



Teaching and Learning Policy

Mission Grove Primary School

This Policy has been written for and adopted by
the Governing Body of Mission Grove Primary School

VISION STATEMENT

For the children at Mission Grove to become well rounded individuals who have drive, passion and the confidence to do their best. Who leave with the skills to succeed and flourish in life. Staff have high expectations of themselves and others and are reflective practitioners. Mission Grove provide security, opportunities and enjoyment for all.

Approved by Governing Body

Date : September 2018

TEACHING AND LEARNING POLICY

Learning is the greatest game in life and the most fun. All children are born believing this and will continue to believe this until we convince them that learning is very hard work and unpleasant. Some kids never really learn this lesson and go through life believing that learning is fun and the only game worth playing.

We have a name for such people.

We call them geniuses'

Glenn Doman

Aims

Teaching and Learning must be at the heart of all that happens in Mission Grove Primary School and we recognise that all adults working at the school contribute to this. Our core purposes for bringing children together are:

- To extend, enhance and challenge their learning
- To give them the knowledge, skills, dispositions and attitudes to become successful and independent learners in a changing and diverse world
- To celebrate learning achievements and expect high standards of achievement
- To nurture a drive in all our children to learn and expect more from themselves and the world they are creating
- To develop the ability to share and work collaboratively

Our responsibility as educators is to ensure each learner is equipped to manage the challenge that comes with rising expectations and the drive to achieve in a linguistically and culturally diverse community and society. In order to meet this responsibility we must adopt consistently high standards in our planning, teaching and assessment.

Mission Grove Primary aims to provide good teaching and learning for all its pupils, delivering a holistic curriculum for the development of the children in a safe, secure, caring and stimulating environment.

The vision is for the children at MG to become well rounded individuals who have drive, passion and the confidence to do their best, who leave with the skills to succeed and flourish in life. Staff have high expectations of themselves and others and are reflective practitioners. Mission Grove provides security, opportunities and enjoyment for all.

The school promotes an understanding of the meaning and significance of these values through the experience it offers its pupils.

The Teaching and Learning Policy is our means of setting our standard and providing guidance for maintaining consistency in assessing learning, planning for learning and teaching to all children's potential achievements. This policy links to school policies on Assessment and Inclusion.

As teaching and learning is carried out in social groupings it is also important that the policy incorporates our expectations of how children should be engaged and involved in the learning process whilst interacting with their peers and staff. So this policy links very closely with the school policies on positive behaviour management and equal opportunities.

The central message we are communicating to children is:

'You are here to learn and that's going to be fun... We are here to teach and that is going to be fun too. We will only be successful if you continue to believe learning is fun and that you want to continue to be a curious, inventive, imaginative, risk-taking and challenging learner'

1 Quality Teaching and Learning

The Class Teacher / Early Years Practitioner is at the heart of all successful learning in schools. All teaching staff at Mission Grove share a responsibility in meeting the following general teaching requirements:

- Inclusive teaching: providing effective learning opportunities for all pupils
- Developing cross-curricular opportunities where appropriate
- Teaching using computing in all curriculum areas where appropriate and possible
- Ensuring teaching reflects a commitment to making learners aware of relevant health and safety factors
- Encouraging creativity and a variety of approaches to tasks set

In relation to inclusive teaching, staff must

- Set suitable learning challenges by giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- Respond to pupils' diverse learning needs and plan for all pupils to achieve
- Be aware of and work towards overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Set SMART and appropriate targets including end of year attainment.

In order to further provide quality teaching and learning opportunities, the following Key Skills have been incorporated into our curriculum.

Key Skill	Description
Communication	Communication involves speaking, listening, reading and writing. Opportunities are provided in English in particular, and through pupils' use of language across the curriculum.
Application of number	Application of number includes developing a range of mental calculations, strategies and associated mathematical language. Pupils need to develop the ability to use and apply these skills across subject areas and solve problems in real life situations.
Computing	Computing includes the ability to use a range of information sources and tools to find, analyse, interpret, evaluate and present information for a range of purposes across the curriculum.
Working with others	Working with others includes the ability to contribute to small group and whole class discussions and to work with others to meet a challenge. All subjects provide opportunities for pupils to share experiences and benefit from what others think, say and do.
Evaluating skills	Improving own learning and performance involves pupils reflecting on and critically evaluating their work and what they have learnt, and identifying way to improve their learning, and to have confidence in their judgements
Reasoning & Thinking skills	To enable pupils to give reasons and opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons or evidence. To generate and extend

	ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes.
Problem Solving	Problem solving involves pupils developing the skills and strategies to solve the problems they will face in learning and in life. Pupils need to have opportunities to respond to the challenge of problems and to plan, test, modify and review progress needed to achieve particular outcomes.

The quality of planning, teaching and assessment is evaluated in relation to the following questions:

- Are plans clear and effective in specifying learning intentions?
- Are these learning intentions successfully shared with learners so they underpin all teaching?
- Are the learning needs of all learners effectively included in the planning and does teaching successfully ensure all can participate and achieve to the full potential?
- How can we improve practice to establish good and outstanding teaching?
- Is teaching effectively raising standards and contributing to high expectations of success?

