



Teaching and Learning Policy

Policy Name:	Teaching and Learning Policy
Approved Date:	September 2023
Review Date:	September 2025

Exceptionality

Collaboration

Integrity

Respect

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Teaching and Learning Policy

Vision

Our vision is to create extraordinary learning, for all of our children to be proud of their achievements, develop resilience and grow as learners so that they can discover their place in the world, where their possibilities are endless!



Statement of Intent

- At Manor Primary School, we believe that children learn best in different ways and high quality personalised learning enables children to achieve their full potential. Children will be encouraged to take responsibility for their own learning, to be involved in reviewing the way they learn and to reflect on how they learn in order to develop their skills and abilities to achieve their full potential

Learning is a journey; all children are at different points on their learning journey. As facilitators, experts and coaches in the classroom we must focus on motivating the children and building in the skills, knowledge and understanding in order to achieve mastery of the curriculum. Teachers must tailor their teaching to meet the needs of the learners within the classroom and engage them in the process of learning to enable them to excel

At Manor Primary, we are committed to high quality teaching and learning to raise standards of achievement for all children which leads to exceptional outcomes. This policy 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.

Aims

At Manor Primary School we aim to continually improve the quality of learning experiences offered to our children and to raise achievement by:

- providing a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- ensuring consistent practice across the school in teaching, learning, assessment and provision of learning environment;
- recognising the needs and aspirations of all individuals and providing opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- providing rich and varied contexts and experiences for children to acquire, develop and apply a broad range of knowledge, skills and understanding;

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- providing a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils; providing opportunities and experiences to build children's cultural capital;
- encouraging all children to be enthusiastic and committed learners;
- promoting their self-esteem, self-worth and emotional health and well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop our core values of exceptionalism, respect, integrity and collaboration in line with our school values

Effective Teaching

Teaching and Learning Non-negotiables for a Great Lesson

At Manor we believe that quality Teaching will be promoted and achieved by:-

- ✚ **Learning is child centered.** Children are at the heart of the teaching and learning. Given their starting points, children are provided with learning opportunities that are challenging, open-ended, investigative and collaborative enabling all groups of learners to achieve, grow and reach their true potential
- ✚ **Learning Objectives** are made explicit to the children, this is done visually in some way so they are clear and transparent and delivered in a way that hooks children
- ✚ **New Learning** is made explicit in every lesson to ensure the children are clear about what they have got to do in order to make progress
- ✚ **Prior Knowledge** will be built upon and meaningful and memorable connections made across the curriculum
- ✚ The **relative starting points** of all the children are taken into account when planning and delivering learning to ensure that in all parts of the lesson, learning matches the children's needs
- ✚ In every lesson a range of strategies will be used to ensure the **children are engaged in their learning**, these will be varied and be used to best meet the needs of the learners
- ✚ Lessons are paced so that **all groups of learners make progress**, therefore no time is wasted, learning is moved on appropriately to meet the needs of learners ensuring they make progress
- ✚ Planned learning in all parts of the lesson is matched to the age related expectations and relative starting points of all children so that they make progress in all parts of the lesson leading to **rapid progress in all parts of the lesson** and over time
- ✚ **Bloom's taxonomy** is used effectively in all parts of the lesson to challenge and deepen their thinking to support them in making rapid progress
- ✚ All learning is **adapted** across the lesson to meet the needs of all the learners. Lessons are never 'one size fits all'
- ✚ **Modelling and demonstrating** (I do, we do, you do) will be used in to share the learning steps, making thinking explicit and showing the learning process (metacognition)
- ✚ **Assessment** will be used in all parts of the lesson by the teacher, the other staff and the children to identify what the children can do and what they need to do in order to improve

- ✚ The **learning environment** will be set up so that children can access all learning resources independently to support them in their learning. The learning environment will be clutter free and all health and safety risks eliminated
- ✚ The learning opportunities engage the children; as a result they are interested and inspired and display good learning behaviours. **A thriving learning culture is explicit and noticeable.**
- ✚ **All staff act as an activator and facilitator** of learning, skillfully intervening and moving learning on in all parts of the lesson so they make rapid progress
- ✚ Children are active in all parts of the lesson and it is **children that lead the learning.** Teachers do not talk for too long and over direct
- ✚ In all parts of the lesson there will be opportunities to **collaborate in the learning**, giving children opportunities to share ideas, questions each other and rehearse their learning that has been introduced so they are successful in the lesson
- ✚ Interactions between adults-pupils and pupils-pupils are positive and there is a **respect agenda** where everyone's contributions are valued
- ✚ **Plenaries** are used effectively to review new learning and make next steps explicit. Mini plenaries happen throughout the lesson to assess and check understanding and progress so learning can be moved rapidly on



Learning Environment Non-negotiables for Excellence

- ✚ Furniture layout and classroom organisation taking into account issues of safety. Furniture and classroom layout promoting independence. Resources labelled and organised and easily accessible by pupils.
- ✚ Furniture that is suitable for learning
- ✚ Work areas for key curriculum areas where appropriate and high quality continuous provision in Early Years
- ✚ Classroom organisation and groupings reflecting purpose and showing flexibility.
- ✚ Visual timetable displayed
- ✚ Worry box/worry monster/question/suggestions box visible in every classroom
- ✚ Resources to support learning in subjects clearly labeled and available for all children
- ✚ Displays that are varied in terms of materials used: 2D/3D; board; table displays; tactile and pure observation.

