



Mendlesham Primary School

Teaching and Learning Policy

Agreed by Governors: JUN 2019

Signature of Chair of Governors:

Review due: JUN 2021

Reference:

Aims: Our aim is to provide a nurturing and safe environment in which we facilitate a life-long love of learning through collaboration, challenge, support and respect.

This policy should be read in conjunction with :

- Behaviour and Anti-bullying Policy
- EYFS Policy
- Marking Policy
- Handwriting and Presentation Policy
- Staff Code of Conduct

Intent:

Our Teaching

We aim to teach in a way which inspires a life-long love of learning, where children become motivated to learn independently and for the joy of learning itself. Our curriculum is designed to increase children's vocabulary, knowledge and skills to equip them for their future education and careers.

We do this by:

- Offering a broad, creative and varied curriculum which will capture the imagination while building on pupils' vocabulary, knowledge and skills
- Provide positive and inspiring learning environments
- Maintain a high level of pupil involvement and independence in tasks
- Provide the challenge and support required to ensure pupils remain engaged
- Promote positive relationships between staff and children and between the peers themselves
- Incorporate praise and reward for success and hard work, along with steps to improve
- Offer a wide range of curricular and extracurricular experiences to broaden horizons
- Ensure sequences of lessons are well planned, pitched and paced to ensure prior knowledge and skills are built on, pupil engagement and good progress
- Maintaining high expectations in terms of pupil participation, effort and presentation
- Planning Deep Learning weeks to provide opportunities for sustained and in-depth learning in foundation subject areas, on top of the long term curriculum plan.

Teaching of writing genre – see attached appendix 1

Teaching of reading – ref English Subject Lead – Destination Reader, Daily Supported Reading

Our Children's Learning

Learning is an active process in our school, learning at all levels is valued, we do this by:

- Setting high expectations of our learners – ensuring all achieve their potential
- Focusing on the development of vocabulary and knowledge as a foundation and gateway to future learning
- Ensuring many lessons promote collaboration of peers and of children with adults
- Ensuring our children have time to reflect and respond to feedback about their learning
- Enabling our children to reflect on their own progress and attainment – leading to their own views on what they must do next to further develop their learning
- Foster positive school/parent/carer relationships and partnerships
- Offer opportunities for our children's social and emotional skills to develop, giving them the best foundations for learning, as a positive frame of mind is the key to a mind ready to learn
- Instill the concept in all our children that making mistakes is no bad thing – in a positive learning environment, we can often achieve our best learning through mistakes.

Implementation:

Learning Objectives (LO), Success Criteria (SC)/Tool Kit and Context

The learning objective will usually be shared by the teacher at the beginning of a lesson. This will be displayed on the board and will be apparent on all children's work. Discussions around the learning objective will explain to the children what they are learning. Learning objectives are required for all pieces of work.

The majority of work will also require **success criteria or "tool kit" – with 3 – 5 criterion needed to successfully fulfil the learning objective**. These act like building blocks and communicate what steps the children need to make in order to achieve the Learning Objective. They should both support and challenge the children to fulfil the Learning Objective and extend their learning. (Assessed pieces of work, especially in English writing, do not require a toolkit/success criteria – this is to ensure that the work can be judged as independent work).

Most pieces of work will also require a **context or title**, especially in English, Science, Geography and History. For example, the children may have a Learning Objective of Writing a Formal Letter, with Success Criteria/tool kit:

1. Use formal/standard written English
2. Write my address on the top right and begin Dear....
3. I finish the letter yours sincerely/faithfully

Context – Write a letter to your MP to support the Send my Friend to School Campaign.

(Appendix 2 - suggested success criteria for a range of writing genre, in policy folder)

The LO, SC and Context should be presented in the following way – either on stickers or slips of paper to allow for both teacher and pupil’s response:

Pupil resp	LO: write a formal letter		Teacher resp
	Success Criteria/tool kit	Use formal/standard written English	
		Write my address on the top right and begin Dear....	
		I finish the letter yours sincerely/faithfully	
Context: Write a letter to your MP to support the Send my Friend to School Campaign.			

Toolkits for Foundation subjects should also contain 3- 4 criterion, one of which is likely to be around presentation expectations and one on the use of technical or topic vocabulary.

