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**Mill Lane Primary School**

**Teaching and Learning**

**Policy**

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| Updated by: J Stanyard |
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**RATIONALE**

***We Believe that Excellent Learning takes place in Excellent lessons***

Mill Lane Primary School, aims to provide children with the opportunity to develop towards their full potential; academically, emotionally and socially:

* Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
* Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
* Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

* Promoting high quality learning and attainment.
* Providing a high quality learning entitlement and environment.
* Valuing each other and ourselves.
* Working in partnership with parents and the community.

**Learning and Teaching Policy Introduction**

1. Teaching and learning are the key functions of our School.
2. At Mill Lane Primary School we work towards the aims of the School through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the School environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.
3. We believe that:
4. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
5. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
6. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
7. High expectations of learning behaviours are evident through explicit teacher modelling.

**AIMS**

1. **General**

To ensure all staff, children, and parents/carers are aware of the aims for teaching and learning at Mill Lane and that these are consistently applied in order to:

* Promote high quality teaching and learning across the school;
* Raise standards by ensuring consistency and continuity of teaching and learning;
* Ensure all children are included, motivated and engaged by their learning;
* Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
* Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

**School Staff**

To support the aims of the School through:

* Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
* Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
* Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
* Addressing issues of entitlement to ensure equality of opportunity for all children;
* Rewarding children for all the good things they do both in School and in the wider community;
* Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
* Providing the skills which encourage children to become confident, independent learners.

**Children**

To support the aims of the School through:

* Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
* Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
* Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
* Persevering with their learning and knowing that when they find it difficult they can ask for help;
* Taking pride in their work, always trying their best and aiming to get better all the time.

**Parents and Carers**

To support the aims of the School through:

* Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
* To be understanding and supportive of our aims in learning and teaching and sign the School’s Home-School Agreement;
* To attend and contribute to Teacher Consultation Meetings;
* To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables (please refer to Homework Policy);
* To praise their children for the good things that they do in school;
* To communicate and work with the school whenever their child needs further social or emotional support or to develop their child’s skills and understanding.
* Work with Senior Leaders to review the School’s Teaching and Learning Policy biannually.

**IMPLEMENTATION OF THE TEACHING AND LEARNING POLICY**

1. **What is ‘good learning’?**

In excellent lessons, Teachers:

* Form positive and appropriate relationships with pupils and other adults
* Demonstrate high expectations of behaviour and quality of work
* Ensure excellent progress for all pupils through a range of strategies which differentiate for individuals, groups and the whole class, such as: effective questioning, catering for different learning styles, providing adapted learning resources for SEND pupils
* Are excellent role models of behaviour and school values
* Ensure there is effective planning based on excellent subject knowledge which communicates clear learning objectives to their pupils
* Promote and encourage independence and appropriate risk-taking in response to the tasks set
* Are enthusiastic, approachable, happy and caring
* Assess in an appropriate way and at the appropriate time to ensure they acknowledge excellent work and make the next steps in learning clear
* Apply the principles of Assertive Discipline ensuring that they are clear about behaviour expectations and apply rewards and sanctions fairly
* Are genuinely reflective about their impact on pupil’s progress

In excellent lessons, Teaching Assistants:

* Form positive and appropriate relationships with pupils and other adults
* Demonstrate high expectations of behaviour and quality of work
* Are excellent role models of behaviour and school values
* Are enthusiastic, approachable, happy and caring
* Apply the principles of Assertive Discipline in line with the expectations of the class teacher ensuring that they apply rewards and sanctions fairly
* Are able to use their initiative within a supportive environment
* Are able to support groups and individuals in the current setting
* Are effectively deployed to ensure excellent progress of pupils
* Are fully equipped to perform their role
* Support the class teacher in promoting and encouraging independence and appropriate risk-taking in response to the tasks set

In excellent lessons, the learning environment is:

* Safe for learning to take place in line with the school’s Health and Safety procedures
* Organised, well maintained and comfortable so that it is conducive to supporting the class teacher in promoting and encouraging independence and appropriate risk-taking in response to the tasks set
* Routine based, so that children know that expectations for learning, behaviour and resourcing are consistent and manageable
* Clearly a happy and engaging place to be. The atmosphere in the room is calm but purposeful
* Enhanced by displays for various purposes including: working walls, ensuring equal opportunities, supporting the teacher or pupils in teaching and learning, encouraging excellent behaviour, encouraging independence, encouraging the demonstration of values espoused by the class teacher and school

In excellent lessons, the learners are:

* Happy and confident so that they can become independent and feel more confident in appropriate risk-taking in response to the tasks set
* Engaged, on-task and clearly able and willing to persevere with an appropriately challenging task
* Encouraged to collaborate with their peers in tasks such as group work, peer learning or peer assessment with growing success as they mature
* Actively reflective so that they can respond to feedback from adults or peers appropriately and with awareness of the next step in their learning
* Curious and inquisitive to know more and keen to ask appropriate questions to move their learning to the next level
* Able to transfer skills learnt in one task or subject area to another
* Clearly demonstrating the school’s value system in their interactions with adults, peers and property

In excellent lessons, the learner’s finished product:

* Clearly demonstrates the understanding of the learner
* Shows excellent progression over time
* Is of high quality, consistently demonstrating pride in their work
* Reflects the high expectations of the class teacher
* May take varied forms but is always an appropriate response to the task/challenge/provocation set by the Class Teacher
* Has been acknowledged or quality marked by the class teachers

**NON-NEGOTIABLE ELEMENTS OF EXCELLENT CLASSROOM PRACTICE**

The adults will promote fun and appropriate risk taking through positivity and the formation of excellent relationships through a friendly and caring approach to the children and each other. They will be seen to be actively involved with the learning throughout the lesson.