We will apply the 'Key Skills' and encourage learners to:

- Be ready to learn from every experience, to raise questions and find answers
- Talk about what they have learnt and achieved rather than what work or task they have done
- Talk about future learning goals and make links with prior learning
- See 'mistakes' as positive learning points not as signs of failure and be prepared to accept challenges with our help
- To be involved in their own learning by actively challenging and extending themselves
- Take time to improve and self-correct recorded learning. Use this for setting new targets for learning
- Be prepared to accept help and constructive feedback from others and use that to attempt new challenges
- Listen to each other and be prepared to hear different views and opinions
- Express their views and ideas with confidence and clarity
- Be prepared to learn co-operatively with others and at times take individual responsibility for independent learning
- Be able to select, use and apply appropriate IT based technology

2 Planning and Preparation

At Mission Grove Year Group Teachers are released together to ensure consistency and team work in the planning and preparation of teaching and learning.

To plan effectively teachers should incorporate:

- Specific learning intentions that build on prior learning and are linked to medium term objectives. Structured support and differentiated tasks resulting from assessment, information and pupil targets
- Planned extension tasks **not** worksheets and colouring activities

- A clear lesson structure with age appropriate resources and a specified time frame
- Opportunities to experience a balance of teaching and learning styles
- Opportunities to develop speaking and listening
- Identify teacher focus groups and target children for case studies
- Trips/visitors should be planned to enhance the learning opportunities and first hand experiences (see EVC policy)

To introduce learning intentions, so that they are effectively understood teachers must:

- Gain pupils' attention and disposition to participate and concentrate
- Make links with prior learning experiences
- Explain the learning intention in child-friendly language
- Use visual, auditory and kinaesthetic resources when relevant to support understanding
- Keep the pace smooth and restrict distractions from the main learning point
- Keep pupils engaged and participating through interactive strategies and turn-taking tasks
- Model the learning tasks and keep their own talk to a minimum
- Use a variety of closed and open-ended questions, verbal commentaries and explanations to target pupils appropriately
- Draw pupils' attention to any set learning targets and to make links with the learning intentions

To reinforce and clarify learning intentions through individual, paired and co-operative group tasks teachers must:

- Establish expectations for group work to clear time scales
- Clarify tasks and recording purposes
- Ensure structures are available to support independent learning
- Provide challenge for all pupils
- Establish ground rules for co-operation amongst learners

To ensure pupils become independent, reflective self-evaluative learners who engage fully in the plenary / lesson review, teachers must:

- Review learning intentions and purposes of group tasks
- Encourage pupils to review their individual targets where appropriate
- Clarify any perceived misconceptions
- Provide encouragement and positive constructive feedback
- Summarise key facts, skills and ideas that have been learnt
- Identify follow up tasks where appropriate

3 Recording of work

We celebrate the children's work through ensuring that they take pride in the presentation of all their work. The child's workbooks provide opportunities for the children to show their understanding and misconceptions of an activity. Clear progression and challenge should be evident in all books.

At Mission Grove from Year 1 to Year 5 the children have separate books for Maths and Art, all other work is showcased in one book. The expectation is that the children know that work in this book will be marked with improvement prompts.

All staff should ensure that the child knows that their work is valued and that the book will help them in their learning journey.

Books will have a clear label printed on the front of the book with the child's name, class and subject. Every book will have a protective cover. Targets should be in the books to enable independent learning at all times in class.

There will be minimal worksheets in all books. Planned lessons will allow for activities that support the children in becoming comfortable with the pre-writing or brainstorming, drafting, revising, and editing procedures for all work. Photos are encouraged to evidence and showcase practical activities that the child has been involved with. Work should be completed in all books regularly.

A profile book will be started when a child joins Mission Grove. The cover will have a photo of the child and a piece of written and numerical work will be completed in the book at the start and end of each academic year.

A writing portfolio will be kept in each class. A piece of independent writing should be completed and assessed by every child at the end of each half term. The assistant heads will regularly moderate the writing portfolio and ensure that a range of genre is covered in each key stage.

4 Partnership with Parents

At Mission Grove we recognise the importance of parents as children's first educators and the important role the home learning environment plays in the development and education of the young child. To develop our partnership with parents, teachers will make sure that :

- Useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report
- Parents know how they can support their child's learning at home or in school
- They are approachable and available to parents (by appointment if necessary)
- Information about educational visits, class and school events, and other relevant topics are communicated efficiently to parents via the app, text, letter or email
- Parents are welcomed to help in their classrooms and / or around school

5 The Learning Environment

Each teacher at Mission Grove is responsible for creating an effective, safe and healthy learning environment within the classroom.

