

# **Mottram CE Primary**

## **Learning and Teaching Policy**

### **Philosophy**

At Mottram Church of England (Aided) Primary School we believe that learning should be a rewarding and enjoyable experience for everyone. We seek to establish our school as an excellence centre for both pupils and staff; where we can learn new and exciting things in a Christian atmosphere of love and care; where self-esteem, self-confidence, self-respect and positive relationships are fostered.

We believe in the concept of lifelong learning and that we share the responsibility for nurturing our children's spiritual, moral, social and physical development, enabling them to make informed decisions in their lives and become responsible citizens of the future.

At Mottram CE Primary we provide a rich and varied learning environment using stimulating and creative teaching strategies which take into account different learning styles. We encourage and challenge all our children to reach their true potential and become motivated and independent learners.

### **Aims of Teaching and Learning**

Our aims for teaching and learning are:

- To raise standards of teaching and improve children's learning and achievement
- To have a consistent approach to teaching and learning in the school
- To provide children with a high-quality education, while embedding Christian values and ethos which are the heart of school

The aims of our school are:

- To provide the teaching team with a framework for the highest quality of learning and teaching in order to inspire all our children to achieve to the best of their ability.
- To enable children to become confident, resourceful, motivated, enquiring and independent learners for life.
- To help pupils acquire a range of skills to enable them to meet all future challenges with confidence.
- To establish an ethos of excellence and enjoyment by fostering challenge, confidence and self-esteem in children and staff.
- To develop knowledge and understanding of their own faith journey and an understanding and respect for other those of other faiths.
- To work in partnership with children, parents/carers, governors and staff, in order to raise academic standards and promote the well-being of learners.
- To provide a broad, balanced and relevant curriculum within a secure and happy environment.

## **Role of the Teacher**

Learning is effective when teachers...

- Actively contribute to and share responsibility for the corporate life of the school.
- Build good relationships with the children valuing, encouraging and challenging them to do their best, whilst being fair and firm.
- Are positive, enthusiastic, confident, inspirational and calm, showing empathy and humour.
- Are well prepared, adaptable, willing to embrace new ideas and open-minded to change.
- Take account of equal opportunities.
- Build effective relationships with other professionals (including outside agencies and visiting specialists), parents/carers and Governors.
- Take responsibility for the influential role they play in children's lives.
- Are mindful of being role models to the children in and out of the school environment.
- Have a good knowledge and understanding of the requirements of the National Curriculum and other National Strategies as appropriate.
- Have good subject knowledge with focused learning objectives that facilitate progression.
- Understand how children learn, including different learning styles, abilities and preferences by providing differentiated activities to meet these needs.
- As subject leaders employ whole school agreed policies/systems to enable them to have an overview of the strengths and weaknesses within their subject, and an appropriate plan of action to raise standards.

Children learn best when they are inspired, motivated and challenged. In lessons the teachers will ensure that

- Each topic begins with a 'hook' to begin the children's learning journey.
- The pace of the learning is appropriate to ensure that at least good progress is made in resulting in high quality outcomes.
- Children enjoy their learning and have opportunities to work collaboratively on projects.
- Children have the opportunity to work independently and in groups.
- Skilled open-ended questions are part of every lesson.
- Appropriate home-learning is set to nurture children's enthusiasm and curiosity and develop their understanding in areas under study.
- A range of teaching strategies is used.

## **Planning, Assessing, Recording and Monitoring**

Children learn best and will take responsibility for their own learning when teachers have an insight into what they understand and use this to plan further learning while providing helpful feedback. Teachers will...

- Follow the agreed long, medium and short term planning systems in school.
- Use assessment for learning techniques daily to ensure children have acquired the necessary learning in order to proceed. Evaluate lessons and annotate short term planning to identify modifications to the learning and teaching process.
- Have high expectations of children's work in both content and presentation.

- Set challenging but realistic targets and communicate them to the children.
- Take account of children's special educational needs.
- Set Small Measurable Realistic Targets for children with identified SEN on their IEP and communicate them to both the child and key staff. Assess children's progress against targets identified on their IEPs.
- Formally and informally assess children's work on a regular basis and keep effective record in line with Mottram Church of England (Aided) Primary School's Assessment Policy and timetable.

### Creating a Learning Environment

Learning is effective when teachers...

