



The Meadow Community Primary School and Pre-School

Teaching and Learning Policy

Aims:-

At the Meadow we aim for every child to be enquiring, motivated and happy learners, with a desire and confidence to learn, achieve and make decisions, and yet not to be afraid to fail.

The school will

- Ensure an ethos that promotes high aspirations for children and families at the Meadow, which values the importance of life long education.
- Offer choices for children and families, wherever possible, and the opportunity always to be heard.
- Give opportunities in all curricular areas for children to apply their skills to solve problems.
- Ensure children take responsibility both in their learning and wider school life, inspiring high quality and pride in all that they do.

At the Meadow we aim for every child to enjoy school and achieve their full potential. We also aim for the highest academic achievement and social progress for each individual child

The school will

- Ensure inspirational teaching and learning experiences for every child, both in and out of the classroom.
- Ensure thorough, on-going assessment throughout the school which leads to challenging targets for all child.
- Provide all pupils with a broad and balanced curriculum which takes into account individual learners' needs.
- Have a positive, stimulating and nurturing environment for learning, based on praise, challenge and reward.
- Secure the best value for children's learning and achievement when purchasing resources and services.
- Have an ethos of inclusion throughout the school.

At the Meadow we aim for every child to make a positive contribution to the school and wider community through developing mutual respect, kindness and consideration for others, in keeping with 'British Values.'

The school will

- Develop children's understanding of differences within our diverse society and develop their appreciation of differences.
- Create a working partnership with parents and develop collaboration within the whole school community.



- Offer a welcoming atmosphere that encourages children, families and the community to bring into the Meadow their diverse range of skills and experiences which promotes learning in our school.
- Ensure children have school and pupil initiated experiences which contribute to the wider community. □ Recognise and celebrate the variety of cultures, religions, language experiences, needs, views and personal attributes within our school and wider community.

At the Meadow we aim for every child to have a healthy lifestyle and for all children to understand the importance of choosing a healthy lifestyle

The school will

- Ensure children understand what a healthy lifestyle is.
- Ensure there are regular opportunities for children to exercise and compete in sporting activities.
- Encourage children to choose healthy lifestyle options, including healthy school meals and packed lunches.
- Offer the opportunity to all children to grow, cook and eat school grown produce.

At the Meadow we aim for every child to be safe and feel safe from harm, neglect and bullying

The school will

- Have a caring and nurturing environment which ensures every child is heard.
- Have a robust system of child protection procedures, which includes safeguarding pupils from being drawn into terrorism and extremism.
- Have a zero tolerance of bullying and any form of harassment.
- Ensure risk assessment procedures that protect all children.
- Provide a safe and secure environment for children in our care, in and out of school.
- Promote e-safety, ensuring children and parents understand the importance of keeping safe when using the internet.

The aim of this policy is to make explicit and accessible the shared, agreed, broad principles and practices upon which teaching and learning are based at The Meadow Community Primary School.

This policy will act as an umbrella policy for all other policies and guidelines at The Meadow, and along with the aims of the school, it will provide the ethos for the school.

Vision:- At The Meadow, we believe that learning is a continuous process, which involves acquiring knowledge, skills and concepts, together with developing positive, collaborative and independent attitudes.

- Our school strives to provide a wide, varied relevant curriculum to meet the needs of all our learners.
- Teachers inspire and enthuse learners to become creative, reflective and confident through active involvement in the learning process, which is designed to enable all learners to take on levels of responsibilities depending on their stage of development. We also believe that the purpose of teaching is to promote active learning that is accessible to all children, who have the right to learn and make progress in a safe and stimulating environment that values and respects the individual.

- We are committed to facilitating the partnership between parents, other schools and the wider community in order to provide high quality, inspiring learning opportunities.
- Achievement across all areas is to be recognised and celebrated.

Classroom Climate We believe that to ensure the greatest impact on pupils' motivation to learn we should create:-

- Clarity - the transparency and explicit relevance of what goes on in a class through, for example:
 - Engaging children in reflection and commentary of their work on a regular basis.
 - Children understanding and having the opportunity to reflect on the learning objectives for units of work and individual lessons.

Environment - the comfort, attractiveness, organisation and layout of the physical environment through, for example;

- Resources - are in good condition, support all learning, are sufficient quantity for all to participate, labelled and easily accessed. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books required for day to day use, e.g. textbooks, dictionaries, thesauri and class library books should be stored in the classroom. Other teacher and learning resources are kept in other areas (refer to subject policies).
- Interactive displays. □ Furniture organised to accommodate different teaching methods, e.g. collaborative work and shared sessions.
- Being clean, tidy and safe. □ Furniture and blinds in good, working condition.