Non-negotiables

All classes will display a set of non-negotiables which are age and ability appropriate. They are designed so that children aim for ensure the highest quality and challenge themselves with every piece of work. These may include indications about the expectations regarding presentations and requirements regarding grammar and spelling. They may be added to throughout the year. No more than one of them may be included in any success criteria given. A child who is able to meet the non-negotiables but does not, may be asked to repeat or re-write a piece of work or part of it.

Differentiation

Differentiation enables all learners to succeed and is an ongoing process that accommodates the needs of individuals and groups within our school. It should support at least expected progress from the range of starting points and should aim to both stretch and support learners of all abilities. Differentiation can be achieved in any or all of the following ways:

By task – a range of tasks covering the same LO can span varying abilities in an effective way.

By Learning Objective – it may be necessary for some pupils to secure basic skills before attempting more complex tasks – eg with learning objectives around sentence types/structures

By resource – some activities can involve resources which may both extend or support learners – for example word banks, writing frames, concrete resources for maths eg counting cubes, diennes, number lines, laptops

By group/peer support – it is sometimes purposeful to use mixed ability groups to allow pupils to support and stretch one another eg via talk partners

By adult support – both support and challenge may be targeted by adult involvement (teacher/TA)

By response – the marking or teacher's response can be differentiated to support or challenge pupils – this is essential where the planned differentiation is by outcome.

By outcome – Pupils work on common, undifferentiated tasks and produce different outcomes. The primary use for this type of differentiation is for assessment and planning only eg in cold/hot writing tasks.

All forms of differentiation are valid and have their place in teaching. It is important that the needs of each child and cohort are taken into consideration whatever their gender, ethnicity or social background. We expect to see a range of these different forms of differentiation – evident in planning and pupil's books, over a period of time.

This may be achieved through:

- Sharing Learning Objectives and Success Criteria/tool kit
- Effective Modelling or sharing of pupil exemplars
- Providing varied and effective feedback
- Developing pupils' questioning skills
- Developing pupils' self and peer assessment
- Providing a wide variety of activities using a range of learning styles
- Ensuring that pupils know their targets, next steps and how to get there.

Classroom Environment

Our classrooms should be designed to maximize the learning opportunities for our children. Desks and chairs should be well organized for individual or group work. Resources should be tidy, labelled (where appropriate) but accessible to all. The classroom should in general be clutter free.

All classrooms in our school require the following:

- **Safeguarding poster on door**
- **Destination Reader display** – at the front of the class
- **Book Corner** – including a range of key texts catering for a variety of ability, organized, tidy and easily accessed by children.
- **English display** – with Learning objective, success criteria, challenge, pupil model and teacher's model (built up through a topic). **This must include vocabulary currently being developed in the genre being studied.**
- **Maths display** - with Learning objective, success criteria, challenge, pupil model and teacher's model (built up through a topic) **This must include vocabulary currently being developed in this subject area.**
- **Further displays** in class and throughout school should be attractive and stimulating, Children's work on display should be of a high standard and changed frequently (half termly for whole class displays). **These must include vocabulary currently being developed in the subject areas**

- **Golden Rules** – display of whole school golden rules and any additional class rules
- **Non-negotiables** – clearly displayed at the front of the class – children should be able to recount these verbatim after the Autumn term
- **BLAST OFF** – learning behaviour poster to be referred to – children should be able to recount the meaning of this verbatim by the Autumn half term
- **Resource preparation** – all resources required for a lesson (including books, pencils, rulers, concrete maths resources etc) should be prepared ahead of time and where possible, ready on the table to avoid any wasted learning time.

Noise levels and Learning Behaviours

There are inevitably a range of teaching and learning activities which require varying levels of pupil interaction. However, there are some times when absolute quiet is required. All teachers should work on a non-negotiable “listen to speaker rule.” Once the class attention has been sought for either an adult or child to speak, there is zero tolerance of interruption, whispering or background chatter.

Teachers should use best practice to bring the class’s attention either using an instrument – such as bells, clapping or counting, rather than a raised voice.

