



**Urbis Academy Trust**  
Esse Optimus Qui Possum

# Mayville Primary School

## Teaching and Learning Policy

**Approved by:**

**Date:** September 2019

**Last reviewed on:**

November 2021

**Next review due by:**

June 2022

## **AIMS OF THE POLICY**

This policy has been created by and agreed upon by the teaching staff and Governing Body. At Mayville Primary School, we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies.

The aims of our Teaching & Learning Policy are as follows:

- To ensure the highest standards of teaching across the school, to enable children to learn most effectively;
- To take account of individual needs and children's stages of development, and build on knowledge and experience within a context of equality of opportunity for all, regardless of class, race, creed, gender or ability;
- To have a consistent approach to classroom management and organisation;
- To provide a positive and stimulating work environment for all users of the school;
- To equip children with the skills to become enthusiastic and independent learners;
- To help children develop skills, knowledge and concepts relevant to everyday life and the ability to apply them to new situations that they have not yet experienced;
- To ensure effective planning, delivery and evaluation of the curriculum throughout the school;
- To provide a curriculum that takes into account the diversity of interests of children attending Mayville Primary School and recognises the knowledge and experiences that children bring to school;
- To ensure that skills, expertise and strengths of all staff are used fully to support children's learning;
- To ensure that parents are involved fully in the education of their children.

## EXPECTATIONS OF TEACHING & LEARNING

At Mayville, we expect **teachers**:

- To be a positive role model and treat children and colleagues with respect and mutual trust;
- to ensure that learning is progressive and continuous;
- To provide a challenging and stimulating programme of study to all children in their care;
- To recognise and plan for the individual needs of each child, with support where appropriate;
- to uphold professional standards, including being punctual, well prepared and organised;
- To take responsibility for their role and manage change and the development of their own professional expertise;
- To maintain an up to date knowledge of the National Curriculum and educational developments, including the Foundation Stage;
- To work collaboratively and share expertise, practice and ideas;
- To respond enthusiastically and appropriately to the needs of the school;
- To follow school guidelines and policies and implement ideas from INSET and training.

At Mayville, we expect **children**:

- To attend school regularly and be punctual for lessons;
- To behave appropriately, in line with our behaviour policy;
- To be organised by bringing the necessary kit, reading books, taking home letters and completing homework tasks;
- To take increasing responsibility for their own learning;
- To contribute and enjoy a positive attitude towards school life.

At Mayville, we expect **parents and carers**:

- To ensure their children attend school regularly, arrive on time and are in good health;
- To notify the school immediately of the reasons for any absences;
- to participate in discussions concerning their child's progress and attainment;
- To be involved in the teaching and learning in school by offering encouragement and praise to their children, supporting them at home by working on areas identified with the class teacher, such as hearing them read, helping them to learn spellings and maths tables, and understand the importance of homework;

- To be positive about learning.

At Mayville, we expect **all members of the school community**:

- To support a positive school environment;
- To be responsible team members, motivating, supporting and encouraging each other;
- To ensure equal opportunities in all aspects of school life;
- To provide an environment in which everyone can feel safe, secure and valued and have high expectations of behaviour;
- To promote positive relationships and a sense of belonging to the whole school community.

## **APPROACHES TO TEACHING & LEARNING**

We use a variety of strategies to encourage children to work to their fullest potential.

These include:

- Questioning
- Explaining
- Instructing
- Observing
- Assessing
- Encouraging and praising
- Target setting
- Diagnosing
- Recording
- Listening
- Giving feedback
- Marking work
- Encouraging collaboration and co-operation

Classes are organised to allow children to work individually, in small groups, or contributing to whole class activities. Children are encouraged to work collaboratively, co-operatively and independently. Teachers provide children with activities designed to be interesting and challenging, which will introduce them to new concepts and consolidate previous skills and knowledge. The types of activity may include:

- Practical investigations and experiments
- Creative activities
- Open ended investigations
- Predicting outcomes
- Physical development activities
- PSHE activities

A child's progress is evaluated on an ongoing basis. The ways we do this include:

- Foundation stage profiling system at the beginning of the child's school career
- Regular teacher assessment and samples of work
- Marking of children's work
- Report to parents
- Target setting and review of targets
- Standard Attainment Tests (SATs)
- Ongoing verbal feedback
- Pupil progress book
- Pupil Tracking

## **PLANNING**

In order for children to have an effective learning experience, each lesson must be well planned. At Mayville, we use long, medium term plans and weekly slides to cover all that will be taught within the classroom.

- Long-term plans set out the subjects and topics that will be covered over the whole school year for each year group.
- Medium term plans are produced setting out in more detail the work to be covered over a term or half term period.
- Teachers then produce weekly slides setting out exactly what work is to be done each day. These include clear learning objectives, descriptions of the activity and how the work will be assessed.

Plans are regularly checked to ensure that they allow for continuity and progression throughout the school. (See Assessment, Planning and Recording Policy).

## HIGH QUALITY LESSONS

We have identified the main factors that contribute to effective teaching and learning in the classroom.

Before the lesson, the teacher must:

- Have relevant knowledge of the subject;
- Have planned activities that take account of the needs of each individual child;
- Have identified the aims and intended learning outcomes of the lesson;
- Have the relevant resources available and accessible;
- Have planned the use of the teacher role;
- Have planned the use of other adult roles.

