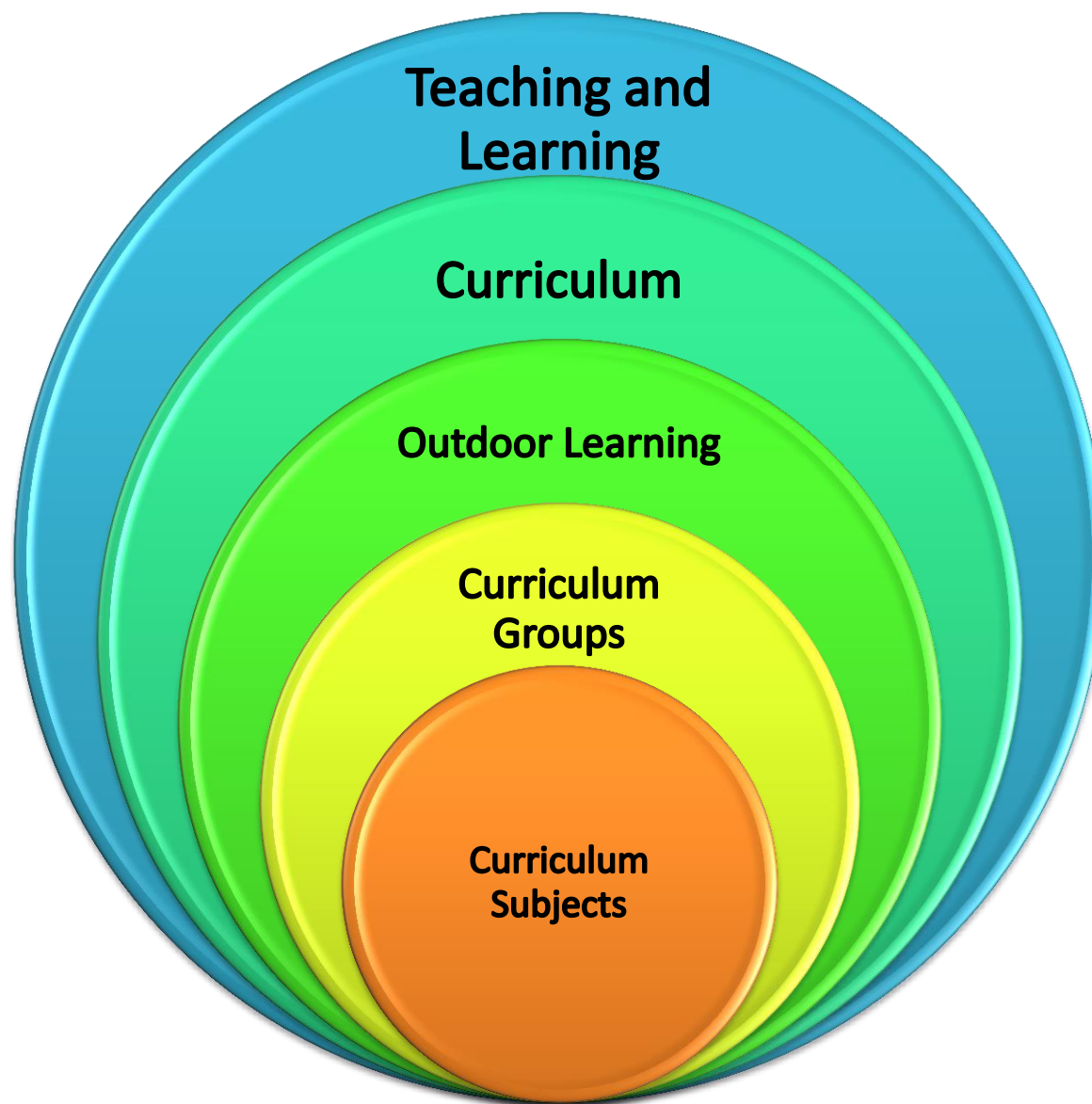




Micklands Primary School – Teaching and Learning Policy



Teaching and learning

The principal purpose of this policy is to continually raise the quality of teaching and learning. The Teaching and Learning Policy is at the heart of Micklands School and its purpose is made more explicit within the School Improvement plans where it underpins all identified school priorities. Micklands School believes that all children, whatever their ability, should receive high-quality teaching and learning throughout the curriculum, so they can achieve their maximum potential. The methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning outcomes for the lesson, with the aim to deliver outstanding quality first teaching. The participation of children however, is essential if the teaching and learning process is to be successful and this requires the use of a range of teaching methods, different teaching styles, differentiation, and a variety of resources and strategies that will focus on learning as well as on teaching.



