consistency of language