Positive learning behaviours, including active listening, sitting sensibly and asking for help after having a go will inevitably lead to good concentration, less time wasted and improved learning. Teachers should refer to the school’s BLAST OFF rules (attached) which encourage positive learning behaviours. Pupils should be continually reminded and rewarded for following these.

Parental Partnership

At Mendlesham, we are well aware of the benefits that parental engagement can have on a child’s learning. We endeavour to involve parents, inviting them into school frequently for parents evening, shows, events, share afternoons and share assemblies – both in school and at church.

At the beginning of each term, class teachers produce a newsletter informing parents of the children’s learning, topic, homework timetable and any regular equipment requirements eg swimming, PE lessons etc. Further curriculum information should also be available on each class page on the school’s website. Spellings are sent home in the home/school diary/journal. Parents are welcome to make appointments to see teachers at any time and to have informal short chats at the end of the school day. Parent consultations take place in the Autumn and Spring terms, with parents also having the option to discuss their child’s Summer report with the class teacher.

Inclusion and Equal Opportunities

At Mendlesham Primary School, we aim to provide an inclusive approach to teaching and learning across the curriculum and will not tolerate any form of discrimination. We have high expectations of all of our children – looked after by the LA, SEN and irrespective of race, religion, gender or cultural

background, including traveler, refugees and asylum seekers. Teachers need to be aware that children bring to school a wide variety of experiences and backgrounds, which may influence the way in which they learn. Teachers must plan their teaching to take these factors into account, ensuring that all children are able to access the school lessons and activities.

Impact

Marking and Feedback

Marking should follow the school's marking and feedback policy. All work should be marked in a timely fashion – before the next lesson.

Marking and feedback should always relate to the LO and/or SC/tool kit, but may additionally reference the displayed class non-negotiables. Marking and feedback either verbal or written should always be aimed at moving a child's learning (or confidence) on.

It is important that repeated errors in target spellings and grammar eg a child repeatedly using a "t" suffix instead of an "ed" suffix for past tense is routinely picked up and corrected in work. Age and need appropriate spelling and grammatical errors should be picked up across the curriculum, with children being asked to edit their own work and further respond to requests by their teacher to copy out targeted corrections.

The purpose of feedback is to make pupils continually aware of where they are with their learning, what they need to do next, what they need to keep doing (because they are doing it well) and finally how to best achieve their targets and goals.

Teachers should use what they find in pupils' work to inform their planning, to help resolve misconceptions and to move children's learning on.

Assessment

English and Maths

The school follows the PiXL arrangements for assessment in reading, maths and spelling/punctuation and grammar. There are standardised, termly tests across years 2 – 6. Year one is assessed using PIRA/PUMA standardised tests for reading and maths.

It is important that the PiXL calendar is adhered to as it enables teachers to judge the standards in their class to the thousands of other children across the PiXL schools. Feedback from the tests also highlights implications for teaching.

The school uses writing grids developed for use across the multi-academy trust to assess composition for children in years 1 – 6. This is moderated within school, across the MAT and with outside agencies, including the school improvement partner.

Science

The impact of the spiral curriculum in science is measured through teacher assessment and through the Rising Stars assessment scheme.

Teachers will be looking for improved use of technical language and knowledge as well as application of skills learnt.

There is an expectation that skills learnt in English (including grammar, punctuation and spelling) and maths will be applied at the same standard as in English and maths books/lessons.

History and Geography

The impact of the topic based approach is measured using the Collins Connected History and Geography schemes and assessments, as well as teacher assessment. Teachers will be looking for pupils to build on their use of topic and technical vocabulary

There is an expectation that skills learnt in English (including grammar, punctuation and spelling) and maths will be applied at the same standard as in English and maths books/lessons.

Art, DT, Music, Computing, Sport and PSHE

The impact of the teaching of these subjects is teacher assessed against the National Curriculum and the child's ability to express and explain their work. Opportunities for sustained teaching and learning of these subjects (also science, geography and history), on top of the long term curriculum plans are presented during the school's Deep Learning Weeks, which give teachers and pupils the opportunity to explore knowledge, vocabulary and skills in great depth in these areas.

Pupil Voice

Children are often able to verbalise the impact of the teaching style and content on their learning.

Each term we speak to every child about their learning experience and their well-being. We are able to reflect on their views and adjust practice for groups or individuals where required.

