



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Learning and Teaching Policy

Date of Policy: January 2017

Member of Staff responsible: Mrs L Gerver

Review date: January 2019

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



Learning & Teaching Policy

RATIONALE

At Mickleover Primary School we believe in the concept of lifelong learning and the notion that we all learn new things every day. We maintain that learning should be an enjoyable and fun experience for everyone. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. The Learning and Teaching policy embraces our curriculum aims as we strongly believe that our curriculum should enable our pupils to become:

- Successful learners
- Confident individuals
- Responsible citizens

(See appendix 1 for the full version of MPS curriculum aims)

AIMS

At Mickleover Primary School we aim to:

- Provide a rich and varied learning environment that allows children to become well-motivated, developing their skills and abilities and becoming creative, enquiring and independent learners.
- Raise attainment levels for all pupils, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, who are able to face challenges, show perseverance and make informed choices, whilst adapting to change.
- Foster lifelong learning and promote a healthy lifestyle.
- Foster self esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community, allowing children to feel a valued part of this.
- Ensure equal opportunities in relation to gender, race, class, special needs, gifted and talented and belief.
- Value and respect all cultures, promoting positive views towards others.
- Provide a safe and happy working environment.
- Produce independent young people who are confident, flexible and able to co-operate with others.
- Promote a thoughtful attitude towards the wider environment.

ETHOS

The ethos underpins the agreed aims of the school. Teachers will provide a curriculum which will develop skills and knowledge necessary for future learning.

Throughout their teaching, all staff will:

- Provide a calm and effective working environment, in which each child can achieve their maximum potential.
- Provide a warm and welcoming environment in which courtesy, kindness and respect are fostered.
- Provide positive role models for children.
- Provide a fair and disciplined environment in line with the school's Behaviour Policy.
- Maintain purposeful and informative planning, record keeping and assessment in line with the school's assessment policy.
- Organise resources in an effective manner.
- Use creative approaches to all lessons.

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- Effectively manage their professional time.
- Develop links with the wider community.
- Provide children with meaningful and purposeful tasks related to the National Curriculum, and teach them in a creative and interesting way.
- Value and celebrate children's success and achievements.
- Review personal and professional development at regular given opportunities.

THE PHYSICAL ENVIRONMENT

The classroom will be organised in a way which facilitates teaching and learning and the development of independence within the learning environment.

- Resources will be grouped in an appropriate way, and clearly labelled.
- Writing resources will be available for use at all times and will be centrally accessible for all children.
- Pupils will take ownership for, and be involved in, the maintenance and care of all equipment and resources in the classroom, and around school.

All children will have access to:

- A warm, welcoming and comfortable learning zone.
- An attractive, colourful and stimulating environment in which to learn.
- Routines established by displaying daily visual timetables.
- Other learning environments apart from the classroom. (playground, field, gardens)
- Interactive displays.

All areas of the learning environment will be planned for, including, if appropriate, outdoor areas. Opportunities will be planned in to develop children's all round multi sensory learning styles and intelligences.

THE LEARNING ENVIRONMENT

The learning environment will be managed in a way which facilitates different styles of learning with particular regard to Special Needs children with provision plans and Gifted and Talented children. It will include:

- Whole class teaching and learning.
- Group work.
- Independent learning.
- One to one teaching and learning.
- Conferencing.
- Self Assessment.
- Collaborative learning in pairs or groups.
- Using various thinking skills.
- Peer critique
- Investigating and problem solving.
- Questioning.
- Using different learning environments.
- A creative approach in all lessons.
- Using support staff and other helpers e.g. parents, in an effective way.

TEACHING STRATEGIES

In order to ensure that effective teaching is matched to children's needs, teachers will employ a variety of strategies.



PLANNING

Literacy and Mathematics will be planned weekly by a year group team. Joint discussions regarding planning will regularly take place in staff meeting and team meeting time. This will be done in line with documentation from National Curriculum 2014, also in the case of RE, the Derby Agreed Syllabus. Year groups will then add to these any further relevant information and use as a teaching and learning tool for weekly lessons. Teachers will encourage children to work within given time scales, and facilitate effective use of time through providing effective resources, and planning extension activities which can be carried out by individuals or groups of children.

Planning for the Foundation subjects will often be cross-curricular and will identify the key skills to be taught in that series of lessons.

DIFFERENTIATION

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher/Adult support.

Differentiated tasks will be detailed in short-term planning and evaluations for Literacy and Numeracy. Learning objectives will be specific to any differentiated teaching. Provision Plans for SEN pupils, will also be closely followed within lessons where possible and appropriate, otherwise they will be carried out in small group work or one to one teaching and learning by the teacher or assigned Teaching Assistant.

