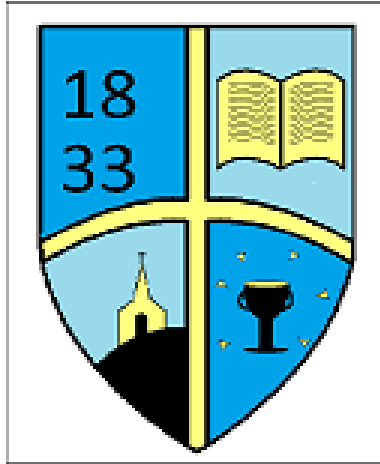


## *Mellor St Mary CE Primary School*



*Believing, Learning  
& Sharing Together*

# **Teaching and Learning Policy**

**In the event of a forced /unforeseen school closure then this policy is to  
be read in conjunction with Remote Learning Policy**

## “Believing, Learning and Sharing Together .”

*Policy for Teaching and Learning.*

### **VISION STATEMENT**

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family. We believe in lifelong learning aiming to equip our children to live life today and for tomorrow rooted in Christian love.

*For with  
God nothing  
shall be  
impossible.*

**For with God nothing shall be impossible (Luke 1:37)**

*- Luke 1:37*

At Mellor St Mary CE Primary School we believe that each and every one of us are special because we are made in the image of God and we must avoid at all cost diminishing the dignity of any individual to a stereo type or a problem.

Our teaching and learning ethos is underpinned by the scripture ‘*For with God nothing shall be impossible*’ (Luke 1:37) and we believe that every child has the right to reach their full potential, no matter what their starting point in life may be. This policy has been created to ensure that all our pupils are able to reach their full potential by living life in all its fullness.

**Teaching and Learning Policy – Please read in conjunction with:**

Remote Learning Policy  
Curriculum Intent Statement  
Homework Policy  
Marking and Feedback Policy  
Presentation and Display Policy  
Safeguarding and Online Safety Policy  
SEND policy  
Equality Duty  
Behaviour Policy  
Respecting All Policy  
GDPR policy and procedures

### **Introduction**

At Mellor St Mary C.E Primary School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching we equip our children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We

believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Recently with the onset of COVID 19 restrictions teaching and learning has had to move out of the classroom and into the home. We have endeavoured to make this transition between both settings as smooth as possible and our Remote Learning Policy outlines how we as a school are managing remote or distance learning and teaching. The principles of Quality First Teaching are applied to both settings and the Curriculum is linked accordingly to suit age and stage of learning development. Home learning is a blended mix of online and paper based lessons including supporting continuous provision activities within EYFS.

### **Aims**

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem, and help them to build positive relationships with other people;
- Develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and to teach them to respect other people's feelings;
- Show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community, and help them feel valued as part of it;
- Help children grow into reliable, independent and positive citizens.

### **Effective Learning/Creative Curriculum**

In September 2014 we introduced the new National Curriculum. This curriculum is based around Knowledge and Skills and aims to connect learning as much as possible.(see Curriculum overview)

Research tells us a lot about how to maximise learning. We know that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (for example, mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.

We ensure the best possible conducive learning environment by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but know that they will succeed (because we challenge them at the right level). We may use music to accompany learning, provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.

Concerning the structure of a lesson, learning-theory tells us:

- To connect the learning with previous work;
- To give learners the 'big picture' of the whole lesson;

- To explain the learning objectives, and why the lesson is important;
- To explain the success criteria as to what children should be aiming to achieve by the end of the lesson;
- To present opportunities for pupils to be challenged and build up their own understanding through various activities;
- To review what has been learnt, and so increase recollection;
- To provide feedback, celebrating success, providing time for children to read comments and strive to improve/correct their work;
- To outline the next step in the learning before moving on.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem-solving;
- Research and discovery;
- Group work;
- Pair work;
- Independent work;
- Whole-class work;
- Collaborative learning activities;
- Asking and answering questions;
- Use of ICT;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Watching television and responding to musical or tape-recorded material;
- Debated, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