Parental views

We carry out termly parental questionnaires to gauge the impact of teaching and learning on our children, with special regard to their well-being and enjoyment of the curriculum. Parents can offer their views on the support and progress of their children which can help us measure our effectiveness.

Governors

Our governors speak to groups of our children about their learning in different subject areas. Pupils are asked to explain their progress and learning through showing their work to governors. They also explain how they know how well they are doing and what they might need to do to improve their work.

Appendix 1

Writing sequence

Cold task

Children undertake a cold task, writing a text of the type to be studied. Provide enough for them to write something, but this is done before any teaching of that unit is done. The cold task may only be a couple of paragraphs or a portion of text taking around 20 minutes to write.

From this, you can pick out what needs to be taught, and what is already known.

Children will probably need input on the structure, some key pieces of grammar to aid their writing, and some common spellings.

These will be the learning objectives throughout the unit.

Doing this will also provide a base line piece of writing from which progress can be seen and measured.

Text model(s)

Children then need to look at some high quality examples of the text type they are going to write. Make sure the model text contains the features and grammar that the class need, and that are at a suitable level.

Decide on c.5 grammar skills that will be taught through this text; 3 that children have done before and will recap or improve on, and 2 new skills, and ensure the model text has plenty of examples of all of these.

Make sure all the examples in model texts are really clear – probably best to write the model yourself to make sure. For example, if you are going to teach fronted adverbials, make sure the text contains plenty of good examples and that they are easy to spot.

Use this to find features of the text as a whole to provide a display.

Look at individual paragraphs separately. For example, a story, look at the build up. Read examples, give plenty of time to talk about them.

Ask – what is the writer trying to make the reader feel? How are they doing this? Draw out words and phrases or structures that help achieve this. Can children give other examples that might work?

This really links to reading too, especially language for effect, and should be done a lot to help link reading to writing and word choices etc.

Once done, create the 'toolkit' (or success criteria) Toolkits/Success Criteria should include, where possible, examples of any grammatical features, so children can

access them, know how to do them and what they look like. These should be written as a class as much as possible. However, as the teacher will already know what they want to include in this, they can still be already printed and ready to stick into books.

How has the writer made this an effective piece of writing?

The story or model text could be read over 4/5 days, focussing on a different part each time and the chosen grammar that fits this section.

There should also be the “non-negotiables” that should include things like finger spaces, full stops and capital letters etc, depending on the age of the children.

Teach grammar

Grammar should be taught around the text being studied. Work on the 5 things you’ve decided to focus on and provide activities to practise using these structures – lots of talk, physically moving and grouping words, replacing words in sentences from the model text etc.

The more talk between children the better, as it reinforces their understanding, and using model texts for their work helps internalise the structure and grammar they will be using when they do their own piece of writing.

Shared write

As a class, write the paragraph that you are working on. Decide before hand which features you want to focus on, e.g. adjectives, verbs, adverbials and ensure these are included. Refer to the agreed toolkit throughout to ensure all the features/tricks the class agreed make writing good are included.

bring ch. into room

Cautiously, Jack crept into the dark house.

describe using noun phrases

With every step he took, floorboards creaked, fly-filed cobwebs brushed his face and his footsteps echoed eerily in the darkness. Dark shadows seemed to fill every corner. Suddenly, a pair of glowing eyes appeared in blackness.

introduce danger

character's response

Jack screamed in terror.

Use a margin or leave a space by the piece of writing to allow for ‘boxing up’;

Box up the text on the board – highlight each part of the paragraph and what happens in it so children have a clear model to follow for their own writing. They can see the length and know what to include and how to progress their writing.

Following shared writing, children should have a go at their own. Work through texts by paragraph/section, and give time to edit and improve their texts.

Plan next steps in writing from here, picking up on skills that aren't yet embedded etc.

Hot task

(Usually with no or generic success criteria/tool kits)

Children write a piece of their own. This piece will show their progress and also show them how far their writing has come over the past 3 or so weeks. Good motivation!

Learning Behaviours at Mendlesham Primary School

Be ready to learn

B



Listen carefully

L



Ask for help (once you've had a go!)

A

Sit up straight and tall

S



Track your teacher

OFF!

