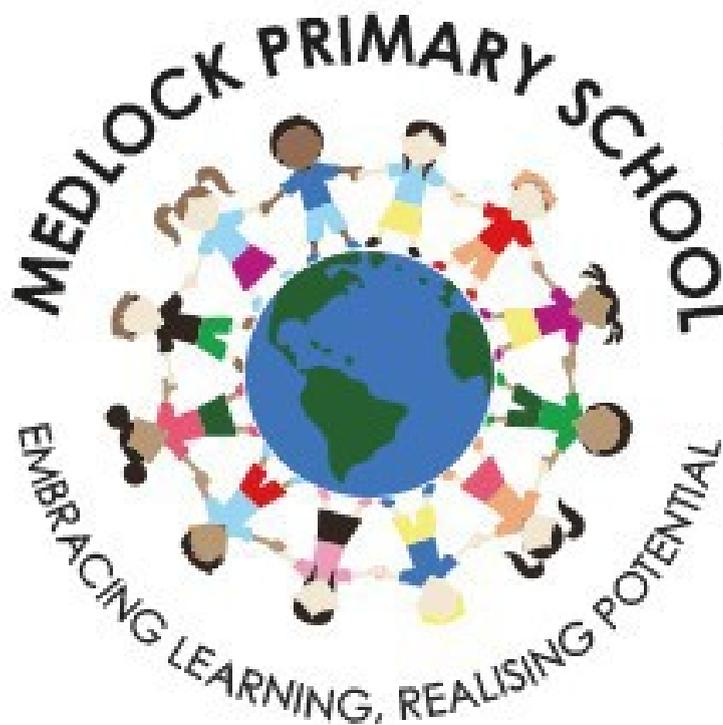


Medlock Primary School



Teaching and Learning Policy

(ratified by governors September 2017, Review: September 2018)

Purpose

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. Rigorous implementation of the policy will enable all children to make progress in every lesson taught and will ultimately raise standards. It was written as a result of developments in our practice.

Members of the teaching team are expected to refer to it frequently and use it to help evaluate and adapt practice to ensure the best provision for our children.

Aims

- Raise the quality of learning and, as a result, improve standards
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enable the teaching team to identify aspects of practice as part of their commitment to continual improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities
- Set out our expectations of best practice

The school vision and aims are at the heart of all our teaching and learning activities.

Principles

The principles that we have agreed are fundamental to children's learning and underpin the work that we do. We aim to help children become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning. Children need good models to evaluate and have

opportunity to reflect and improve. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in their learning. Teachers therefore aim to include children in the process and be as creative as possible in seeking ways of making learning interesting and successful. Our aim is to maximise every learning opportunity to enable children to be the best that they can be at that moment in time.

Definition of Learning

At Medlock, we define learning as:

A memorable experience, which leads children to be able to practise new skills and commit knowledge to memory

It should enable children to use their existing skills and knowledge, and apply them to other contexts. We believe that children learn best when learning is: stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective, interactive and enjoyable. It should build on experience and have built-in success for all. It should be based on our good knowledge of the children, so that it engages them. It should have high expectations of learning outcomes and it should always be purposeful and relevant, and owned by the children. They should have a role in the planning, choice of level, choice of resources, feedback and agreeing next

steps. To enable learning to be at its best, we also recognise that we should create the appropriate conditions for learning. These include:

What	How	When
Creating a safe setting for the children	Clear routines, rules, structures and boundaries are agreed and adhered to	From the start of the school year, and referred to as a method of praise daily
Stimulating their imaginations and thought processes	A range of resources, questions, use of working walls, children's ideas and artefacts.	At least weekly
Providing accessible learning	Equipment labelled, organised and to hand, support is provided to differentiate to the appropriately challenging	Daily
Developing and promoting an open mindset	To challenge the fixed mindset using BLP and AfL Strategies outlined by Paul Black and David Spendlove	Helping the children daily and at the start of each term

Rigorous implementation of this policy will improve learning because:

Everyone is committed to achieving a consistent approach to learning

Expectations are clear for all

Children have a voice in their own learning and development creating ownership

A clear and rigorous monitoring cycle will enable progress to be measured and needs identified

