

Muxton Primary School



Teaching and Learning Policy

2016/2017

Our Ethos of Teaching and Learning

The teaching of a high quality, creative curriculum which ensures that all children are confident, successful, enthusiastic and independent learners is at the heart of everything we do at Muxton Primary School. We aim to empower children as life-long learners so that they relish the challenge of learning and thrive on the everyday learning experiences which we provide, both within and beyond the curriculum.

The use of Jackie Beere's 'MAGIC' framework underpins our philosophy for teaching and learning where we aim to instil and embed the following:

- All children are well MOTIVATED in all aspects of their learning.
- All children display the right ATTITUDE towards their learning.
- All children apply 'GUMPTION' (common sense) as they embrace challenges in their learning.
- All children have an 'I CAN' approach to their learning.
- All children are highly effective COMMUNICATORS.

In addition, this approach will ensure that:

- Children are equipped with a toolkit of language which empowers them to reflect upon and articulate their ambitions and aspirations as learners.
- Children's social and emotional intelligence is developed alongside their knowledge, skills and understanding of core curriculum areas.

We believe that the most successful teaching and learning is based on excellent relationships and high quality interaction between adults and children.

- Adults and children will be spoken to respectfully at all times.
- Adults and children will be courteous and respectful at all times.
- Responses to children will be fair, equal and balanced.
- Children will be treated fairly – there is no place for sarcasm or put down.
- All relationships are based on mutual respect and trust.

The Learning Environment

The learning environment is defined as all the areas of the school where children work, including classrooms and shared learning areas. All learning areas will be organised and managed effectively to ensure that they are conducive to high quality teaching and learning at all times.

- Classrooms will be well organised and tidy with all adults and children showing care and respect for the environment at all times.
- Resources and equipment will be accessible and carefully managed so that children can independently select what they need as necessary.
- Displays and resources in classrooms and learning areas will reflect current curriculum themes and be used to promote and celebrate high standards of work.
- A variety of models, stimuli and prompts will be clearly accessible to support children's learning and behaviour through the use of interactive learning walls.

Curriculum

At Muxton, we are committed to delivering a broad curriculum which will inspire and enthuse children. Every child has access to a balanced and rich curriculum that is designed to open their eyes to different cultures and different ways of life, and prepare them for life as a member of a global community. Our curriculum actively promotes British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs throughout the school.

The wider curriculum offers opportunities beyond the classroom for children to extend and apply their learning in different contexts. These achievements are recognised and celebrated throughout the school community in a weekly assembly.

Planning

The curriculum is planned using inspiring and creative starting points. Incorporating meaningful cross-curricular links between subjects in planning not only enriches children's engagement and learning across the curriculum but also provides opportunities for children to apply and embed their reading, writing, communication and mathematical skills in a wide variety of contexts.

Through careful, systematic planning, we ensure that our curriculum has an appropriate balance of creativity and rigour. Teachers use their thorough and deep knowledge and

assessment of prior learning to ensure appropriate continuity and progression for children and their learning.

The national curriculum programmes of study are used for each year group to ensure that the pitch and expectations of the planning are appropriate to secure good progress for all children.

Whilst there is a brisk and rigorous pace to planning and teaching, there will be opportunities for children to broaden and deepen their knowledge, skills and understanding through a 'mastery' approach. This will not, however, mean unnecessary repetition of work or low levels of challenge.

Wherever possible, planning is a collaborative process within teaching teams to share ideas and good practice and ensure consistency across year groups. Our CPD programme ensures that all staff have a thorough knowledge of the curriculum which is regularly updated. Subject leaders offer guidance and support where necessary.

Using agreed formats throughout the school, medium term planning will clearly show:

- The starting points for engaging and motivating children in their learning
- An overview of the learning objectives which will be taught
- The teaching and learning sequence

Using agreed formats throughout the school, short term (daily) planning for core subjects will clearly show:

- Learning objectives which clearly state the intended learning outcome, not just describe the activity
- How activities and resources will be differentiated to meet the needs of different abilities
- Which groups and individuals will be guided and supported by the teacher and teaching assistant
- How assessment for learning will be used to assess how well children have met the intended learning objective

Behaviour for Learning

All teachers will have the highest expectations for all aspects of children's learning behaviour. This will be achieved and embedded by:

- An ethos of mutual trust and respect within a supportive classroom environment so that children are encouraged to take risks and are not afraid of making mistakes
- Positive acknowledgement of good effort and behaviour
- Children following the mutually agreed 'classroom rules' at all times
- A clear, explicit and consistent system of rewards and sanctions
- Clear non-negotiables established for the presentation and organisation of written work. Children will demonstrate a strong sense of pride in their work at all times
- Embedding the language of 'MAGIC' learning

Assessment and Feedback

Refer to separate policy for Marking and Feedback

The purpose of all marking and feedback – including oral feedback - is to give children precise and motivating information about how well they are doing and what they need to do to improve.

Research clearly indicates that high quality marking and feedback involving discussion and interaction with children has the most impact on children's engagement and progress. We believe that this is a richer and more beneficial rather than high quantities of marking which simply correct errors and do not involve interaction with the child.

Oral feedback and intervention is used at the point of need to ensure that children are given the opportunity to make good and outstanding progress during the lesson where possible. This ensures that errors and misconceptions are addressed swiftly and children are provided with opportunities to deepen their understanding and reasoning.

Equality and Inclusion

Refer to separate policy for SEND

All teachers will demonstrate high expectations of children's learning and behaviour, including those with special educational needs and disabilities, those who are more able and those for whom English is an additional language. Distinctive teaching approaches will be used to ensure that these children are fully engaged and supported in their learning. This will include the use of a variety of multi-sensory resources to support different learning styles and needs.

Teaching assistants will be deployed effectively to support and guide learning. This will not always be for less able children – teaching assistants will be used to stretch and challenge children of all abilities.

Teachers will record the range of provision and interventions in place for all children on a half termly provision map. The provision map identifies provision in each of the following categories:

- Cognition and learning
- Sensory and physical
- Communication and interaction
- Emotional, behavioural and social

Where children require additional support to access learning and make good progress, timely and incisive intervention will be provided. The impact of this intervention will be closely monitored through the pupil progress review cycle.

Parents and Carers

We are committed to working in partnership with parents and carers to ensure that they have clear and timely information about children's learning and progress. We also provide information and guidance so that they are clear about how to further support their child's learning at home. Workshops and parents' meetings are arranged regularly so that parents can talk to teachers and subject leaders about strategies and resources which are available and appropriate in supporting and enhancing learning.

Children are set regular homework tasks which are designed to consolidate and deepen understanding and, wherever possible, prepare children for the next stage of learning through a 'flipped' learning approach. Homework will be appropriately challenging and engaging and have a clear purpose in supporting and enhancing children's learning.

Through the home-school links book, we endeavour to maintain a continuous dialogue with parents and the twice-yearly parents meetings provide opportunities to share and discuss information. All parents are asked to complete a questionnaire which includes the following questions to ascertain whether they are clear about information which they have been given:

- I have been given clear information about the progress my child is making

- I have a clear understanding of my child's strengths
- I have a clear understanding of areas in which my child needs to improve
- I am clear about how I can support my child's learning