



Millbrook Primary School Curriculum Policy for Teaching and Learning

Rationale

At Millbrook Primary school we value learning and see it as a life long process. We seek to create an open and creative community where all are valued, supported and challenged. Everyone receives regular praise and encouragement to be the best they can possibly be and informed of what can be done to develop them further.

Our learning community is based on honesty, integrity and responsibility borne out of mutual respect.

At Millbrook Primary School we respond to challenges in creative and flexible ways which demonstrate our values and inspire a positive culture. We continually aim for excellence, by providing a high quality education for each young person in a caring and safe environment.

Aims and Objectives

- To provide a safe, stimulating learning environment for all pupils and teachers;
- To enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- To use the Government's Curriculum to provide a broad, balanced and creative curriculum, that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving school;
- To cater for all needs by being a dyslexia friendly, inclusive school.
- To set high expectations for all pupils in order to raise their aspirations;
- To raise standards of both teaching and learning.

Teaching and Learning

a) Planning and Preparation

Teachers should plan lessons:

- Which allow pupils to progress in their learning;
- Where the learning questions, skills and outcomes are stated clearly;
- Which use Assessment for Learning to summarise learning, and help pupils to understand how to improve and teachers how to affect their planning;
- Which allow pupils to develop and practise higher order thinking skills and personal goals, such as communication, cooperation, enquiry, resilience, morality, thoughtfulness, creativity, analysis, problem solving, decision making and application;
- Which are differentiated for varying needs, including dyslexia, learning, or social/emotional difficulties, by task, resources, outcomes and/or method;
- Which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the pupils;
- Which provide pace and challenge for all pupils;
- Which use effective questioning to direct and challenge pupils;
- Which meet external requirements;
- Which meet the outcomes from the curriculum (Introduced in Sept 2014).

b) Teaching styles

Teachers should aim to use teaching strategies which:

- Allow pupils to work both independently and collaboratively, and contribute to one another's learning
- Use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school behaviour policy;
- Use topics and response planning which are relevant and extend pupils' experience;
- Enrich the curriculum with e.g. educational visits to and from school.

c) Assessment, Recording and Reporting (See Policy)

Teachers should aim to:

- Assess pupils' work regularly, using Assertive Mentoring Programme and according to the school assessment policy;
- Use analysis of assessments to inform their teaching and support pupils' progress;
- Use data to ensure pupils are working at their full potential and set targets to achieve this;
- Inform governors, parents and staff within school of pupils' progress or underachievement.

d) Learning Support

Teachers should:

- Be aware of the specific learning needs of their pupils e.g. dyslexia or gifted ;
- Consult with SENCo about the needs of individual pupils or groups when appropriate;
- Work with Teaching Assistants and other adults to ensure pupils are best supported in their learning;

e) Continuous Professional Development

Teachers should:

- Continuously update and share their subject knowledge and teaching practice in line with current developments and initiatives;
- Discuss teaching and learning at Curriculum Meetings, Staff Meetings, Performance Management Meetings and Pupil Progress Meetings in order to share good practice;

Monitoring and Evaluation of Quality of Teaching and Learning

Teachers are responsible for the progress of pupils in their classes and for contributing to their own professional development.

This is achieved by:

- Good subject knowledge and understanding of the way in which the curriculum affects teaching and learning.
- Evaluation and feedback about the quality and effectiveness of their own teaching and their classroom management;
- Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- Self-evaluation of their contribution to the policies and aspirations of the school;
- Creating and auditing a stimulating learning environment with working vocabulary, prompts and good examples of children's work;

Role of the Co-ordinator

Co-ordinators are responsible for the effective delivery and coverage of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- Evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- Ensuring skills and objectives from the National Curriculum are covered and that there is continuity and progress for all pupils;
- Establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement (action plans and curriculum maps);
- Using Assertive Mentoring and Target Tracker to analyse and interpret data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. pupil premium, dyslexic pupils, gender groups,);
- Monitoring work and analysing pupil voice in order to make a comparative evaluation, ensure quality, consistency and implementation of strategies for improvement;
- Observing teachers and giving constructive feedback, also informing Performance Management reviews;
- Evaluating progress of teaching and learning targets in line with School Development Plan.

Assessment

See Assessment Policy

School Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures led by Leader of Teaching and Learning. They track and review progress made on the School Development Plan.

Responsibilities

The Headteacher is responsible for monitoring the performance of members of the School Leadership Team.

The aim is to:

- Identify and share good practice;
- Evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement;
- Track progress on teaching and learning issues identified in the School Integrated Development Plan;
- Identify key aspects of teaching for development by individuals and for the whole school;
- Identify and support less experienced teachers or teachers that need further development;
- Standardise monitoring procedures including lesson observations, drop ins, pupil voice, planning and work scrutiny.

Related Policies

- SEN
- Assessment
- EAL
- Marking and Presentation
- All curriculum policies
- More Academically Able
- Equal Opportunities