



Teaching and Learning Policy

*** Changes or amendments due to Covid 19**

Rationale

At Mansbridge Primary School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things everyday. We maintain that learning should be a rewarding and enjoyable experience for everyone.

"The education of young children matters immeasurably - to them both now and in the future and to our society. It matters to all children but especially to those who, in our divided society, lack the massively compensating advantages of financial wealth, emotional harmony and a home life that is linguistically, intellectually, culturally and spiritually rich."

(Alexander report OCT 09)

We will ensure that **all** of our children have the same rights and entitlement as any other child in the country. We will strive to reduce the gap between the 'haves' and the 'have-nots' through our high expectations which are obtained through a rich, varied and exciting curriculum. This develops children in a range of ways, including giving our children the experiences from visits and visitors which they would otherwise not have the chance to do.

All groups and individuals will be planned for including SEND, Disadvantaged, Ethnic minority, boys, girls and other vulnerable groups. We will strive to extend the more able, recognising talents, skills and abilities and ensuring these are nurtured and enabled to flourish

In our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make decisions about the important things in their lives. We believe that appropriate teaching and learning experiences will stimulate a thirst for learning which will enrich their lives now and into the future.

We aim to improve community cohesion through our teaching and learning of British values as well as our SMSC provision throughout the entire curriculum.

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Here, at Mansbridge Primary School, we place the children and their needs at the centre of everything that we do. Our curriculum is constantly changing and adapting to the children in our care.

We believe that children learn best when:

- ◆ their basic needs are satisfied
- ◆ they have a sense of belonging
- ◆ the work is relevant, understood and has appropriate challenge
- ◆ links are made to other experiences and prior knowledge is activated
- ◆ emotions are managed
- ◆ there are no distractions and disturbances
- ◆ high expectations are shared and achieved
- ◆ children are partners in their own learning
- ◆ a risk-taking atmosphere is fostered

- ◆ they are happy, interested, motivated and involved
- ◆ they feel confident, secure and are aware of expectations
- ◆ all successes are recognised and celebrated
- ◆ they are engaged in their learning

We believe that, as a healthy school, we must promote social inclusion, make explicit contributions towards tackling health inequalities and encourage high standards of healthy lifestyles and citizenship.

*there will be an extended focus in the Autumn term on promoting good physical and emotional health / well-being. This will include specifically promoting good hygiene standards, social distancing and how we can keep ourselves and others safe.

Mansbridge Primary Aims and Objectives:

- Be a centre for excellence in teaching and learning
- Raise attainment for **all** pupils, enabling them to achieve their full potential
- Develop confident, resilient, enquiring learners able to make informed choices
- Foster a love of learning across the school community for adults and pupils alike
- Foster self esteem and personal responsibility, linked to respect for the needs and feelings of others
- Ensure equal opportunities in relation to gender, race, class, language, religion and academic ability
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- Value and respect all cultures and embrace this diversity within our curriculum
- Provide safe, stimulating and enriching learning environments

We aim for high quality outstanding teaching which fosters:

- ◆ a high level of literacy and numeracy,
- ◆ enquiring minds that want to learn more each day
- ◆ independent, confident, flexible and reflective young people able to co-operate with others
- ◆ imagination and creative expression through a wide range of media
- ◆ conscientious young citizens in a multi cultural society, who are tolerant and respect the values of others
- ◆ resilience
- ◆ self-esteem, a desire to succeed and pride in achievement
- ◆ effective links between the school, the child's home and the community (which promote aspiration and high expectations)
- ◆ positive relationships with other people
- ◆ equality of opportunity for all
- ◆ self awareness of keeping oneself safe including e-safety
- ◆ an ability to recognise the difference between right and wrong

We are committed to professional development for teachers to embed the principles of effective teaching and learning across the whole curriculum. We will ensure that teachers are given opportunities to continue their professional development. We expect them to maintain their own high skill levels in the latest use of technology to support our pupils learning and further enhance their engagement and our curriculum delivery.

Mastery of the curriculum

All children should have a deep learning of key ideas/constructs and opportunities for even deeper learning. For some learners they will be able to access, within a construct, even greater challenge to deepen their thinking further. Mastery learning is founded on understanding and applying a concept to a variety of situations. Precise assessment, teaching that closes any gaps, planning different ways for a pupils to demonstrate their knowledge ability are all part of the mastery approach.

