

TEACHING AND LEARNING POLICY

Aims and Ethos

In partnership with parents and the local community, Marian Vian Primary School aims to provide children with a high standard of education which will make them confident, responsible and able to fulfil positive roles in society.

The school endeavours to offer a well-ordered, secure, caring and stimulating environment in which all children will obtain the maximum benefit from high-quality learning experiences appropriate to their individual needs and abilities.

The school offers equal opportunities to children regardless of their gender or their racial, cultural, social or religious background. Children are encouraged to appreciate and respect alternative traditions and values.

We aim to:

- Provide a stimulating environment where the children feel happy and secure.
- Strive to fulfil the potential of each child.
- Encourage all our pupils to work both independently and in co-operation with others whilst, at the same time, fostering a sense of self-esteem and respect for others
- Develop qualities of dignity, perseverance and commitment
- Work in partnership with parents and the school community

ESSENTIAL FEATURES OF EFFECTIVE CLASSROOM PRACTICE AT MARIAN VIAN PRIMARY SCHOOL

Our guiding principles

Effective class teachers should:

- 1) Have a secure knowledge and understanding of the subject or areas they teach.
- 2) Always set high expectations so as to challenge pupils and deepen their knowledge and understanding.
- 3) Plan learning objectives in terms of:
 - i. Pupils will know
 - ii. Pupils will be able to
 - iii. Pupils will develop their understanding
- 4) Employ methods and organisational strategies, which match planning objectives in order to meet the needs of all pupils.
- 5) Manage pupils well and achieve high standards of discipline.
- 6) Use time and resources effectively.
- 7) Assess pupils' work thoroughly and constructively and use assessment to inform the next stage of teaching.
- 8) Set and use homework regularly to reinforce and/or extend what is learned in school.

What do we mean by each guiding principle?

1. Teachers should have a secure knowledge and understanding of the subjects they teach

They should:

- Read and become familiar with National Curriculum documentation and other relevant information including the Renewed Frameworks for mathematics, literacy and the Early Years Foundation Stage Curriculum.
- Seek advice and support from subject managers and colleagues.

- Prepare and plan lessons in detail ensuring their knowledge base is secure.
- Share their own expertise with colleagues.
- Actively participate in school based INSET and highlight their professional needs at the annual discussions with their Performance Management Reviewer or Head Teacher.

2. Set high expectations so as to challenge pupils and deepen their knowledge and understanding

- Ensure appropriate differentiation to challenge the ability of all pupils.
Use a variety of differentiation strategies e.g.

By setting a different task
By modifying your expectations
By increasing or decreasing the pace
By providing differing resources according to ability

- Set clear and challenging learning objectives and success criteria, which are at the heart of the lessons and communicated to all pupils.
- Be consistent in their expectations of high standards.
- Ensure their priority is teaching and learning not completing administrative tasks during lesson time

3. Plan learning outcomes in terms of

- Ensure their planning is matched to the school policies and meets the needs of the framework for delivery for the year group.
- Ensure they follow the medium term plans for the year group and update these in consultation with the managers and year group colleagues, on a termly basis.
- Complete short term planning files weekly ensuring that there are:
 - Focused learning objectives and success criteria.

- Well matched activities and effective organisation of pupils and resources which meet the needs of individual and group differentiated activities.
 - Well-planned time and pace to lessons and planned assessment strategies, which will help to inform the next stage of learning.
- Strategies in place to meet the needs of vulnerable pupils.

4. Employ methods and organisational strategies, which match lesson objectives and the needs of all pupils

- Vary their teaching methods to suit the learning objective, including use of outdoor learning and educational visits.
- Aim to create an atmosphere in the classroom which helps children to enjoy their learning.
- Whole class – group work – ability groups – mixed ability groups – teaching individual pupils.
- Ensure careful organisation of the room to facilitate these various strategies that lead to effective teaching and learning.