- ✚ Displays that are interactive and presenting children with challenges, photos, prompts such as QR codes, hooks and provocations and subject specific vocabulary
- ✚ Displays that show the process of learning and not just the finished product and reflect a range of curriculum areas/ Early Learning areas.
- ✚ Displays showcase good work **for every child** and photographs show learning experiences
- ✚ Displays where children's work is attractively mounted and clearly labelled with child's/ children's names.
- ✚ Reading areas will be organised in an engaging and inviting way providing a range of fiction and non-fiction reading materials for the children to access freely
- ✚ Interactive whiteboard is used for a range of purposes and is integral to teaching and learning
- ✚ Core values, class rules, behaviours for learning, 3C's and key vocabulary will be creatively displayed to support children and referred to.

Learning Environment must foster independence with clearly labelled resources and be clutter free and tidy

Characteristics of Quality Teaching

- ✚ Effective planning, showing clear learning objectives, differentiation to meet the needs of all groups of learners given their starting points, challenging learning opportunities and resources, differentiated success criteria, next steps in learning identified and children's building blocks to support in personalising the learning
- ✚ Utilisation of team planning and teaching where appropriate
- ✚ Ranges of teaching styles are used to engage all learners.
- ✚ Children being given collaborative opportunities to participate in whole class, small group, paired and individual learning situations where appropriate.
- ✚ There is a range of interactive strategies used to ensure all children engage in learning. Interactive board used in range of ways to make learning stimulating, other technologies will be used in a range of ways
- ✚ Learning opportunities planned are challenging, open-ended, investigative and collaborative provide all groups of learners with choices and opportunities to lead their own learning
- ✚ Teacher sharing a high, yet realistic, level of expectancy.
- ✚ Lessons/ learning opportunities that are set in context, where previous work is reviewed, what is expected is reinforced, and the next stages are outlined.
- ✚ Pace of lessons is appropriate
- ✚ Experiences that are stimulating, exciting, creative, interactive and relevant, and relate directly to individual needs
- ✚ Experiences that build upon, consolidate previous learning and knowledge
- ✚ Children being encouraged to take risks and embrace challenge
- ✚ Questioning that is direct, and varied, according to the ability of the individual. Range of questions used to promote learning. Range of talk used to develop Oracy skills

- ✚ The use of aspirational vocabulary that expands their lexical store (word bank)
- ✚ Questioning (Blooms Taxonomy) that involves all children. Questioning will be used to promote critical thinking, logical reasoning, problem solving and deepen their understanding
- ✚ Introduction part of lesson, main teaching opportunities and plenary time is all used to good effect engaging learning and giving opportunities for talk given the children's relative starting points
- ✚ Children given opportunities to learn which are not always dependent on language.
- ✚ Children experience range of visits/ visitors to extend and enrich their learning and building their cultural capital
- ✚ Quality of instruction through Modelling and demonstrating and effective intervention in the moment will be used in to share the learning steps, making thinking explicit and showing the learning process
- ✚ Key skills are promoted and embedded across the curriculum to enable the children to develop their confidence and competence
- ✚ Learning experiences are connected to school policy e.g. calculations policy
- ✚ Staff will ensure they have an up to date subject knowledge that underpins learning and moves the children's learning forward
- ✚ Staff will ensure they have an up to date Knowledge and understanding of the Statutory frameworks needed to support teaching

Effective learning

At Manor, we realise that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best support them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

There is a strong focus on the child as a whole person and support for the child's overall development based around the Social Constructivist and Social Learning Theories of Vygotsky and Bandura. Relationships and participation are central to learning. We understand the importance of five essential elements of emotional intelligence of Daniel Goleman's Emotional Intelligence Theory. We promote and support the development of self-awareness, self-regulation, empathy, motivation and managing relationships.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

We feel that for effective learning to take place children must:

- Have first-hand experiences to bring their learning alive and give it real-life value, this includes hooks to learning, trips, visitors, investigations, first hand observations
- Experience a variety of different learning styles
- Be able to practise and transfer newly acquired knowledge through cross-curricular work:

- Be made aware that learning does not take place in isolation and should be explicitly taught so that knowledge can be transferred from one area of learning to another, rather than expecting them to just realise this themselves.
- Be able to work collaboratively within different groupings e.g. as individuals, in pairs, small groups, mixed ability pairings/groups
- Have access to relevant equipment and learning prompts which they can access and use independently or with partners/groups to scaffold more independent learning
- Have opportunities to rehearse their learning orally and practically to build confidence and fluency and develop their understanding
- Have access to a spiral curriculum which revisits and connects, building on knowledge

Behaviours for Learning

At Manor Primary, good behaviour for learning is expected and encouraged at all times. It is our aim that children develop self-discipline and take responsibility for their own behaviours for learning, Good learning behaviour is more than compliance and it must include high levels of engagement and focus with children developing independent learning skills and good co-operative skills.