What we believe that mastery is not:

- Mastery and greater depth – not working on content from the next year group.
- Mastery and greater depth in mathematics – not practising the same concept with bigger numbers.
- Mastery and greater depth in reading – not necessarily reading a more challenging text.

This diagram helps to clarify the concept of mastery and greater depth in the national curriculum:

Independence	• Apply the skill or knowledge without recall to the teacher
Fluency	• Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding.
Application	• Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	• Consistently use their skills, knowledge and understanding.
Synthesise	• Organise ideas to make connections with other areas of learning and new areas.
Re-visit	• Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
Explain it	• Able to explain others their understanding and perhaps be a learning buddy to others

Effective learning

We plan a variety of activities within lessons to facilitate the following elements:

- | | | | |
|----------------------|------------------------|--------------------------|------------------|
| ♦ enquiry / problem | ♦ managing feelings | ♦ information processing | ♦ social skills |
| ♦ solving / creating | ♦ motivation reasoning | ♦ communication | ♦ thinking |
| ♦ empathy | ♦ reasoning | ♦ evaluation | ♦ self-awareness |

We offer children opportunities to learn through:

- ♦ research and finding out
- ♦ asking and answering questions
- ♦ use of ICT across the curriculum
- ♦ fieldwork and visits to places of educational interest
- ♦ creative activities
- ♦ responding to musical or recorded material
- ♦ debates, role plays and oral presentations
- ♦ designing and making things
- ♦ participation in physical activity
- ♦ opportunities for residential trips or overnight stays

Communication and Literacy skills

Pupils will need to:

- ♦ Speak clearly and confidently in a range of situations using the correct grammar
- ♦ Listen and understand what they hear
- ♦ Read fluently and with good comprehension
- ♦ Write effectively in a range of styles and contexts
- ♦ To use their acquired literacy skills effectively throughout the curriculum

Numeracy and Mathematical Skills

Pupil will need to:

- ◆ Understand numbers and their operations and develop efficient mental and written strategies.
- ◆ Recognise patterns and relationships, both spatial and numerical
- ◆ Engage in logical reasoning
- ◆ Understand and solve contextual problems
- ◆ Develop a mastery of the skills taught

Computing skills

Pupil will need to:

- ◆ Use ICT to support their learning
- ◆ Solve problems and begin to use programming
- ◆ Analyse, process and present information
- ◆ Model, measure and control external events

We promote the skills of a good learner by encouraging children to take responsibilities for their own learning; to be involved as far as possible in reviewing the way they learn and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn. We also try hard to make children aware that learning can sometimes feel uncomfortable and they shouldn't always get it right or they wouldn't be learning. The following learning skills are evident across the curriculum: resilience, teamwork, independence, curiosity, creativity, making links, planning learning, reflection and motivation.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use curriculum plans based on the national curriculum to guide our teaching. We use a topic based curriculum to teach the many of the key skills and objectives from the National curriculum.

We believe children learn effectively when the teacher provides:

- ◆ thorough preparation
- ◆ shared learning objectives, which are understood by all the children
- ◆ clear success criteria of what the children are expected to achieve by the end of the lesson
- ◆ an atmosphere where children are prepared to take risks
- ◆ innovative teaching
- ◆ appropriate pace to the lesson
- ◆ appropriate and up to date use of ICT
- ◆ lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- ◆ opportunities to review and reflect on the learning
- ◆ thinking time before answering questions
- ◆ open-ended, thought provoking and challenging questions
- ◆ support for the learning of children with differing abilities
- ◆ tasks appropriate to each child's level of ability
- ◆ lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that lessons make a difference
- ◆ a planned programme of educational visits to reinforce and stimulate learning
- ◆ feedback which identifies the next steps in learning
- ◆ opportunities for children to respond to feedback and act upon it
- ◆ opportunities to use online learning tools

The teaching of skills and knowledge should be developed using a variety of teaching styles and methods.