Order - discipline and structure in the classroom through, for example:

- Following the agreed principles in The Meadow Behaviour Policy which includes Rights, Responsibilities, Routines and Rules.
- Awareness of gender/ racial/ cultural issues. □ Visual timetable.
- Effective use of differentiation. □ Agreed signals to stop and listen.
- Listening to children's perspective in any dispute/disagreement.

Participation - Involvement and influence of children in the running of the class through for example:

- Use of monitors in the classroom / responsibilities for tasks.
- Giving children opportunities to make decisions through having choices.
- Ambassadors.
- School council.
- Pupil interviews.
- Responsibilities such as working in open area, keeping the classroom tidy.
- Class assemblies.

Safety - absence of threat of fear, through for example; □ Suggestion box. □ Opportunities to talk and to be listened to by adults. □ See Behaviour policy and Anti bullying statement.

Standards - expectations of achievement and encouragement to improve, through for example:

- Clear, explicit expectations.
- Use of ISPs for children
- Reward systems.
- Explicit learning objectives/ Can I? at the beginning of lessons and long term objectives and outcomes so that children know where the steps of their learning are leading to.

- Continually reassessing and asking if we are challenging enough.
- Constructive use of the plenary and mini plenaries (where appropriate) in every lesson.
- Making links/connections within a topic and across other curriculum areas.
- Effective use of resources.
- Encouraging children to take pride in their work.

Support - encouragement to try new things and learn from mistakes through for example;

- Encouraging self correction / editing (refer to Marking policy).
- Modelling behaviour that supports this principle.
- Encouraging listening and speaking skills.
- Encouraging a 'give it a go, it doesn't matter if you get it wrong' approach.
- Supporting risk- taking in learning e.g. in problem solving activities.
- Oral feedback whenever possible.
- Use of reward systems.

Learning Styles A variety of learning styles will assist children to become more effective and independent learners. □ Problem solving □ Investigating □ Observing □ Predicting □ Listening □ Discussing □ Role play □ Practising □ Recording □ Evaluating

Differentiation (including grouping methods) Matching teaching to learning needs is essential if we are to ensure the highest academic and social progress and achievement for each individual child. In planning, consideration must be given to how we can differentiate tasks so that every ability/ preferred learning style group of children can meet their intended learning outcome.

Methods include

- By task - different tasks for different groups. Tasks will be based on the same concept but will cater for the different abilities / starting points of learners
- By independence - different levels of adult/ peer support.
- By outcome - different responses are expected and communicated to children (through individual/ group targets); variety of recording; varied stimuli/ media; open ended investigations, 'circus arrangements' where children select tasks which are at their current and extending level; children choose resources according to need
- By organisation - collaborative groups working on same topic but individuals have different roles, eg, reader, scribe, or measurer; differing levels of support; inclusive groups (mixed ability, random) with a focus on communication skills and an oral approach to learning
- By resources - practical/visual resources may be needed by different groups of learners. Scaffolds, e.g additional prompts or examples of work shared.

Responsibilities

Teachers :-

- Provide a challenging, inspirational and stimulating learning opportunities designed to enable all children to maximise their academic, creative, spiritual, aesthetic, physical, personal, moral and emotional development.
- Treat children as individuals, respecting their rights, values, cultural heritage and beliefs. □ Recognise and are constantly aware of the needs of each child. □ Are good role models, courteous to others, punctual, well prepared and organised.
- Lessons are well prepared, begin promptly and are well paced throughout. Time is managed well through appropriate allocations for the shared, independent/guided and plenary parts of the lesson.
- □ Maintain up to date knowledge of the taught curriculum.

- ☐ Have a positive attitude to change and their own professional development, reflecting on their practice and challenging their own thinking.
- ☐ Ensure that they have a clear picture of the knowledge, skills and level of understanding of every child in their class.
- ☐ Talk regularly to pupils about their learning and listen to them. ☐ Work collaboratively with colleagues and other stakeholders.
- ☐ Praise and encourage all children.
- ☐ Promote Route to Resilience, children being the best version of themselves that they can be.

Pupils:-

- ☐ Follow school and class rules
- ☐ Are punctual, e.g. get into the classroom as quickly as possible after break.
- ☐ Are organised - e.g returning reading books, complete homework, bring PE kit to school.
- ☐ Take a growing responsibility for their learning.

Parents:-

- ☐ Ensure children attend school in good health, regularly and punctually.
- ☐ Support their child's learning wherever they are able, e.g homework and reading together.
- ☐ Offer praise and encouragement to their child.
- ☐ Participate in discussions concerning their child's progress and attainment.
- ☐ Allow their child to take increasing responsibility as they progress throughout the school.

