



**Moorhill Primary School Teaching and Learning Policies**  
**4.11) Teaching and Learning Policy**  
**Reviewed: September 2019**

*When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate and numerate.*

*They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of their lives.*

### **Introduction**

At Moorhill Primary School we believe in the concept of lifelong learning and the idea that both children and adults learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. Underpinning our policy are the values that we hold dear at Moorhill.

### **Aims and Objectives**

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. We aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster:

- A high level of literacy and numeracy and an enquiring mind which wants to learn more each day
- Independent young people who are confident, flexible and able to cooperate with others demonstrating the community code and core values of: self-belief, teamwork, ambitions and aspirations, respect and effort

- Learners who are able to make connections in their learning and use these connections to build on and strengthen their knowledge and understanding, committing to long term memory.
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values, who demonstrate positive mindsets and value self-belief, teamwork, ambitions and aspirations, respect and effort - developing intellectually, socially, physically and morally.
- Pride in achievement and a desire to succeed, and a desire to help others succeed
- Effective links between the school, the child's home and the community which promote aspiration and high expectations
- Equality of opportunity for all
- Knowledge of personal safety and well-being, including online safety, and a knowledge of how their interests, actions and interactions can impact on their own and others' mental health and well being.

## **Effective Learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that suit them best. We take into account these different forms of intelligence when planning teaching and learning styles. We feel it important for children to understand how they learn best; the learning tree is central to supporting children in developing lifelong learning skills.

### **Effective learning is:**

- Children are actively engaged in their learning
- Children are resilient and don't give up when faced with unfamiliar ideas or concepts
- Children have the skills to be successful, independent and collaborative learners
- Children are empathetic towards the needs of others
- Children develop imagination through a sense of awe and wonder at the world we live in
- They know the learning objective and success criteria for a lesson and understand how to achieve them
- Children are involved in discussion with pairs, groups or whole class to clarify the learning
- Children ask questions to challenge their thinking
- Children are confident in accepting new challenges
- Children understand the end outcomes for a lesson
- Children are able to explain what they know and what their next steps are
- Learning activities meet individual needs (differentiation is clear)
- Children use the learning tree skills to support their learning
- Children are actively involved in self/peer evaluation of the learning
- Children are challenged and motivated through the learning
- Children are seen to be making good progress within a lesson
- Children are enthusiastic, confident and interested in the learning. They are committed to learning

## Effective teaching

When teaching we focus on motivating children and building their skills, knowledge and understanding of the curriculum. We use curriculum plans based on the National Curriculum but also believe in developing a creative curriculum. In order to secure effective teaching the teacher will ensure:

- Thorough knowledge and preparation using the National Curriculum guidance
- Shared learning objectives which are understood by all
- Clear expectations of what pupils are expected to achieve by the end of the session
- Open-ended thought provoking, challenging questions of the children
- Appropriate challenge to meet the different needs of each learner
- An atmosphere where pupils are prepared to take risks
- Innovative teaching
- Effective assessment
- Appropriate pace to the lesson for learning within the lesson, to ensure learning is pitched appropriately throughout
- Lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation so that the lesson makes a difference
- A planned programme of educational visits to reinforce and stimulate learning
- Lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- Opportunities to review and reflect on the learning
- Thinking time before answering questions
- Developmental feedback and constructive criticism of pupils' work. This will be through marking comments and verbal feedback leading to improvement in learning outcomes (see the Marking and Feedback Policy).

We base our teaching on our knowledge of the children's attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs (SEN) we give due regard to information and targets contained on their school support plan. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work at Moorhill Primary School should be of the highest standard.

All teachers aim to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general (Refer to Behaviour Policy).

## **Managing the learning**

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different learning. There may be several planned learning activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task. This can be helped by:

- having well organised and labelled resources
- taking time to train children in procedures
- making sure that children are aware of what they must do when they have completed an activity
- children using their resilience skills to challenge themselves and work independently
- providing an orderly, purposeful environment in which pupils are not afraid to express their ideas, ask questions, and work together
- ensuring an orderly and efficient approach to teaching and learning
- setting useful classroom routines, including procedure for homework
- ensuring pupils apply themselves to work with purpose and self-confidence

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

### **All adults within the classroom contribute and support the learning through:**

- Reinforcing the learning using models and images where appropriate
- Understanding the needs of all the children in the class through access to assessment data and planning
- Being flexible in their approach to supporting children, tracking back and monitoring on quality

## **Planning**

Our long term planning reflects the learning, skills and themes covered over the year by each year group.

Medium term plans operate every term for all subjects, identifying skills and knowledge progression in each year group.

Short term planning will be used by teachers to ensure lessons are well pitched, clearly differentiated and suitably challenging.

## **Monitoring and Evaluating the teaching and learning**

Staff development needs will be identified in line with this policy, performance management and continued professional development. The teaching and learning policy has been formed to provide a

basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. The SLT aims to seek out and model best practice and develop staff through dialogue, coaching, training, mentoring and supporting each other.

In order to provide a clear picture of the quality and consistency of practice across the school, when evaluating teaching and learning in the school it will be monitored and evaluated through:

- Monitoring the quality of teaching and learning, providing effective feedback with targets to develop within a given timescale
- Sharing pupils work throughout school and discussing quality
- Talking to children; their views about how they learn best are important to us
- Frequently monitoring the quality of books for all classes with the school
- Internal moderation of pupils' work

### **Role of Governors**

Our governors support, monitor and review the school's policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure the school buildings and premises are effective in supporting successful teaching and learning;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of teaching and learning policies through the self-review processes. These include the head teacher's reports to governors and the work of the curriculum and school improvement committees;
- To monitor the policy in the school through involvement in accompanied learning walks enabling them to evaluate its overall effectiveness.
- To review the impact of financial decisions for example professional development and intervention programmes

### **Role of Parents**

We believe that children are more successful when families and school work in partnership. School relies on parents and carers to ensure children come to school ready to learn. School has a responsibility to ensure that the learning opportunities in school help develop a child's full potential.

Communication is vital in this partnership and there are a wide range of strategies to support it:

- Home link books
- Regular Newsletters
- School Website

- Parent volunteers
- Termly Learning Conference
- Sending a termly report to parents in which we explain the progress made by each child and indicates their next steps for learning.
- Workshops for parents

This policy should be read in conjunction with the school Assessment Policy

Reviewed September 2019