This should involve:

- ♦ Whole class
- ♦ Ability and mixed ability groups
- ♦ Fluid groupings enabling the children to take some control over their own learning experience
- ♦ Pairs
- ♦ Individual
- ♦ Friendship groups
- ♦ Gender groups

Teachers will:

- ♦ Encourage the development of high self esteem
- ♦ Maintain high expectations of behaviour and attitudes to work, reinforced by the school system of rewards and sanctions.
- ♦ Take calculated risks in the teaching and delivery of the curriculum.
- ♦ Identify clear objectives and outcomes in a planned, broad and balanced curriculum.
- ♦ Build assessment into teaching and learning and use it as a guide to future planning.
- ♦ Teach strategies for independent learning.
- ♦ Be aware of own and children's learning styles and intelligences and incorporate into delivery of curriculum.
- ♦ Correctly match task to ability by recognising that children need different approaches depending on whether skills, knowledge and understanding are being: introduced, revisited, extended, consolidated and applied.
- ♦ Ensure that children are aware of the planned learning objectives in language they understand.
- ♦ Take into account the pace required in a wide variety of learning opportunities and make good use of time.
- ♦ Incorporate effective questioning to move learning forward, reflect and evaluate
- ♦ Maintain and develop a high standard of subject knowledge
- ♦ Maintain high standards of learning
- ♦ Set realistic high standards
- ♦ Identify and plan for opportunities for using other adults in the classroom.
- ♦ Use resources effectively to maximise learning
- ♦ Take account in planning for targets for children with S.E.N.D
- ♦ Engage in regular professional, dialogue and development to explore and share approaches to teaching and learning.

Assessment for Learning (AFL)

Assessment ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It provides children with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. Parents are informed of their children's progress and attainment through twice yearly reports, parent evening's and one to one meetings where appropriate.

Assessment for learning

- ♦ is part of effective planning
- ♦ focuses on how children learn
- ♦ is central to classroom practice
- ♦ is a key professional skill
- ♦ has an emotional impact by promoting self esteem
- ♦ improves learner motivation
- ♦ promotes commitment to learning objectives and assessment criteria
- ♦ helps learners know how to improve
- ♦ encourages self-assessment
- ♦ recognises progress from child's previous best
- ♦ promotes mastery of skills

We use these strategies to link assessment to better teaching and learning:

- ◆ evaluation of one day's or week's planning informs next day or week's or future plans
- ◆ regular teacher assessment and formal testing
- ◆ use of data from formal assessment to inform planning and target setting
- ◆ Work sampling and moderation of English and Maths work
- ◆ use of exemplification material
- ◆ Use of ICT to support, challenge and extend learning

Setting

Setting is neither prescribed nor proscribed. However we believe setting and streaming must be treated with extreme caution. There will be a mixture of ability groups and mixed ability groups throughout different areas of the curriculum. In certain circumstances literacy and numeracy is better taught in mixed ability groups because it has the advantages of natural peer tutoring. Individual decisions regarding groupings will be made by the class teacher. EAL children and newly arrived must not be placed in low ability groupings but should be with peers who can model best practice. There is an acceptance that newly arrived children may go through a "silent" period which should not be regarded as a matter of concern. Often these children copy from other children in the initial stages and this is nationally accepted practice. Children are given opportunities to use outside areas to extend their learning where appropriate.

When challenging the most able pupils in the classroom, what teachers should avoid and what teachers should do:

- Do not overload pupils with more content. More able pupils should not just be challenged by expecting them to cover more content. Instead, pupils should be encouraged to think more deeply about the current content. Schools should focus on depth of knowledge, rather than breadth
- Do not focus on just one skill set. The most able pupils, for example, may already be comfortable with their written skills. It would therefore be more challenging to focus on speaking or social skills. This could involve encouraging debates, or presentations, rather than written work. This would work in reverse if pupils are comfortable with spoken debate, but not written work
- Be wary of feeding lots of facts to pupils with no context. Instead, she said that schools could introduce more nuanced ideas and concepts. They could do this by debating divisive issues, or teaching pupils more about perspective, opinion and how facts can be manipulated
- Do not only praise success - effort, progress and resilience is much more important. Teachers should allow more able pupils to take risks in their learning and occasionally fail. Allowing pupils to make mistakes challenges them and encourages them to learn from where they went wrong previously
- Do not just focus on just one subject area. Schools should challenge more able pupils by taking a more cross-curricular and interdisciplinary approach to subjects and expecting pupils to see how different subjects and topics link together

*Until further notice children will only be able to learn within their class bubble. Staff are able to work across different classes although we are avoiding this as much as we can. If staff are working with a pupil who is not in their class bubble, they will remain at a safe distance and ensure they wash their hands before and after working with the pupil(s). Pupils will not be able to work with any other pupils from other class bubbles. If staff go into other classes they will follow good hygiene protocol.