Remember – keep the classroom tidy and well organised

- Support pupils to become independent learners by offering them clear access to appropriate resources.
- Label resources.
- Put in place well-understood and purposeful organisational systems.
- Be systematic and consistent.
- Ensure a clear structure to the lesson and a positive introduction of the learning objective to pupils.
- Finish the lesson with a review of the learning objective and establish what has been learned (Plenary).
- Utilise extra staff/helpers/parents to work in an effective way, suitable and supportive to the task in hand.

5. Manage pupils well and achieve high standards of discipline

- Set clear, fair guidelines of acceptable behaviour.
- Set clear expectations that support pupils to adhere to the school rules.
- Be calm, consistent and fair in their approach to discipline and base on mutual respect, support and trust.
- Adhere to the school behaviour policy.
- Keep the classroom noise level to a minimum and set 'noise' expectations according to the requirements of the activity. Excess noise stops children learning.
- Create a positive classroom ethos by celebrating achievement and supporting pupils with their weaknesses and learning needs.

6. Use time and resources effectively

- Minimise the unnecessary time lost on trivial issues, disruptions and administrative tasks.
- Always have resources ready and well prepared for each lesson before the lesson commences.
- Promote the good use of time by:
 - ensuring pupils stay on task
 - ensuring pupils complete work in a set time which is known to all
 - set clear expectation of noise levels
- Keep a good pace to a lesson; don't let pupils' attention drift. Give pupils a time target for completing a piece of work. This will help you promote a sense of purpose and efficiency in the classroom.
- Ensure resources are well managed, in good condition and well organised for easy access. Help children to look after our resource base.

7. Assess pupils' work thoroughly and constructively and use assessments to inform the next stage of teaching

- Ensure understanding of the workings of the school assessment policy. Seek help and advice from the post holder.
- Use data to inform teaching. Data is important, it offers a starting point and guidance and will help you to measure progress and therefore judge the nature of effective teaching and the quality of learning.
- Understand the difference between summative assessment and formative assessment and use both.
- Ensure you keep up to date with expected assessment for learning strategies, which are part of the school policy.
- Use your mark book to record achievement.
- Use plenary sessions to support formative assessment gathering.
- Moderate work samples using agreed levels within year groups and individually within classes. Short term planning meetings can be used for this purpose.

8. Set and use homework effectively to reinforce and/or extend what is learned in school

- Ensure you inform parents, via the termly newsletter of homework expectations.
- Ensure homework tasks are relevant and achievable and that all pupils have access to the work set.
- Ensure a rigorous approach to collecting and marking homework. Pupils need feedback to keep them motivated.
- Always comment on the quality of homework at open evening appointments to parents.

Pupils are learning effectively at Marian Vian when:

They are learning the right things

- Pupils should be acquiring or consolidating one or more of the key competencies that underpins the subject at the level appropriate to their age.

They are productive

- Keep pupils working at the optimum pace. Work must be finished, marked and maintained in a well-organised manner.

They are well motivated, interested and keen

- Pupils should be seeking help when needed, asking questions, learning from their mistakes and learning from each other.
- Pupils are likely to be learning effectively and therefore making more progress than expected when they are:
 - clear about what needs to be done
 - engaged and informed by good teaching or in activities in which they are learning the right things suitable for their age and ability
 - clear about what they are trying to achieve and how their work can be improved
 - understanding what they are doing and finding tasks demanding but achievable with sustained effort
 - seeking and getting help when needed
 - staying on task throughout, and maintaining a good work rate
 - set challenging tasks to do well
 - not afraid to make mistakes or ask questions when they are unsure
- Pupils are likely to be ineffective in their learning and therefore making less progress than expected when they are:
 - unsure about what they are supposed to be doing
 - occupied by purposeless teaching or activities from which they cannot improve their standards in key competencies
 - finding work unduly hard, or too easy or restricting
 - not knowing what to do to improve
 - working at too slow or too fast a pace

- poorly motivated
- behaving poorly or are distracted by the poor behaviour of other pupils in the class

Pupil Voice

The children, through School Council have voiced their opinions on what makes a good lesson. (See School Council Minutes)