



Meadowfield Primary School

Teaching and Learning Policy

January 2021

VISION 'today we create, tomorrow we achieve, forever we learn



Teaching & Learning Policy

Introduction

At Meadowfield Primary School we believe in lifelong learning. We want learning to be a rewarding experience for everyone and recognise that the best teaching and learning experiences can help children lead happy and fulfilling lives. Through our teaching we aim to equip children with skills, knowledge and understanding to fulfil their intellectual and personal potential so they are enabled to make choices about their future and have the best life chances.

This policy outlines our agreed view of children's entitlement and how we intend to support and encourage learning. It provides a framework of expectation to inform and reflect planning, provision and evaluation of teaching and learning.

Our core values are resilience, self-worth, ambition and communication.

Aims

- To ensure consistency and continuity in our approach.
- To ensure the quality of learning and improvement of standards continues; to provide children with the best life chances.
- To set out our expectations of best practice
- To provide a tool for monitoring, evaluation, accountability and school improvement.
- To work in partnership with all stakeholders to provide a safe, stimulating atmosphere

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At Meadowfield Primary School we recognise that education involves all stakeholders, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum that improves knowledge retention;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes that meet our core values of resilience, self worth, ambition and communication;
- encourage all children to be enthusiastic and committed learners, promoting their self -esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- ensure a curriculum which promotes equality and celebrates diversity;
- encourage children to become active and responsible members of society, contributing positively to the community and society.

Effective Learning

At Meadowfield we expect all children to 'learn' and not 'work' at school. Learning is a process, whereby pupils discover how they can develop their own abilities and skills. We acknowledge that people learn

in different ways and we recognise the need to develop pedagogies which enable children to do this in a way that suits their needs.

Effective Teaching

At Meadowfield teachers have high expectations of each pupil. This is based on sound knowledge of each pupil, strong subject knowledge and the ability to produce clear planning which ensures progress. Teachers tailor the curriculum and teaching methods to meet the needs of both their cohort and individuals and constantly monitor and evaluate their impact on pupil progress and achievement. Making links in learning is essential to help embed knowledge in long term memory.

Quality of learning and teaching in the classroom

- Lessons have clear learning questions that are shared with pupils and regularly referenced.
- Opportunities are planned for pupils to peer and self-assess.
- Explicit teaching of how pupils learn is planned into lessons, so pupils can understand how they are learning and that pupils make the link between how they learn and how they feel at different stages of the learning process.
- Tasks are set appropriate to each pupil's level of ability, including higher attaining pupils.
- Evidence of written learning is to be shown in books - three pieces of mathematics and three pieces of literacy per week from Year 2 to Year 6.
- Learning is reviewed within or at the end of the lessons as appropriate through discussion, questioning and effective marking and feedback.
- Current curriculum themes or aspects of learning, with links to further sites, are provided on the school website.
- Classrooms are attractive, safe environments which celebrate and support pupil's learning. Displays should reflect the core subjects along with topics being studied currently. A range of good quality fiction and non-fiction will also be displayed and accessible in all classrooms.
- Careful differentiation and planning for children who need additional support is in place for all learning. Through personalisation children are encouraged to meet targets appropriate to their ability and make accelerated progress within each year group. Small groups and individual work is a key feature of the learning that takes place at Meadowfield.
- Teaching Assistants are included in all parts of the lesson and can also be deployed as effectively as possible to work both inside and outside the classroom with individual pupils or small groups.
- Educational off-site visits are planned to support and enrich the curriculum.
- Pupils are valued as unique individuals, and teachers are familiar with the relevant equal opportunities legislation.