Targets

Learning targets in English and Maths for individuals and groups of children (Y1 to Y6) are set and shared with parents at parents evening in the autumn term. These are reviewed and reported to parents at the spring term consultations. New targets are set which are reviewed in the school report that is sent home to parents in the Summer term. Yr R targets are set with reference to the Foundation Stage Profile and given verbally to parents and children as appropriate. We set, review and revise additional targets termly with SEND children and these are shared with parents (see SEND policy). Teachers regularly set and review targets (often on a daily basis) as part of everyday practice where small successes are recognised and celebrated. Progress targets are set and reviewed for individuals, groups and cohorts on a termly basis through progress

review meetings held between the class teachers and a member of SMT. We aim to ensure that all children attain the highest possible standards and make the maximum possible progress.

Planning

We plan our lessons with clear learning objectives, ensuring that the learning outcome is clear and the learning purposeful.

Long term planning ensures:

- ◆ coverage of the Early Learning Goals, National Curriculum and RE Curriculum across the whole key stage
- ◆ balance within and across subjects in each year of the key stage
- ◆ coherence within and between subjects
- ◆ appropriate allocation of time
- ◆ links between subjects
- ◆ continuity between key stages

We have a topic based curriculum which integrates, where appropriate, all subjects which we are continually evaluating and reviewing to ensure that our contexts and topics match the needs and the interests of the children that we teach.

Medium term plans set out:

- ◆ specific learning objectives
- ◆ emphasis, priorities and depth of coverage
- ◆ resource requirements
- ◆ links and references to other units of work
- ◆ the nature of children's tasks and activities
- ◆ suggested teaching strategies and children's groupings
- ◆ visits , visitors , trips

Short term planning ensures:

- ◆ a balance of different types of learning activities throughout the week
- ◆ differentiation through a variety of means not just through outcome
- ◆ progress of all children within their learning through consistent high quality AFL
- ◆ appropriate pace
- ◆ constructive feedback
- ◆ time for teacher assessment
- ◆ effective deployment of resources and adult support
- ◆ monitoring, evaluation and modifications to the medium term plan
- ◆ assessment opportunities
- ◆ speaking and listening

Classroom environment

We believe all classrooms should be welcoming, visually attractive learning environments which are well resourced (readily accessible to children) and have attractive displays. This creates a supportive working atmosphere which is stimulating and challenging at the same time as being peaceful, calm, happy, caring. This may be achieved in a range of ways:

- ◆ engaging children in interactive learning - learning walls are used to show writing journey for example in all classes
- ◆ enabling learning to take place e.g. strategies , modelling , images
- ◆ keeping what is learnt in mind e.g. word lists, mind mapping
- ◆ celebrating success by displaying good work
- ◆ raising expectations e.g. success criteria, clarifying, exemplifying standards
- ◆ routines e.g. timetables
- ◆ encouraging independence e.g. strategies for self help

- ♦ inclusive classroom e.g. multi cultural content

All classrooms have a range of dictionaries, fiction and non-fiction books. Each class has a timetabled weekly visit to the school library where children can take books out to take home.

*Library books and reading books that are taken home will be put in 'quarantine' for 72 hours when they are returned to school before they can be issued to another pupil. Pupils will not be able to touch the books. They will need to have some idea of what book they would like and an LSA will take small groups into the library and wearing gloves will take out the book the pupils wants to see. Pupils will not be able to take home books from their class but will be able to access reading books online.

In an attempt to limit the amount of paper on the walls, display boards have been painted and any displays will be laminated to enable regular cleaning to take place.

Pupils will have individual packs and be taught the importance of using their own equipment and not sharing at this time to avoid spread of the infection. Most equipment will only be used within the class bubble e.g. cubes. However, there is equipment that needs to be shared across a key stage e.g. laptops, Ipads. These will be assigned one to each pupil and wiped down after use before being returned.

Classroom Management

Throughout the school, well established systems and structures set clear expectations. All staff make a special effort to foster mutual respect with the children, treating every child fairly and with kindness, and giving them equal opportunity to take part in class activities. Children are praised for their efforts which help to build positive attitudes towards school and learning. We insist on good behaviour at all times to establish a healthy learning environment. If children misbehave, the guidelines for sanctions, outlined in the school behaviour policy, are followed.

*there will be staggered entrance and exits from school as well as staggered break and lunch times. These will be clearly listed in each classroom and on the school website. See Behaviour policy: corona virus addendum

Deployment of adult helpers

We deploy learning support assistants in every class (full time) to work with individuals or groups under the direction of the class teacher and SENDCO. They assist with the preparation and storage of resources as well as supporting the class teacher with a range of administrative tasks. Other adult helpers deployed in the school are a valuable resource. LSAs may act as ELSAs providing emotional and social support and as speech and language assistants, liaising with outside agencies as required.