We believe that exceptional learning behaviours will be promoted and achieved by:-

- Fostering a climate where children are autonomous and independent
- Children adopt the approach 'C3 before me'
- Self-regulation - children developing the ability to understand and manage their own behaviour and reactions
- Resilience – children developing self-awareness, mindfulness, self-care, positive relationships & purpose
- Mutual Respect – children recognising and appreciating differences and valuing them
- Embracing a Growth Mindset - seeing challenges as opportunities to **grow** because we can improve our abilities by challenging ourselves
- Developing essential skills for lifelong learning – Listening, Speaking, Problem Solving Creativity, Staying Positive, Aiming High, Leadership and Teamwork (The Skills Builder Universal Framework)

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- Championing all our children, working as a team supporting each other;
- seeing children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing an enabling learning environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;

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- encouraging, praising and positively reinforcing good relationships, behaviours and work.

The Role of All Staff

All staff should

- provide a challenging and world class inspiring curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child;
- ensure that learning is progressive and continuous;
- be an exceptional role models, punctual, well prepared and organised;
- keep up-to-date with educational research and share good practice;
- have a positive attitude to change and the development of their own expertise;
- build cultural capital to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

The Role of Families

Parental involvement is fundamental to helping children to learn. Parents and carers have a responsibility to support their children and the school in implementing the school policies by:

- Ensuring that their child arrives at school on time and keep their punctuality and attendance a high priority, which includes avoiding taking holidays during term-time
- Reading with and/or to their child regularly and ensure that home learning opportunities are completed on time and to a good standard
- Attending parents' evenings and striving to work positively in partnership with school staff
- Promoting a positive attitude towards school and learning in general by taking an active interest in the life of the school and their child's learning journey
- Ensuring that their child is equipped for school with the correct uniform and PE kit
- Informing school if there are matters outside of school that are likely to affect a child's performance or behaviour
- Supporting the school values, vision and mission to work collaboratively

The Role of Directors

Our Directors challenge, support, monitor and review the school's approach to teaching and learning. In particular they:

- Champion children and staff;

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- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include discussions with subject leaders, the head teacher's report to Directors and school visits
- Ensure that the school buildings and premises are used optimally to support teaching and learning and are compliant with health and safety regulations
- Seek to ensure that our staff development and our performance management promote good quality teaching
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff appraisal is undertaken systematically and according to school policies
- Share their expertise and talents with the school

★ Planning

At Manor Primary School we are committed to following the programmes of study as required by the National Curriculum 2014, our curriculum is ambitious and extends learning beyond what is expected, it is designed to give all learners the knowledge and cultural capital they need to succeed in life.

We strive for exceptionalism and have developed our own Schemes of Work that allow us to provide a broad and balanced world class curriculum that ensures that there is full coverage of the National Curriculum, PSHCE and RE. All subjects are taught individually to enable children to develop and build the knowledge and skills of the subject in their own right and subjects have been organised so that they encompass a broad theme that enables them to make links in learning.

The curriculum is reviewed regularly to ensure that the curriculum overview, schemes of work and planning is up to date, relevant, builds on prior learning and there is a consistency of approach and standards.

The curriculum overview for all year groups is organised in consultation with subject leaders and senior leaders to ensure the curriculum is inspiring, builds cultural capital, supports children in preparing for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society and develops their understanding of fundamental British values and their understanding and appreciation of diversity.

Our teachers take on the role of Subject leaders, this role is varied and includes:

- taking the lead in policy development and the production of schemes of work designed to ensure progression of knowledge and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through research and continue professional development to develop subject pedagogy;

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- teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Assessment

Assessment is an integral part of high quality teaching and learning, we believe that it lies at the heart of the learning process and starts and ends with the learner. At Manor Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment

★ Formative Assessment

Formative assessment is used to inform teaching and learning and to identify pupils' gaps and misconceptions. Learning can then be tailored to meet the needs of each child, no matter what their attainment or starting point. Pupils have regular opportunities to engage in formative assessment and demonstrate their learning in a variety of ways.

Summative Assessment

Summative assessment enables school leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment. Teachers are able to evaluate learning at the end of a unit or period and the impact of their own teaching and it supports pupils to understand how well they have learned and understood a topic or course of work taught over a period of time.

Summative assessments enable parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

★ Special Educational Needs and Disabilities

When planning for teaching and learning we take into account the wide range of abilities of our children. Where necessary children are identified as having additional needs and placed on the school SEND register. These children are then assessed individually and individual education plans are created. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made so that every SEND child can fully access the curriculum.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Manor Primary Outstanding Teaching and Learning Handbook

Marking and Feedback Policy

Assessment Policy



SEND Policy
Equal Opportunities Policy
Health and Safety Policy

Review

This policy will be reviewed annually by staff and CEO

The Directors may however review the policy earlier than this if Government introduce new regulations or if the Directors receive recommendations about how the policy may be improved.