Our aim is to:

- Encourage the development of independent, confident and creative children who are able to apply their knowledge and skills.
- Raise achievement by establishing excellent practice.
- Be consistent across the school in our approach to learning and teaching.
- Enable children to become resourceful, responsible and enquiring learners.
- Develop children's self-respect, value their own and others achievements, show respect for the diverse range of cultures and in doing so, to promote positive attitudes towards other people.
- Achieve their potential not only in academic achievements but also personally and spiritually.
- Foster a love of learning through a well-balanced and exciting curriculum.
- Promote a positive attitude towards themselves and others.

We believe that children learn best when:

- They have a clear idea of expectations of work and behaviour.
- Displays are relevant, interactive and attractive.
- Learning is creative, challenging yet achievable.
- The environment is calm, stimulating, well organised and accessible.
- They have a positive attitude to learning and respond enthusiastically to learning.
- Parents/Carers are supportive and understand the school's high expectations.
- The environment is language rich with a wide range of resources.
- They are given meaningful feedback on how to improve and are provided with opportunities to respond.

We believe teaching is most effective when:

- Teachers are creative and are enthusiastic.
- Teachers provide opportunities for children to extend their learning in different contexts
- Staff have high expectations of children's attitudes and behaviour and take corporate responsibility for ensuring these around the school and towards their learning.
- Learning objectives are made clear to the children and are referred back to frequently throughout the lesson

Responsibility: *Everyone (but ultimately Headteacher)*

Team Members: *Headteacher, Deputy headteacher and Assistant headteachers*

Regularity of Meetings: *Termly*

Purpose of Meetings: *To identify areas for improvement, plan for those improvements to be implemented and monitor the impact.*

- Teachers have good subject knowledge and are able to adapt their teaching in light of observed learning
- Teachers use effective and targeted questioning to move the learning forward
- Teachers use their planning flexibly to support pupil progress.
- There is a positive relationship between adults and pupils
- Marking and feedback moves children on in their learning.
- A range of resources are used to enhance learning
- Lessons are well planned, purposeful and teachers share the 'big picture'.
- Pupils are encouraged to be individuals and take responsibility for their own learning
- A good pace is maintained throughout each part of the lesson.

The Curriculum

The National Curriculum was implemented in 2014; however as a school we extend beyond the parameters of these requirements. The curriculum at Micklands reflects the context of the school and reflects the needs of current pupils and the school community as a whole. Central to the curriculum is the planning and delivery of learning experiences which seek to;

- Improve confidence
- Develop independence in thought and action
- Encourage children to use their knowledge and skills
- Increase motivation to want to learn
- Improve engagement in focused learning
- Encourage group/collaboration work

In addition to class based topics, whole school themed days and additional planned events and activities will form an important element of delivery a rich and varied curriculum, which will enhance the quality of learning and teaching.

Monitoring and Evaluation

The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school. In order to provide a clear picture of the quality and consistency of practice across school, when evaluating learning and teaching, it will be monitored and evaluated through:

- Classroom observation and lesson evaluations
- Sampling pupil's work
- Sharing pupil's work
- Pupil progress and standards meetings
- Use of data from school tracking system
- External moderation
- Internal moderation of pupils' work through staff meetings

- SPA/LA visits
- Learning reviews
- Discussion with pupils;

The Senior Leadership and Standards Team give clear guidance and provide constructive developmental feedback to support teaching and to enable pupils to make the best possible progress.

The role of the lead on Teaching and Learning

- To establish a system for continuous development of Teaching and Learning through a planned programme of monitoring activities, ensuring clear guidance and targets for improvement are provided.
- To review and analyse the assessment data, setting targets, planning strategies and interventions to ensure all children are making good and better progress
- To ensure that all children are being appropriately challenged and achieving appropriate levels in line with national expectation or above.
- To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil behaviour.
- To provide guidance and support to leaders and other staff in order to improve the quality of learning and teaching.
- To actively promote equality of opportunity by ensuring the school's curriculum provides the best possible education for all its pupils.

Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from any form of intimidation or harassment that will be a barrier to the achievement of their potential.

At Micklands Primary School we are committed to delivering a **curriculum** which will inspire, nurture and develop our pupils into confident, independent citizens and life-long learners.

It is essential that the curriculum at Micklands reflects our school vision, our context and our locality. We have incorporated the new National Curriculum into our teaching and learning but aim to extend our curriculum beyond these parameters, ensuring that the opportunities and learning experiences we provide are always relevant, purposeful and ensure that our pupils make progress as learners.

As a multi-cultural school we are proud of the richness and diversity of our school community and will seek to strengthen our curriculum through using the knowledge and skills of our parents and members of our local community.

Our curriculum is underpinned by **10 Key Learning Habits** which as a staff we believe are essential for the growth and development of our pupils as **independent learners**.

We have also identified **5 curriculum drivers** which we believe need to underpin the delivery of our curriculum.