Everyone is responsible for ensuring the shared spaces around the school, inside and outside, contribute to the challenge of turning the school into a stimulating and enjoyable learning organisation. We are setting high expectations of children who have different learning preferences, styles and dispositions and we will help them to reach these expectations by providing:

- A broad and balanced curriculum, which is well resourced to support the learning preferences of all learners
- High quality plans that reflect full use of the learning environment and resources
- Regular assessments and feedback on learning with suggestions of how to use resources and the learning environment matched to known learning styles
- Consistent classroom organisation and management of children so that the learning environment is well maintained
- Quality teaching that matches knowledge of children's learning preferences and needs with subject knowledge to make learning stimulating, challenging and fun.
- Safe, exciting and well-resourced learning environments, where every child feels welcome, included and valued

Characteristics of an effective learning environment

The learning environment must be arranged to support the learning preferences of all learners. Learners must be able to:

- Actively explore learning resources – such as games, construction and science equipment
- Research and find out information from auditory or visual resources such as books, posters, and computers
- Talk in pairs and groups without distracting other learners
- Learn independently whilst seated alongside other learners
- Learn in whole class teaching situations, using interactive resources such as whiteboards and number fans etc.
- Find resources that reflect and extend their experiences of cultural and linguistic diversity
- Learn from the display of their work and that of peers
- Learn from informative displays that link to current curriculum learning objectives
- Easily see support resources such as alphabet friezes, number lines, word banks etc.
- Where possible find comfortable and safe distraction-free spaces in which to learn

Celebrating Achievement in an effective learning environment

Displays in class and around the school are an important resource, therefore they need careful planning to reflect and celebrate what children have learnt and to give a clear insight into how children are engaged in the learning process.

Full use should be made of all the display space available in classrooms to reflect the breadth of the curriculum and link to the term's learning objectives.

Displays should demonstrate that:

- Children are involved in recording and representing their learning in a variety of symbolic systems – graphics, drawings, paintings, writing, numerals
- Children are aware of presentational features when writing for an audience – for example spelling and punctuation self-corrected and the final version on display
- The purpose for recording learning is to interact with a known audience – i.e. children, staff, parents and other visitors to the class. So challenging questions, eye level signs (where practical) and multilingual writing can all help to enliven displays
- They support and add to learning so they will be changed on a regular basis to keep pace with new learning
- We value cultural, linguistic and ethnic diversity
- Display boards should be backed and have an appropriate border. Individual work must be mounted and named, unless on a working wall.
- Signs, display headings, interactive questions and labels must be in a variety of styles, e.g. handwritten and printed
- Displays around the school should be of a high standard and can be linked to current learning themes or curriculum subjects / areas of learning
- The school house point systems should be celebrated and given worth and value in each classroom.
- Each class should celebrate the children's times tables achievements through the X Factor challenge

6 Assessment

We will be regularly assessing how they are learning and how they view themselves as learners. So a key strand of our teaching and learning policy is how we consistently apply assessment for learning strategies to:

- Inform planning, groupings and tasks linked to learning objectives/intentions
- Give learners constructive feedback
- Identify with learners steps to improvement and further learning
- Develop a confident disposition towards self-evaluation in every learner

At Mission Grove we will continue to assess children according to curriculum expectations.

- Assessment is an essential part of our teaching and learning practice
- It helps us to share learning intentions and targets with pupils
- It helps us to make pupils aware of the standards they should achieve
- It involves pupils in self-assessment
- It helps us to provide constructive feedback so pupils know where they are going
- It reflects our view that every pupil can improve
- It involves us in comparing pupils against their own performance, not that of their peers
- It involves us with helping pupils learn more effectively in individual and interpersonal contexts

Key features of effective feedback, self-evaluation and individual target setting

- The focus must always be on learning intentions and what has been learnt, rather than on what has been done
- The processes used must ensure a positive acknowledgement of achievement and improvement
- There must be an emphasis on progressively raising standards and working towards potential
- There must be a sense of manageable achievement
- There must be *consistency* throughout the school in marking and feedback strategies

Our marking and feedback policy

We believe verbal feedback and written marking should provide constructive help to every learner. We must focus on what has been learnt and achieved and on the next steps that can be taken to improve.

Some marking and feedback must be given on a **daily basis** with more in-depth feedback once or twice a week. Marking and feedback must:

- Be manageable
- Involve all adults working with pupils
- Be given an importance so that pupils have time to hear/read feedback and consider the points being raised
- Be individual to focus on the individual strengths and learning targets

Strategies to be used:- Make use of the Marking Code (attached)

Summative feedback / marking: usually ticks and crosses for closed tasks

Formative feedback / marking: focussed on success against the learning intention and improvement needs. Useful comments are:

A reminder prompt e.g. 'what else could you say here?'

A scaffolded prompt e.g. 'the dog was so angry he...'

An example prompt e.g. 'choose one of these to add to your sentence..'

Secretarial marking : usually features of spelling, punctuation and presentation are picked up in marking when they link to the learning intention. Pupils are encouraged to check for things they can correct themselves in order to make their writing legible and interesting for another person to read.