### **Effective teaching**

When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lesson. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriately challenged to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education/Needs Plans (IEP INP's). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We set academic targets for English and Mathematics termly, and we share these with the children and parents. Targets are reviewed at the end of each term and revised targets are set for the start of the new term. These can also be reviewed and set on a daily and weekly basis.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or the Key Learning Indicators for Progress (KLIPS). Our lesson plans contains information about the tasks to be set, the resources needed, and the way we can assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with the children a set of classroom rules that we expect all children to comply with so as to promote the best learning opportunities for all. We praise children for their efforts and, by doing so, we help them to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our policy on behaviour.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take the children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission before the visit takes place.

We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

Our classrooms are attractive learning environments. We use Working Walls for core subjects on a weekly basis. We change displays at least once term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year.

All classrooms have a range of texts available; non-fiction, fiction and texts relating to aspects of the curriculum, for example English, Maths, Science etc.

We also use displays as learning prompts for the children. We believe that a stimulating learning environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

### **The role of the Governors**

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are used optimally to support teaching and learning;
- Check teaching methods in the light of health and safety regulations;
- Seek to ensure that our staff development and our performance management both promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the School Profile and a review of the in-service training sessions attended by staff.

### **The role of the parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- By holding parents' evening to explain our school strategies for Phonics, Reading, Maths and Health Education;
- By sending information to parents, at the start of each half term, which outlines the topics that the children will be studying during that term at school;
- By sending parents annual reports in which we explain the progress made by each child, and indicate how we can improve further;
- Explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading and support with projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- To ensure that their child has the best attendance record possible;
- To ensure that their child is equipped for school with the correct uniform and PE kit;
- To do their best to keep their child healthy and fit to attend school;
- To inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- To fulfil the requirements set out in the home-school agreement.

### **Monitoring and review**

We are aware of the need to monitor the school's teaching and learning policy and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or earlier if necessary. Please see appendix below.

#### **REVIEW Date:**

The policy will be reviewed every 3 years unless needed to be amended.














**Signed:** J.Embley-Peers (Head teacher) **Signed:** *P. Skupski* (Chair of Governors)

**Date: October 2022 Next review: October 2025 Reviewed by: Curriculum Committee**


# APPENDIX











## Teaching and learning statements

### As teachers we will...

-  plan carefully for must, should and could groups
-  deliver purposeful lessons linking them to real-life situations and problems
-  build on links with other subjects
-  include open-ended questions and challenges in our lessons
-  check on what you already know and help you to learn more
-  deliver your lessons with speed and challenge
-  share the next steps for learning with you
-  share with you what you are going to learn and how you will know if you're successful
-  expect you to work hard and do your best
-  assess your learning every day and use this to help you move on to the next stage
-  make sure that in our lessons we use different methods to help you to learn
-  work closely with other adults to help you in your learning
-  try to make lessons interesting and exciting





### As learners we will...

-  Participate in paired talk and collaborative learning activities

-  Stay on task
-  Follow agreed classrooms rules, rewards and sanctions
-  Complete homework on time
-  Read and reply to teacher comments
-  Take responsibility for our own work e.g. editing
-  Make comments at the end of a piece of work
-  Make sure we do 'good sitting', 'good listening', 'good looking'
-  Be ready to answer – 'no hands up'
-  Feel comfortable and confident in asking for help
-  Help others if needed

## **Developing the learning environment**

**Improving the range, quality and number of learning opportunities online and face to face.**

-  Through linked units – including
  - ❖ Relating work to real life
  - ❖ Enhancing inter-subject understanding
  - ❖ Providing stimulating and inspiring projects
  - ❖ Acting as the 'expert' working on a dilemma
-  At home with parents – including
  - ❖ Setting and marking high quality homework
  - ❖ Termly updating of new curricular targets
  - ❖ Three parents' evenings with information about targets and levels
  - ❖ Phonics, Reading and Maths workshops (when appropriate)
  - ❖ Family learning sessions (when appropriate)
-  Through our displays – including
  - ❖ Working Walls for English, Maths and Science boards in each classroom
  - ❖ Interactive and celebratory displays on corridors and around school.
  - ❖ 'Something I've learned this week' / ' Rules for finished work' posters
-  Through learning first hand (visits and visitors) – including

