

Marden Primary School

Teaching and Learning Policy



Approved by: Headteacher

Last reviewed on: April 2020

Next review due by: April 2022

Introduction

At Marden Primary School, we recognise that effective learning comes from effective teaching. We work to increase rates of learning for our pupils through reflecting on our practice.

There are six key principles which guide our practice:

- ***We strive to maintain a brisk pace of learning, so that there are good and better rates of progress in lessons.***
- ***We maintain whole class awareness, in order to identify needs and opportunities and to address these within lessons.***
- ***We adapt teaching as lessons progress, when necessary, to make sure that all pupils understand what is expected and to maximise learning, whilst seizing opportunities to extend learning.***
- ***We make use of a wide range of assessment information, to guide and adapt our practice.***
- ***We actively seek ways to overcome barriers to learning encountered by individuals and groups of children.***
- ***We maximise the use of all adults, who support learning in their classrooms, to help pupils progress further in their learning.***

Curriculum

We follow the National Curriculum. In our school, this is organised to provide rich learning opportunities, which engage learners and motivate them in their learning. Termly 'Global Learning' themes, based on a two-year cycle, are overarching across the school. The curriculum is then organised into phases (Foundation, KS1, Lower KS2, Upper KS2). Groups of classes plan and study 'Global Learning' topics together. This maximises the opportunity for enrichment and makes cross curricular links between subjects within a 'Global Learning' theme. We believe pupils learn better when their learning is interconnected.

Planning

Effective planning supports effective learning, but planning needs to be flexible and adapt to meet the needs of learners. Teachers work in phases (and with subject coordinators) to plan long term schemes of work, which then translate into weekly plans. These are placed on KLZ.

But planning adapts and changes. Teachers are expected to adapt their planning to meet the needs of their learners on a long term, medium term and daily basis, based on up to date assessment information.

Structure of lessons

There is no set structure to a lesson and teachers are free to design the teaching in their class to maximise learning. Teachers are encouraged to be flexible in the ways that they plan learning, group children and adapt planning within units and within lessons to meet the needs of the children they teach.

Assessment for Learning

The principles of Assessment for Learning are used to ensure that assessment evidence is used to shape personalised teaching and learning experiences. This assessment evidence may be gathered prior to, during and after each lesson.

We plan each lesson with a clear rationale of what we want the children to learn (the learning intention) and how they can show that they have achieved the learning (success criteria). Children need to know what they are learning, why and how their learning is placed into meaningful contexts. A wide range of differentiation strategies are used to allow children to effectively access their learning and to provide challenge for all groups of learners.

Questioning is used to move children's learning on, to challenge and extend thinking and to assess children's understanding. This also enables lessons to be further planned and adapted to meet each learner's needs.

We recognise that effective feedback and guidance are crucial to learning. Teachers strive to provide feedback and support in a number of ways:

- Within lessons, by modelling effective learning, to improve outcomes and overcome barriers.
- Within each lesson, by providing targets and further challenge through success criteria, for all groups of learners.
- By using immediate or timely developmental feedback, either verbally or with brief written feedback, using marking codes, to ensure children can actively improve their learning.
- By teachers developing the children's ability to use productive self-evaluation and constructive peer assessment.

Teachers actively use flexible groupings by using information gleaned from formal assessments, work produced, discussions with the children and learning within lessons, in order to adapt and alter how learning is scaffolded and geared towards each child's needs. The make-up of groups within each class, and how they are taught, may be altered at any point in the planning or teaching process.

Roles of other adults in lessons

Teachers and support staff form a team, responsible for the learning that takes place within their classroom. All adults teach, support and are responsible for the learning of all pupils within the lesson. Teams establish clear **permission** so that all adults understand their roles and how these work together to promote learning.

In order to maximise learning within lessons, support needs to be flexible, adapting within and between lessons to meet the needs of learners so that:

- All learners progress.
- Any barriers to learning which occur are identified and overcome.
- Potential opportunities for accelerated learning are seized.

This requires trust and confidence within the team and a willingness to communicate clear intentions; constructively challenge practice; ask questions and give and receive advice in the best interests of maximising learning.

Support and feedback for teachers

Information gathered through informal discussions, drop ins, work scrutiny, learning walks, discussions with children and data provides a means to give regular feedback to teachers and support staff. This aims to share good practice and to provide support where there are areas for development. Support will then be provided as a whole staff, in groups or on an individual basis.

Continuing professional development

Patterns in outcomes of monitoring, priorities in the School Improvement Plan, new initiatives or Performance Management foci form a structured and planned CPD programme through staff meetings or courses provided. This is planned annually but is fine-tuned termly, in order to be reactive to needs.

Teaching and learning beyond the classroom

Learning does not just take place within the classroom and teaching is not just in front of a class. Both have dimensions outside of the classroom. We believe that learning is enhanced through enrichment activities including trips, visitors and extra-curricular activities. We seek to provide a wide and varied programme, which maximises the learning potentials of these activities back within the classroom.

We seek to engage parents and carers fully in their children's learning, through providing clear guidance and expectations. Homework aims to reinforce learning and also engages the talents and interests of the children. Parents are a child's first teacher and continue to be an essential part of their learning experience, which we aim to tap into and support.

We are aware that every encounter that the children have, with all members of staff, also develops their personal, social and emotional systems. We aim to build their resilience and to develop them as life-long learners. We take this responsibility seriously and reflect on the role models we provide.

Review

This policy will be reviewed and updated with staff every two years to ensure that it continues to reflect the best practice and principles of teaching and learning at Marden Primary School. Our practice is ever changing, adapting and developing, in order to best meet the needs of the learners at our school.