- Create an environment which is rich and stimulating, well resourced, well organised and tidy, where children are encouraged to have respect for and take pride in their school.
- Create a positive atmosphere where children are encouraged to try their best and are praised for their efforts.
- Facilitate creative, personalised learning experiences. Our theme days, target setting, educational visits and visitors, as well as our unique setting, help us achieve this.
- Develop an ethos of high expectation of good manners and positive behaviour, where no-one is humiliated, and no-one is intimidated.
- Promote a listening culture within class.
- Maintain interesting Literacy and Mathematics Working Walls that are interactive and support and accelerate learning.
- Change displays regularly, to reflect, celebrate value and support children's learning.
- Group children in a variety of ways; individually, small groups, pairs, whole class, by ability and mixed groups as appropriate.
- Deploy teaching assistants and other adult helpers as effectively as possible, sharing with them the learning objectives of the lesson and your expectations.
- Provide a secure environment making sure all tasks and activities are safe.

### Communication with Parents/Carers

Learning is effective when teachers...

- Inform parents of the targets that their child is working on within the term and about aspects of the curriculum to be studied so they can support children's learning.
- Communicate regularly with parents through meetings, homework books/diaries, reading records, letters and newsletters.
- Share concerns with parents if their child is experiencing academic, behavioural, emotional or social difficulties.
- Meet with parents termly and verbally discuss their child/s progress.
- Write an annual report commenting on progress made throughout the year and specific targets they will need to address to accelerate their child's learning.

### The Role of the Pupil

Pupils learn best when they...

- Feel respected and valued.
- Feel the environment is non-threatening but challenging.

- Are encouraged to take an active part in lessons and are given opportunities to lead learning.
- Are prepared to listen to others.
- Understand clear learning objectives for the lesson.
- Are encouraged to reflect on prior learning.
- Are given differentiated tasks appropriate to their ability and learning styles.
- Are clear about the task and are supported when problems are encountered.
- Are equipped with the correct apparatus for the task.
- Develop independent learning strategies and are encouraged to take risks.
- Are given opportunities to demonstrate their understanding.
- Are encouraged to work at a pace to meet the challenges set.
- Feel their efforts are rewarded appropriately.
- Receive evaluative comments on their marked work indicating how to improve or what the next steps are in their learning.
- Are given a moderate amount of homework to reinforce learning.

### The Role of Parents/Carers

Pupils learn best when parents/carers...

- Promote a positive attitude to school and learning in general.
- Offer support with homework (reading, spelling, tables, and topic work).
- Attend parent consultations.
- Are aware of the targets that their child is working towards.
- Inform school if there are any matters outside school that are likely to affect a child's performance or behaviour.
- Uphold the Home School Agreement.
- Encourage good attendance.
- Provide the correct uniform, including the correct PE kit.
- Support the school in its Positive Behaviour Policy and Anti-bullying Policy

### The Role of the Senior Leadership and Management Team

Pupils learn best when the Senior Leadership and Management Team...

- Promote the aims and the ethos of the school.
- Lead by example.
- Have a focused School Improvement Plan that involves all stakeholders, and which develops a strategic plan to raise standards and promote learning.
- Provide purposeful training for staff including the sharing of good practice to raise standards.
- Stay informed and up-to-date on new initiatives.
- Be up-to-date with changes to the National Curriculum and statutory testing arrangements.
- Ensure that the quality of learning and teaching is good through lesson observation and staff discussion.
- Assess, analyse and evaluate appropriate data to inform the next stages of strategic planning.
- Communicate effectively with fellow colleagues, pupils, parents and governors.
- Develop good relationships with relevant professional agencies/organisations.
- Allocate appropriate resources effectively and efficiently.
- Represent the school to outside agencies in a professional, positive and informed way.

## The Role of Governors

Pupils learn best when Governors...

- Support the work of the teaching and support staff.
- Attend Governing Body meetings and regular sub-committee meetings to be informed of everything that is happening in school.
- Play an active part in the leadership process of the school and the development of the School Improvement Plan.
- Allocate resources through the school budget to support learning and teaching.
- Act as a 'critical Friend' to the Headteacher supporting them through the policy making in raising standards, whilst setting challenging targets by means of Performance Management.
- Ensure school buildings and premises are best used to support successful learning and teaching, keeping abreast of Health and Safety regulations.

## Other Relevant Policies

- Behaviour Policy
- Anti-bullying Policy
- Attendance Policy
- Marking Policy
- Assessment, Recording and Reporting Policy
- Monitoring and Evaluation Policy

This policy will be reviewed annually