*This support will continue as much as possible with LSAs working with groups of children from the same class 'bubble' only.

The role of Governors

Our governors determine, support, monitor and review the school policies on 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 best used to support successful teaching and learning
- ♦ monitor teaching strategies in the light of health and safety regulations
- ♦ monitor how effective teaching and learning strategies are in terms of raising children's attainment
- ♦ ensure that staff development and performance management policies promote good quality teaching
- ♦ monitor the effectiveness of the school's teaching and learning policies through the self review processes. These include the Head's reports to governors and a review of the INSET provided for staff

The role of parents

School / parent communication:

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- ◆ holding parents' evenings/workshops to explain our school strategies for teaching literacy, numeracy and health education and to explain the statutory end of key stage testing.
- ◆ sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school
- ◆ informing parents about outline targets, explain the progress made by each child and indicate how the child can further improve
- ◆ explaining to parents how they can support their children with homework and reading
- ◆ holding regular events to share children's learning with the parents and involve them in the curriculum e.g. Titanic day, Key Stage one Pirate day
- ◆ Early Years ask parents to provide any 'Shining Moments' from home as evidence for reaching their targets

*Parent consultations may be held via phone call to avoid more people entering the building than is necessary. This will be decided once advice has been given by the DfE.

Parental responsibility

We believe parents have the responsibility to support their children and the school in implementing the school aims and policies. We would like parents to:

- ◆ ensure that their child has the best attendance record possible
- ◆ ensure that their child is equipped with the correct uniform
- ◆ do their best to keep their child healthy and fit to attend school
- ◆ work in partnership with school with behaviour issues
- ◆ inform school if there are matters outside school that are likely to affect a child's performance or behaviour at school
- ◆ promote a positive attitude towards school and learning in general; fulfil the requirements set out in the home/school agreement
- ◆ engage in any home learning set

*Parents will be made aware of symptoms to look out for and asked to inform school of any positive testing result or likelihood of exposure to the disease. If a positive result is returned for any adult or child, their class 'bubble' will have to isolate for 2 weeks. This means the class will be educated in their home with learning provided via the school website.

Continuing professional development

The school is committed to developing all staff to ensure continual personal and school improvement in line with the school development plan and identified priorities. All our teachers and LSAs have performance management interviews and reviews where they are given the opportunity to reflect on their strengths and weaknesses with a member of SMT and plan their professional development needs accordingly. We support our staff in developing their skills, to keep improving their practice, focusing on building each member of staff's professionalism and capacity to teach better with bespoke support which they can draw on to meet their particular needs.

Equal Opportunities

We believe that every child has an entitlement to a broad and balanced curriculum which is commensurate with their age and ability. This will normally be met through activities within the curriculum regardless of age, gender or ethnicity. All extra curricular clubs are open to all children, numbers and facilities permitting. Some clubs do specify a particular year group.

*Until further notice all before or after school clubs will not run as this will facilitate mixing of class 'bubbles' and therefore risk of infection.

Health and Safety

We ensure that all tasks and activities undertaken by the children comply with the Health and Safety policy. Risk assessments are carried out routinely and teachers must complete off site visits request form prior to the trip and proformas on the day of trip. When we take children out of school, we follow the Educational Visits and Offsite guidelines. No child is taken off site without parental permission. We have a Safeguarding policy which needs to read in conjunction with our health and safety policy

Cleaning

Cleaning is undertaken by employees under the supervision of the Site Manager. We expect everyone to take responsibility for their environment within and around the school by keeping all areas clean and tidy.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives and changes in the curriculum; development in technology, or changes to the physical environment of the school.

School Policies

School Policies are located on the school website. All new or updated policies are reviewed with staff and governors and are available to parents. It is the duty of each member of staff to be familiar with school policies and to apply them.

Policies linked to the Teaching and Learning Policy:

Assessment, Recording and Reporting

Presentation and Marking

Behaviour

Performance Management

SEN & Inclusion

Safeguarding policy

Accessibility and Equality policy

Feedback policy

Adopted by Governors November 2006

Reviewed 27th January 2010

Reviewed 2nd February 2011 next review Jan/Feb 2013

Reviewed by staff Dec 2013

Ratified by Governors 29.01.2014

Reviewed Feb 2015

Reviewed March 2017

Reviewed July 2020