We have been developing our understanding of effective learning, based on the research of Paul Black and Dylan Williams in formative assessment. As a result, we have identified a pathway that we believe secures good learning. Lessons should include the following:

- Be taught in an inspiring and supportive learning environment (see learning environment policy)
- Well planned lessons that show clear progression and challenge, supporting our ethos of high expectations
- Good behaviour for learning (see behaviour policy)
- Have a learning objective that is clear and measurable
- Have a learning outcome and success criteria that is often child-generated
- Relevance of the learning to the real world (why it is important to learn, how what they are learning impacts on their lives, how it is useful, how it is relevant to their world and their future?)
- Modelling of tasks by teachers and pupils
- Comparing more than one example to agree on success criteria
- Providing time for pupils to work
- Assessment for learning strategies as follows:
 - Use of flexible plenaries
 - Selecting work to be projected and assessed as a class on the visualizer
 - Modelling how to improve children's work
 - Peer assessing – partners assess one piece together, then the other person's piece together
 - Summarising of learning, and then providing a short time for improvements, and then finally the sharing of next steps
 - Providing quality feedback to children about what they have done well and what they need to do to improve (see marking policy)

Challenge

We believe that children should be supported to work at a level that is challenging and personalised to their potential. Higher-achieving children and/or those recognised as showing potential to be 'gifted/talented' in particular areas are identified early and are provided with opportunities to develop their learning to higher standard.

Differentiation for individuals working towards the same objective will be identified by the level of support provided, whether this is through adult support or resources used.

Relevance

We also recognise that our school is part of the wider world. As a result, we make use of the community to support our learning, working closely in partnership with local schools and facilitating in particular a variety of trips and visits to local museums and galleries to provoke enquiry and inspire learning, giving back to the community when the opportunity arises. Children at Medlock are engaged in their learning because the curriculum is reflective of their background and takes into account different learning styles and needs.

Monitoring and Evaluation Cycle

A clear and structured monitoring cycle is needed in order to monitor teaching and learning, and to measure the progress of teaching and learning. Through this rigorous monitoring cycle, staff development needs will be identified in line with this policy, appraisal and continued professional development based upon Teaching Standards 2012

The Teaching and Learning Policy has been formulated .to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

Timescale	Action
Termly moderation of work and standards	Teaching and learning review Internal moderation for pupils' work Discussion with pupils Lesson observations
Half termly	Learning walks Triangulation of planning and pupils' work and assessment of data
Weekly	Monitoring of planning to ensure evaluation are made daily and impacting upon next steps in learning, children's behaviour and attitudes to learning

Continued Professional Development

As part of our structured monitoring cycle we provide a reflective and 'needs met' CPD programme to enable teachers to become better equipped to meet the needs of their pupils and to ensure that the quality of teaching and learning is being raised continuously. Throughout the year we will offer:

- Mentoring
- Peer coaching and observations
- A detailed, specific coaching programme for NQTs
- Opportunities for collaborative work with our cluster schools
- Time to meet a range of specialist consultants

Responsibilities

Children

Much of this is covered in the home school agreement, but in addition, we encourage pupils to:

- be willing and 'have a go'
- try to see that mistakes are good because they can help all of us to get even better
- to be resilient, reflective and resourceful and develop skills of reciprocity
- be supportive of others that I am learning with
- be willing to share their learning with others

Parents

Parents are essential in helping to support their children's learning. The home school agreement outlines much of this. In addition, we encourage parents to:

- attend parent information/workshop/open day sessions
- have an open dialogue with the class teacher and learning assistant
- support the school policies (e.g. homework)
- provide opportunities for children to practise and extend their learning at home
- encourage and support children in bringing learning from home back into the classroom
- support the school and work in partnership with additional support for learning (e.g. Individual

Education Plans (IEP), booster classes, intervention programmes
etc.)

Teaching Team

- to secure good learning outcomes for pupils. Pupils to make good demonstrable progress and attainment
- to secure a positive belief in the children, so that they can achieve
- to support pupils in applying their learning to secure new learning (i.e. learning how to learn across contexts)
- to support each other in our own professional development
- to communicate effectively with children, parents and other professionals, regarding children's learning and welfare

SLT

- to be positive role models to their teaching teams