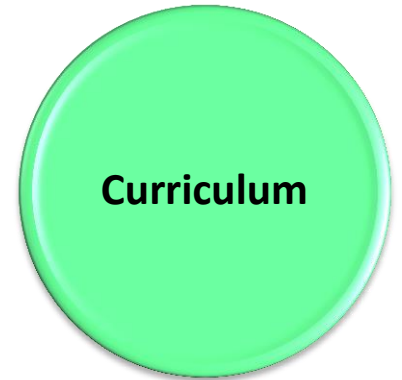
Curriculum Drivers:

- **Communication**
- **Community**
- **Aspiration**
- **Creative Arts**
- **Emotional Awareness**

Learning Habits:

- **Confidence** - in the way they communicate, approach learning and understand themselves.
- **Perseverance** - to remain focused and stick at it!
- **Questioning** – to be curious, wanting to know more.
- **Taking Risks** - to feel comfortable in trying out new ideas and know that making mistakes is part of the learning process.
- **Reflective** - to look honestly at what has been done and learn from it.
- **Co-operative** - to work with others, taking account of their views.
- **Resilience** - being able to take the rough with the smooth.
- **Creativity** - thinking differently, imagining new possibilities.
- **Responsibility** - that our actions and behaviours affect those around us.
- **Making Links** - seeing how our learning can be applied in other subjects and in everyday life.

For more information on our curriculum, please see the curriculum file.



Responsibility: Curriculum Lead

Team Members: Curriculum Lead, Subject Leaders and Outdoor Learning Lead

Regularity of Meetings: Termly. Review of curriculum takes place yearly.

Purpose of Meetings: To identify areas for improvement, plan for those improvements to be implemented and monitor the impact.

We believe that children learn best when they are given a wide range of different experiences. We use our **Outdoor Learning** space creatively to encourage this.

Outdoor Learning is a broad term that includes:

- outdoor play [learning through play],
- school grounds projects,
- environmental education,
- recreational and adventure activities,
- personal and social development, and more.



Outdoor Learning does not have a clearly defined boundary but it does have a common core - Outdoor learning can provide a significant contrast to the indoor classroom. There is strong evidence that good quality learning outside the classroom adds much value to classroom learning. It leads to a deeper understanding of concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone.

Direct experience outdoors is powerful, motivating and has impact and credibility. The results from outdoor learning can be instantaneous as well as active and therefore impact on behaviour as well as tapping into the learning styles of the more kinaesthetic learner.

Through skilled teaching, outdoor experiences readily become a stimulating source of fascination, personal growth and can lead to breakthroughs in learning. Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving, an enterprising attitude and cooperative learning – to name only some of the benefits.

Outdoor Learning can help to bring learning alive. For that reason the outdoors can have an impact on areas of the curriculum as diverse as imaginative writing and personal and social development. Outdoor learning also provides experiential opportunities allowing pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change.

Responsibility: *Outdoor Learning Lead*

Team Members: *Outdoor Learning Lead and Headteacher*

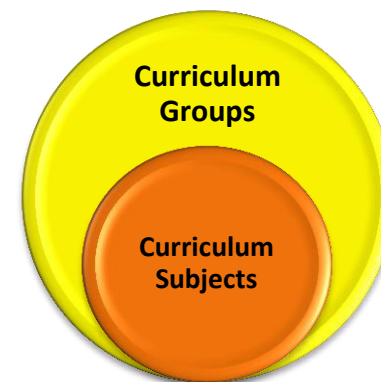
Regularity of Meetings: *Termly. Review of curriculum takes place yearly.*

Purpose of Meetings: *To evaluate the provision of outdoor learning, monitor the impact and to identify and implement areas for improvement.*

We believe that people work best when working in collaboration, rather than isolation. Our **Curriculum Group** teams ensure that subject leadership is a collaborative practice, with each team responsible for multiple subjects within their area.

We have grouped the school curriculum subjects into six curriculum areas:

	EYFS	Maths	Literacy	Sciences	Humanities	Health, Culture and Citizenship
Team members	Sarah P Chloe O	Sandra W Alice B	Lynne A Chloe O Wendy R	Rhiannon S Lauren C Sarah P	Sarah J Melissa P Nicola A	Margaret H Lauren M Helen S Amanda T
Subjects in group	EYFS	Maths	Reading, Writing and Phonics	Science, Computing and DT	Geography, History and Languages	PE, RE, PSHE, Art and Music and British Values



We also believe that this is an effective way to ensure that new staff are supported and developed to become effective leaders in different areas of the school. If appropriate, NQTs can be part of a curriculum subject group and this should be encouraged during the summer term.

Each group will be given a budget and will discuss the most effective use of that money with their team. All spending requests will be presented to the Curriculum lead for approval.

For subject CPD events, when appropriate, one person from the group should attend. They will then share the information received with the rest of their team. This will reduce the cost of external CPD and the teaching cover that can result from teachers being out of class.

Regularity of Meetings: *Half termly.*

Purpose of Meetings: *To identify areas for improvement, plan for those improvements to be implemented and monitor the impact.*

To analysis assessment data and track progress.

To plan for use of the budget.