ASSESSMENT

All children will be assessed termly in reading, writing and maths. These assessments will be based on teacher assessment and moderated with year group partner. Children in Years 3, 4 and 5 will undertake a more formal test in Reading and Mathematics in the summer term. Y2 teacher assessment will also take place in the summer term and be informed by KS1 SATs. Y6 children sit their externally marked SATs in May as per the national timetable. Y6 writing assessment is not marked externally, but is teacher assessed. All assessment will be carried out in accordance with Mickleover Primary School's Assessment Policy and entered onto School Pupil Tracker.

ASSESSMENT FOR LEARNING

Assessment ensures more effective teaching, and assists the children as it gives them an indication of the stages they have reached in the learning process. It helps to identify future planning and teaching strategies.

Assessment for learning is:

- part of effective planning
- focuses on how children learn
- is central to classroom practice
- promotes self esteem
- affects learners' motivation
- promotes commitment to learning objectives
- helps learners know how to improve
- encourages self assessment and peer assessment
- recognises progress from children's previous best
- uses exemplar material
- termly targets



BEHAVIOUR MANAGEMENT

This will be adhered to using the school's Behaviour Policy. The school promises are displayed in communal areas and classroom.

EQUAL OPPORTUNITIES

All children at Mickleover Primary School will be given full access to the National Curriculum, in accordance with the school's Inclusion Policy. Staff will endeavour to assist children to achieve their full potential irrespective of race, gender or ability.

SPECIAL NEEDS

Children who are identified as having 'special needs' will be given the help and support they need to access the curriculum. Where children have a degree of physical, sensory or behavioural difficulties, they should be encouraged to participate in activities with help from others.

GIFTED AND TALENTED

Staff must ensure that there are adequate opportunities for Gifted and Talented children and these should be noted within planning where appropriate. Pupils who are Gifted and Talented are offered the same curriculum as all other children however they may work on activities at an extended level, using support staff if available and guidance from the Gifted and Talented co-ordinator where appropriate.

MONITORING AND EVALUATION

Pupils' work in Literacy and Maths will be monitored through the monitoring cycle, the marking of work and conferencing with children. Progress is checked on a termly basis by co-ordinators, through the use of School Pupil Tracker. Observations will also be carried out by the Headteacher and members of the Senior Management team in line with Performance Management and appraisal.

Other subjects will be monitored by coordinators annually and through class swaps, where subject co-ordinators teach their subject area to other year groups.

ROLE OF THE GOVERNORS

It is the Governors' role to determine, monitor and review the policy and its practice. This will be done by:

- Governors liaising with subject co-ordinators
- Reporting back to the Governing body
- Attending INSET training.
- Ensuring that staff development and performance policies promote good quality teaching.
- Ensuring that school premises are best used to support successful learning and teaching.
- Promoting and ensuring at all times that equal opportunities are given to all children.
- Promoting the practice of giving value and respect for all cultures and faiths.

EXISTING AND COMPLIMENTARY SCHOOL POLICIES

- Behaviour Policy
- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- SEN Policy
- Gifted and Talented Policy
- Appraisal Policy
- Equality statement



APPENDIX 1

Mickleover Primary School Our curriculum aims

Our curriculum should enable all our pupils to become:

Successful learners who enjoy learning, make progress and achieve
Confident individuals who are able to live safe, healthy and fulfilling lives
Responsible citizens who make a positive contribution to society

Successful learners who...

Have a good range of Literacy, Numeracy and Information and Communication Technology skills
Reach their potential through creative thinking and the ability to solve problems
Are curious and learn through exploring, questioning and investigating
Communicate well in a range of ways
Understand how they learn and learn from their mistakes
Enjoy learning and are motivated to acquire and retain knowledge
Are able to learn independently or with others
Show initiative, are resourceful and well organised
Know about big ideas and events that shape our world.

Confident individuals who...

Have good self-esteem and an awareness of their capabilities and talents
Relate well to others and form good relationships
Are self-aware and able to deal with their emotions
Are confident enough to have their own voice and opinion
Know how to maintain a healthy lifestyle
Take managed risks and meet challenges without fear of failure
Are willing to try new things and make the most of opportunities.

Responsible citizens who...

Are well prepared for life and work
Are able to work cooperatively with others and foster a sense of community
Have a growing awareness of their place as citizens of the world
Respect others and are understanding of the viewpoints of others
Understand their own and others' cultures and traditions
Have a moral awareness and challenge injustice
Are aware of global issues
Can change things for the better