Organisation of the Curriculum Foundation Stage

- ☐ The curriculum is planned through the six areas of learning as outlined in the Curriculum Guidance for the Foundation Stage (EYFS) ☐ The curriculum is planned collaboratively by the Foundation Stage team of teachers and is introduced through a variety of themes, books and first hand experiences (see mid term plan). We do however allow room for spontaneous learning to be extended from children's own interests or local events. ☐ The learning environment is set up to provide self servicing areas and the base have identified areas for learning- reading area, role play, small world, sand and water etc. ☐ We undertake a variety of teaching styles which are used to meet the needs of all children, whole class, small groups, pairs and individuals.
- Learning objectives and tasks are differentiated through grouping, teacher expected outcomes, questioning and extension activities ☐ Children with SEND have ISPs with targets which are delivered through LSA support and teacher intervention. ☐ Mathematics and English learning objectives are taught generally on a daily basis through a variety of activities. ☐ Homework is set on a weekly basis for all children.
- Key Stages 1 and 2
- ☐ The curriculum is organised on a subject basis, although common themes are sought and links are made between subjects, which is evident in each year group's long term plan (the one page overview).
- ☐ English and Mathematics are taught in dedicated lessons, generally each day.
- ☐ There is a long term programme of work for every year group , which is called 'The Symphony Learning Framework'.
- ☐ A variety of teaching, learning and grouping methods are employed throughout the school and in different subjects.
- ☐ Wave 3 -Learning support assistants are employed to support the learning of children with special needs, predominantly in English and Mathematics. Withdrawal of SEND children is used when their ISP targets cannot be achieved through support in the classroom, e.g a child who has a target to improve his/her gross motor skills through practising ball skills will need to go out of the classroom.

- ☐ Homework is set for all pupils in the school(refer to Homework policy).

Display

☐ We use a variety of displays around the school for different purposes.

☐ Display in school is used to create an attractive and stimulating environment which celebrates children's achievement and/or provides a teaching and learning tool.

☐ Displays in the halls, corridors and open areas should always have a title, include the class name, and have written information about the theme of the display. All children's work should be named; boards should be covered in backing paper and have a border.

Strategies for Ensuring Progress and Continuity

- ☐ Planning is a process in which all teachers are involved, mainly through the weekly planning meeting.
- ☐ Every week, planning partners work collaboratively to plan the lessons for English and mathematics, where possible using unit plans or last year's plans. Other individual lessons are planned based on the medium term plans.
- ☐ Every half term teachers will complete their Symphony On Track class assessment records, based on collected formative assessments gathered during teaching. These assessments will inform the planning needs for the following half term.
- ☐ Teachers in each year group will review the medium term plans for the next half term, considering how they can be improved and adapted for the needs of the present cohort.
- ☐ Every year all class teachers will review the long term plan, deciding if any changes need to be made. This should be done in consultation with the past cohort teachers and curriculum coordinators.
- ☐ At the time of transfer to either a new class or school, key information is passed to the new teacher about every child's attainment and other issues relating to learning.
- Inclusion (including EAL and SEND provision) At The Meadow, we believe an inclusive school is one which the teaching and learning, achievements, attitudes and well being of every child matters.
- This will be demonstrated not only in the children's performance but also in the school's aims and ethos, and our willingness to take account of children's varied life experiences and needs. Through embracing the principles of inclusion, we will be enabled to meet the needs of the children for whom English is not their home language and best meet the needs of children with SEND.
- Monitoring of Teaching ☐ Standards in teaching will be monitored through classroom observations and feedback, which will include the opportunity for the class teacher to reflect on his/her own practice. Lesson observation criteria will be based on either agreed areas or the generic criteria listed in The Meadow lesson observation pro-forma for the LT or the pro-forma for subject coordinators.
- Creativity The leadership team aim to actively promote creativity through creating a shared understanding among all staff of the objectives of creativity and
- creating a climate where staff have the confidence to take risks to employ the principles of creativity in teaching and learning, through for example; ☐ Enrichment days. ☐ Encouraging children to suggest ideas. ☐ Guarding time allocations for arts/ creativity. ☐ Deploying creative methods of meeting English and mathematics objectives, e.g using drama or active maths. ☐ Out of classroom activities.

- **Equality Statement** At The Meadow, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics: □ gender; □ ethnicity; □ disability; □ religion or belief; □ sexual orientation; □ gender reassignment; □ pregnancy or maternity. The use of stereotypes under any of the above headings will always be challenged.
- **Inclusion** Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.
- **Monitoring and Evaluation** Our school is committed to improving the quality of teaching whenever it can, so it is essential that teaching and learning are evaluated. The necessary action following this monitoring then informs the School Improvement Plan and the 'Continuous Professional Development' plan for individual teachers.

Version 1