- ❖ All year groups to have a termly visit and visitor related to a linked unit (where appropriate)
- ❖ Emphasis on investigation and experiment
- ❖ Bringing in artefacts and examples from home
- ❖ All topics to begin with an 'immersion' day. What do we know?, What do we want to know ? What have we learnt?



Through paired and group work – including

- ❖ Children partnered in class for editing, talk, peers assessment and marking.
- ❖ Use of mixed ability / ability groups where practicable for collaborative learning.



Through planning and assessing for learning opportunities – including

- ❖ Learning opportunities and success criteria clearly identified on planning
- ❖ Evidence of continuous assessment taking place in lessons and informing planning: use of whiteboards, informal checks on learning, discussions with pupils
- ❖ Setting of individual targets – reviewed regularly
- ❖ Identification of 'next steps' for learning and discussion with children
- ❖ Marking for learning – comments indicating what children need to improve.
- ❖ Time for reflection and discussion of learning strategies
- ❖ Talking through learning on a regular basis



Through problem-solving– including

- ❖ Giving relevant real-life examples during unit introductions
- ❖ Explaining the purpose and reason for learning
- ❖ Problem-solving in lessons – using real-life examples where possible
- ❖ Children bringing their own examples



Through creativity, drama and self-expression – including

- ❖ Role play and improvisation to stimulate discussion and empathise with individuals and circumstances
- ❖ Visual and expressive arts to represent events in different ways
- ❖ Using different mediums for representing learning and valuing these



Through real-life examples – including

- ❖ Real-life scenarios

- ❖ Those that enrich the curriculum
- ❖ Those that reflect the children's interests
- ❖ Those that engage children in a range of healthy activities that will encourage a healthy life style for the future
- ❖ An emphasis on enjoyment

## **Developing the teaching environment**

Improving the quality of and opportunities for teaching through:



Providing support for teachers to meet their performance management objectives

- ❖ INSET course
- ❖ Resources
- ❖ Advice from colleagues
- ❖ Non-contact time



Providing professional development opportunities

- ❖ In-house
- ❖ LA and externally provided
- ❖ Secondments



Ensuring the necessary resources are readily available

- ❖ To support subjects/topics/units
- ❖ To support classroom management
- ❖ To support independent learning
- ❖ To support preparation and planning
- ❖ To support the assessment process



Protecting the work-life balance for teachers

- ❖ Monitoring of number and duration of meetings
- ❖ Use of IT to reduce workload
- ❖ Creative use of INSET
- ❖ Careful timing of events across the year



Ensuring that PPA time takes place

- ❖ Carefully considered plans in place to enable best value and quality
- ❖ Ensuring reliability
- ❖ Agreed methods of planning, recording and reporting



Ensuring that there is a minimum number of interruptions to classes during the school day

- ❖ Agree less disruptive methods of passing on information
- ❖ Agree ground rules for when it is reasonable to interrupt and when not



Providing an exciting and stimulating curriculum map

- ❖ Have established a considered approach to the curriculum which makes teaching interesting and fulfilling
- ❖ Develop the curriculum in consultation with staff to consider what is best for this particular context
- ❖ Have established ways of sharing expertise between staff and cutting down on overlap



Requesting only necessary planning

- ❖ Have agreed approaches to sharing planning enabling those needing access to it to see it without duplication
- ❖ Have opportunities established for sharing and cooperating in the production of planning
- ❖ Have advice available from subject leaders to support planning



Ensuring that additional adult support is available when necessary

- ❖ Through the effective deployment of TAs
- ❖ Through the use of volunteers
- ❖ Through team-teaching and paired teaching