Clear lesson objectives are shared with the children appropriately, to be centred on what will be learned and how new skills/knowledge will be demonstrated.

A clear set of Steps to Success or Remember tos, will be shared to help children succeed with their tasks.

Lessons will not be interrupted by ingoing or outgoing unless in emergency.

The learning environment has clearly stated rules with rewards and sanctions to enable excellent behaviour for learning.

Clear, appropriate feedback will be given to the children during the lesson and through prompt marking following lessons.

Independence will be enabled through the promotion of positive peer learning, appropriate routines and excellent preparation and maintenance of resources.

**ENSURING EXCELLENCE**

*We believe in ensuring our teaching staff aim to provide excellent learning in all lessons*

**MONITORING**

We monitor Teaching and Learning through various means at Mill Lane Primary School including classroom observations, learning walks, pupil progress meetings and work scrutinies at Mill Lane. This process involves the Head Teacher, Deputy Head Teacher, Senior Leaders and Subject Leaders/ Co-ordinators.

The learning conversations which take place as part of this monitoring always concentrates on the key areas highlighted on previous pages. The conversation centres around areas which are most successful and areas where improvements can be made.

In the case where practice is judged not to be excellent, the feedback from the monitoring process will concentrate on ensuring the “non-negotiable elements of excellent classroom practice” are in place within a short but realistic time-frame. Support may be put in place for the teacher if necessary.

**A POSITIVE LEARNING ENVIRONMENT FOR OUR CLASSROOM TEAMS**

At Mill Lane Primary School, our teaching staff are provided with opportunities to constantly improve their practice. These opportunities include lesson studies, team teaching, cross cluster moderation and discussion, high quality CPD and discussions and meetings within teams to share excellent practice. Excellent teachers are encouraged to share their practice with others. They are also encouraged to experiment with new ideas and implement these ideas where they are shown to improve the progress of children in their class.

In addition, the school’s appraisal cycle ensures opportunities for all staff to improve their practice through the use of pupil progress targets, CPD requirements and whole school objectives.

**THE ROLE OF GOVERNORS**

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

* support the use of appropriate teaching strategies by allocating resources effectively
* ensure that the school buildings and premises are used optimally to support teaching and learning;
* check teaching methods in the light of health and safety regulations;
* seek to ensure that our CPD and appraisal systems promote excellent teaching;
* monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which sometimes include reports from subject leaders, head teacher's report to governors, and the school’s own teaching and learning report.

The school’s chief administrator keeps a comprehensive record of in-service training sessions attended by staff that is available for review by governors.

Governors can also request reviews of progress within school that can centre around year groups or vulnerable groups.

**THE ROLE OF PARENTS AND CARERS**

*We believe we have a responsibility to assist parents in helping children to do their best*

We believe that parents and carers have a fundamental role to play in helping children to learn and make excellent progress. In short, the more positive involvement parents have in their child’s education, the greater the progress that can be made. We do all we can to inform parents and carers about what and how their children are learning:

We hold parents' evenings to explain the progress children are making in English, Maths and other areas of learning and also to advise parents on how they can assist their child’s progress.

We send information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school.

We send parents and carers annual reports in which we explain the progress made by each child, and indicate how the child can improve further.

We explain to parents and carers how they can support their children with homework, and suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

*We believe parents have a responsibility to assist school in helping children to do their best*

We would like parents and carers to ensure that their child has the best possible record of attendance and punctuality

We would like parents and carers to ensure that their child is equipped for school with the correct uniform and PE kit.

We would like parents and carers to do their best to keep their child healthy and fit and safe so they can attend school with an excellent attitude towards their learning.

We would like parents and carers to inform school if there are matters outside of school that are likely to affect a child's learning or behaviour;

We would like parents to promote a positive attitude towards school and learning in general.

We require parents to fulfil the requirements set out in the annual home–school agreement.

**INCLUSION**

*We believe* ***ALL*** *the children at Mill Lane Primary School have the right to make the best progress they possibly can.*

We are re-stating this point because we believe in it so passionately. Regardless of ability, religion, nationality, gender, race, sexual orientation or any other social grouping; we aim to provide the highest quality education for all our pupils.

All teachers understand that it is their responsibility to ensure quality teaching for ALL pupils in their care. Sometimes they may need to utilise such additional measures as; planning which has been altered for specific need, skilful use of additional adults or adapted equipment.

If teachers decide to place any children on a named intervention programme, this will be clearly detailed and reviewed using our school provision mapping tool. If the teacher believes that a child’s barriers to learning may constitute a Special Educational Need they will seek to consult with our school SENCO. Teachers are expected to inform and/or consult with parents at all stages when they are making additional or adapted arrangements to help a child overcome a significant barrier to learning.

**Signed and dated:**

Head Teacher ………………………………………………………………………………………………..

Chair of Governors …………………………………………………………………………………………