



## Teaching & Learning Policy

Mission Grove Primary School

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Teaching & Learning POLICY

## Teaching and Learning Policy

‘Learning is the greatest game in life and the most fun. All children are born believing this and will continue to believe this until we convince them that learning is very hard work and unpleasant. Some kids never really learn this lesson and go through life believing that learning is fun and the only game worth playing.

We have a name for such people.

We call them geniuses.’

Glenn Doman

At Mission Grove Primary School, learning is defined as the act or process of acquiring knowledge and skills. Children make progress by knowing and remembering the intended curriculum.

We expect all teaching staff to have knowledge and understanding of long term memory and teaching strategies to support this. To do this, all staff have training in *Rosenshine’s Principles* which underpin our teaching and learning policy.

The purpose of this policy is:

- To ensure that high quality learning takes place in every lesson, which results in children knowing and remembering the intended curriculum;
- To embed an agreed range of good practice across the school;
- To ensure consistency throughout the school; and
- To provide new staff with a clear vision of the school’s expectations.

### **Curriculum**

All teachers are provided with curriculum documentation for each subject, detailing what children must know and remember and how component knowledge is sequenced. These documents are frequently adapted to meet the needs of the children at Mission Grove.

- English – Phonics is taught through Readwriteinc.  
Reading & Writing – CLPE,  
Independent Reading - Bugclub, MyOn, AR  
Handwriting – Nelson  
Spelling KS 2 – EDSHed
- Maths- Power maths  
TTRockstars, numbots
- Music Charanga
- PE Getset4PE and 5aday
- RE WF syllabus/ SACRE
- Computing Teach Computing/Barefoot
- DT DT Association – just one page
- PSHE Jigsaw & life skills

Science, Geography, History, Art, MFL are taught through bespoke curriculum documents.

These documents are reviewed regularly and adapted to meet the needs of all children.

To ensure that Mission Grove adopts an inclusive teaching practice we ensure suitable learning challenges by giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

## Features of effective teaching and learning and assessment

The table below provides summary guidance of key features of effective teaching and learning processes at Mission Grove. This should not be used as a tick list or exhaustive list of effective strategies. Staff training focuses on these aspects. Effective formative assessment enables **teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.

Curriculum	Memory	Pedagogy/ Implementation	Assessment	Policy	Impact
Intended curriculum is being followed	Links to prior learning are made	Do Teaching decisions achieve curricular intent?	Questions check understanding	High expectations of uniform	Children know and remember the curriculum intent
Clarity of what children should know and remember	Children are given opportunity for spaced retrieval of knowledge	Clear and detailed instructions/ explanations	Teaching is adapted to meet the needs of children	Classroom environment expectations met	Children aware of the behaviour expectations
Interplay between substantive and disciplinary knowledge is evident	Retrieval practice activates prior knowledge needed for this lesson	Effective use of modelling/scaffolding/thinking out loud	Pupils receive clear and regular feedback to inform next steps	Zones of Regulation embedded	
Curriculum sequencing ensures readiness for future learning	Cognitive overload is well considered	Time for children to practise new skills	Children who fall behind are identified and appropriate actions are taken	Marking policy is followed	
New material 'chunked' into small steps and sequenced within a lesson		Appropriate resourcing to support curriculum intent	Adaptions are made to the intended curriculum if needed	House points used effectively as a rewards system	

## Summative Assessment

Effective in-school 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** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **The school to report to parents** about the achievement, progress and wider outcomes of their child across a period of time

At Mission Grove, summative assessment judgements are supported by AR and AM tests, independent writes and formative assessment. Data is collected and analysed termly.

## Nationally standardised summative assessments

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Year 4 timetables check
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

## **Monitoring**

Monitoring at Mission Grove takes numerous forms, including but not limited to: learning walks, lesson observations, book scrutiny, pupil progress meetings, pupil voice and subject leader sessions.

This information is used to support individual pupils and classes and to inform whole school development priorities.

## **The Learning Environment**

Each teacher at Mission Grove is responsible for creating an effective, safe and healthy learning environment within the classroom.

Everyone is responsible for ensuring the shared spaces around the school, inside and outside, contribute to the challenge of turning the school into a stimulating and enjoyable learning organisation. We are setting high expectations of children who have different learning preferences, styles and dispositions and we will help them to reach these expectations by providing:

- A broad and balanced curriculum, which is well resourced to support the learning preferences of all learners
- High quality plans that reflect full use of the learning environment and resources
- Regular assessments and feedback on learning with suggestions of how to use resources and the learning environment matched to known learning styles
- Consistent classroom organisation and management of children so that the learning environment is well maintained
- Quality teaching that matches knowledge of children's learning preferences and needs with subject knowledge to make learning stimulating, challenging and fun.
- Safe, exciting and well-resourced learning environments, where every child feels welcome, included and valued

## **Characteristics of an effective learning environment**

The learning environment must be arranged to support the learning preferences of all learners. Learners must be able to:

- Actively explore learning resources – such as games, construction and science equipment
- Research and find out information from auditory or visual resources such as books, posters, and computers
- Talk in pairs and groups without distracting other learners
- Learn independently whilst seated alongside other learners
- Learn in whole class teaching situations, using interactive resources such as whiteboards and number fans etc.
- Find resources that reflect and extend their experiences of cultural and linguistic diversity
- Learn from the display of their work and that of peers
- Learn from informative displays that link to current curriculum learning objectives
- Easily see support resources such as alphabet friezes, number lines, word banks etc.
- Where possible find comfortable and safe distraction-free spaces in which to learn

## **Celebrating Achievement in an effective learning environment**

Displays in class and around the school are an important resource, therefore they need careful planning to reflect and celebrate what children have learnt and to give a clear insight into how children are engaged in the learning process.

Full use should be made of all the display space available in classrooms to reflect the breadth of the curriculum and link to the term's learning objectives.

Displays should demonstrate that:

- Children are involved in recording and representing their learning in a variety of symbolic systems – graphics, drawings, paintings, writing, numerals
- Children are aware of presentational features when writing for an audience – for example spelling and punctuation self-corrected and the final version on display
- The purpose for recording learning is to interact with a known audience – i.e. children, staff, parents and other visitors to the class. So challenging questions, eye level signs (where practical) and multilingual writing can all help to enliven displays
- They support and add to learning so they will be changed on a regular basis to keep pace with new learning
- We value cultural, linguistic and ethnic diversity
- Display boards should be backed and have an appropriate border. Individual work must be mounted and named, unless on a working wall.
- Signs, display headings, interactive questions and labels must be in a variety of styles, e.g. handwritten and printed
- Displays around the school should be of a high standard and can be linked to current learning themes or curriculum subjects / areas of learning
- The school house point systems should be celebrated and given worth and value in each classroom.
- Each class should celebrate the children's times tables achievements through TT Rock Stars
- Reading should be promoted with attractive reading area, promoting the percentage of the children's AR quizzes in the appropriate years.

See also behavior and marking policies.