Early Years

Children within Early Years learn through a mixture of play and child/adult initiated activities. Learning is centred on key themes and books whilst also taking into account children's interests and enthusiasms. Play is a powerful tool and is the way children learn about the world around them. Great emphasis is placed upon this as well as developing an enabling environment that encourages curiosity, awe and wonder. Our learning is based on the Curiosity Approach and aims to build curious, creative and independent thinkers and doers of the future. We want our children to be inquisitive capable learners and to prepare them for life. The approach is married with formal aspects of teaching RWI, Maths mastery and specific topic sessions where we impart the knowledge, set the spark and ensure that children are getting the best possible start. At Meadowfield, we challenge and motivate children to

learn a variety of skills, concepts, attitudes and knowledge through indoor and outdoor learning. The Early Years foundation curriculum is based on ongoing observations, teachable moments and personalised next steps. Children are regularly assessed against the prime and specific areas. Learning is centred around the Characteristics of Learning with staff focusing on how children learn.

Areas of learning and development

The Prime Areas of Learning

- Communication and language
- Physical development
- Personal, social and emotional development

The Specific Areas of Learning

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Learning Characteristics

- Playing and exploring
- Active learning
- Creating and thinking critically

Assessment for Learning

Assessment exists to help provide evidence for close matching of tasks to the child's need. It assists the child by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching opportunities. It also helps us to recognise achievement and plan for the next steps. Pupil data for reading, writing and maths is rigorously tracked and monitored. It is submitted to the Assessment Lead termly with analysis provided for team leaders. This is followed by an 'Impact Meeting' between the head and/or team leaders and teachers to discuss the data and ensure that each individual and groups of pupils are making progress and to highlight any issues and actions which need to be taken.

Curriculum

The curriculum is knowledge based and has been designed to reflect the diverse school community and promote our 4 key values of ambition, self-worth, resilience and communication. The curriculum has been designed to help children remember more by being able to make links between new and previous knowledge. Knowledge organisers are produced for topics and science to reflect the agreed long term plans and provide a framework for low stakes quizzes and assessment.

Personalisation

Each year, teachers adapt the curriculum to meet the needs of their class or to take advantage of learning opportunities e.g. National Events, World Events. We also have special weeks or focus days during the school year which promote and inspire particular aspects of learning. At Meadowfield, we

make the most of opportunities to take learning beyond the classroom, to enhance children's learning and widen their breadth of experience.

Improving Teaching and Learning

All our teachers are expected to reflect on their strengths and weaknesses and help shape their own professional development plan. Along with school self-evaluation and appraisal, this informs a programme of CPD to address staff needs, with in-house expertise as well as external providers used to support professional development. Personalised support through effective monitoring, personal support plans and peer mentoring are in place to address individual teacher's development. We support our teachers and support staff in increasing their knowledge and skills, so that they can continue to develop their practice and ensure they contribute to improving the school's provision.

Monitoring and Evaluation

We believe that teaching should be conducted in an atmosphere of trust, respect and honesty.

When evaluating teaching and learning in school, we make use of:

- Classroom observation
- Data analysis
- Analysis of pupils' work and teachers feedback
- Planning scrutiny
- Moderation and discussing the quality of pupils' work with colleagues
- Learning walks
- Pupils interviews
- Feedback from parents and wider stakeholder surveys

Role of the Head Teacher and Governing Body

Senior leaders and governors are responsible for school effectiveness and efficiency. They should:

- Drive improvements to teaching and learning
- Monitor the effectiveness of teaching and learning strategies in raising pupil attainment
- Ensure that staff development and appraisal policies promote good quality teaching
- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning

Role of Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- Being available whenever possible for informal discussions at the beginning and end of the school day
- Holding meetings where parents can discuss their child's progress
- Sending a mid-year and an annual report in which children's progress is explained
- Providing homework
- Arranging presentations or meetings to explain specific developments
- Publishing documents and updates on the school website
- Inviting parents to classroom, phase or curriculum events and performances.

We believe that parent/carers have a responsibility to support their children and the school in the implementation of school policies and we have a home/school agreement form which reflects this.

Racial Equality and Equal Opportunity Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, ethnicity, religion, belief, disability or ability. We plan learning that is differentiated for the performance of all groups and individuals.

This policy is due for review in Spring 2023