During the lesson, the teacher must:

- Give clear information and explanations to the children;
- Tell the children the aims of the lesson and how these relate to previous and future learning;
- Ensure that the children know what is expected of them, both in terms of work and behaviour;
- Inform the children about the way they will work – whether in groups or alone, silently or in discussion, what resources they will use etc.
- Interact effectively with the children;
- Act positively and with appropriate humour;
- Have an awareness of the whole class;
- Manage the children well, using clear and orderly routines with consistency, so as to achieve high standards of discipline;
- Match work accurately to the children's abilities;
- Develop children's language and social skills;
- Give appropriate opportunities for the children to extend their learning;
- Take steps to motivate and inspire the children;
- Evaluate and assess the lesson as it progresses.

After the lesson the teacher must:

- Assess the lesson in light of what happened;
- Evaluate the teaching and learning that took place and make any necessary changes to future planning that might be appropriate;
- Mark work consistently and appropriately, depending on the work done;
- Give verbal feedback and praise and written feedback where appropriate.

## **HIGH QUALITY TEACHING**

When the quality of teaching is good, the following will be observed:

- Well informed, planned and organised lessons;
- Good knowledge of the subject being taught;
- Clear learning outcomes of which the pupils are aware;
- High expectations of work and behaviour;
- Differentiated activities with appropriate resources;
- Good relationships between the teacher and children;
- Tasks which are challenging and give opportunities for further development;
- Appropriate questioning skills to motivate and inspire children;
- Good time management leading to well-paced lessons;
- Other adult support being appropriately deployed;
- Evidence of evaluation and assessment
- The achievement of good results
- Consistency of approaches between staff;
- Enthusiastic learning;
- The involvement and co-operation of parents.

## **HIGH QUALITY LEARNING**

When the quality of learning is good, the following will be observed:

- Children on task, knowing the time available to complete it;
- Children able to explain the purpose of their task;
- Children involved in the decision making and learning process;

- Children displaying positive attitudes, e.g. confidence, enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration, application;
- Quality outcomes in the work produced;
- Evaluations and positive feedback undertaken by children and adults;
- A safe, stimulating and comfortable work environment;
- Acknowledgement of different approaches, including trial and error and learning from each other.

## **CLASSROOM ROUTINES**

The following are features of a well-organised classroom:

- The classroom has consistent routines, which both children and adults are aware of including such rituals as the taking off and putting on of coats, storage of bags etc.
- Entry and exit routes and routines to and from the classroom to outside areas, including the hall(s) and playground are well known to the children are used appropriately and consistently;
- Class rules are discussed, agreed and displayed, based on the school's behaviour policy;
- Clear rewards and sanctions are consistently applied;
- Children are informed about the timetable for the day, especially when there is a change to normal routines;
- Routines are in place for the start and end of lessons and activities, to maximise learning time;
- The classroom clock is set correctly and used by teachers and children to monitor the use of their own time, punctuality and pace of lessons;
- Children are clear about how to attract the teacher's attention;
- Routines for retrieving, using and clearing away resources are followed;

## **RESOURCES**

A ready supply of appropriate resources is vital to teaching and learning. Each classroom should have:

- Sufficient resources readily available and easily retrievable without disruption, in order for the planned lesson to take place efficiently and effectively;

- Good quality, appropriate resources, relevant to the age group being taught and the lesson planned for;
- Clearly-labelled storage units for resources, specific to a subject and legible to the children;
- An attractive and well-resourced book corner and clean and tidy art area;
- A working computer;
- Clearly displayed timetable/planning accessible to supply teachers.

Resources should be stored tidily, and children should be trained in their retrieval and putting away and their use.

## **DISPLAYS**

Displays are an important part of the well-organised classroom. A good classroom has:

- Adequate space for both 2D and 3D displays;
- A variety of work on display, reflecting the different curriculum areas;
- Displays that are up to date and relevant to the work in hand;
- Displays that are self-explanatory and informative with clear, well-written labels;
- Lively interactive and attractive displays with co-ordinated backing paper and fabrics;
- Displays that reflect the diversity of ethnic background in our school

Children should understand the importance of display and value displays within the school. All children must have the opportunity to have their work displayed over time. All work displayed should be of the highest quality and irrespective of ability.

## **FURNITURE**

Furniture must be clean, undamaged and of good quality and be:

- Of the appropriate size for the children using the classroom;
- Of the appropriate type for the needs of the children and their planned learning;
- Organised to maximise the use of space within the classroom;
- Able to support storage and display within the classroom;
- Organised to facilitate the teaching style(s) being used in the lesson (e.g. whole class small groups).

In addition, each class will have a clock showing the correct time and synchronised, appropriately positioned for use by the children.

## **PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

The class teacher is responsible for ensuring that work is suitably differentiated. Children may be withdrawn for extra support or receive support in the classroom from LSAs, TAs and the SENCO.

Please see our Special Educational Needs policy for further details.

## **CLASSROOM OBSERVATIONS**

Work in the classroom is observed on a regular basis. The teacher will have the opportunity to discuss his/her professional needs as a teacher with Head Teacher, Assistant Head Teachers, Phase Leads and Subject Leads.

The aims of these observations are:

- To promote the effectiveness of the teacher in the classroom;
- To celebrate successes and to learn from each other;
- To support the teacher's professional development
- To inform the senior management team of practice, enabling them to address issues relating to expectations, continuity, progression, policy and practice;
- To ensure consistency within the school;
- To allow time for reflection on personal practice.

## **CELEBRATING ACHIEVEMENT**

At Mayville, we believe in celebrating achievement of both children and adults. We do this through:

- Displays in classrooms and around the school and the publishing of work;
- Performances of children's work;
- Encouraging children to draft and redraft work in order to raise standards;
- Sharing achievements with other children in classrooms, in school assemblies and by having special events;

- Rewards for high achievement in work, effort or behaviour;
- Praise and encouragement;
- Informing and involving parents in the good work their children do.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. This policy will be reviewed during summer term in 2023.