

Mundella Primary School Policies

Learning and Teaching Policy



Date Created/Updated: September 2019

Date to be Reviewed: September 2022

Introduction:

"Mundella is a school which promotes respect and healthy living, and where everyone feels valued and able to reach their full potential."

This is our vision and all we do in school should work towards achieving this vision.

At Mundella we believe that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and objectives:

This Learning and Teaching Policy is intended to promote consistency and high standards and the achievement of the school aims. At Mundella we aim to:

- Provide a warm, friendly supportive environment which encourages a positive attitude towards learning and allows children to achieve their full potential
- Provide a progressive and exciting curriculum which focuses on key skills and learning
- Ensure all children leave as numerate and literate individuals
- Foster children's awareness of their responsibilities as a learner and a citizen - showing respect for one another and their environment.
- Provide opportunities for children to co-operate and work harmoniously together
- Value each member of our school so that a strong self image and esteem are promoted.

Excellence and Enjoyment:

We feel very strongly at Mundella that this is what we are aspiring to. Children who come to Mundella experience the best and enjoy their time at school. We aim to achieve this by:

- Having high expectations of ourselves and our pupils
- Providing quality, enjoyable lessons which demonstrate quality first teaching and engage our pupils
- Planning for continuous provision in the Foundation stage and offering a wide variety of learning experiences to address the Early learning Goals.
- Encouraging participation in events outside school - competitions; Young Voices etc

- Providing opportunities for visits outside school - including a residential visit in Y2, Y4 and Y6.
- Providing additional experiences at school - Science Week; Arts Week etc
- Performing a Class Assembly twice a year
- Children taking part in one performance to parents a year
- Providing a range of extra curricular activities at school
- Ensuring the environment is pleasant, stimulating and that resources are up to date and accessible
- Ensuring Subject Leaders are given time so they can be pro-active in monitoring and developing their subject
- Having members of the SLT who are models of good practice and actively encourage these practices in our school
- Having efficient, effective office staff who ensure teachers' time is spent on planning, preparation and assessment

Effective Learning:

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them - visual, audio or kinesthetic. We take these into account when planning our teaching.

We use the following strategies to encourage effective learning:

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| • Thinking skills | • Positive behaviour rewards |
| • Talking partners | • Access to water |
| • Building Learning Power | • Quality resources |
| • Group work and independent work | • Quality environment |
| • Investigations and problem solving | • Questioning |
| • Use of ICT | • Visits and visitors |
| • Brain and sensory breaks | |
| • P4C | |
| • Targets - next steps | |

Effective Teaching:

We believe effective teaching comes from staff being well planned, well prepared and clear in their knowledge of what they want the children:

- to know
- to do
- to understand

To aid this we:

- share good practice
- ask for overviews and weekly planning
- allocate staff meetings for planning
- encourage reflective practice
- have provided a dedicated room for teachers' 10% PPA

We believe children learn effectively when teachers provide:

- an atmosphere where children feel secure and their self esteem is high
- a culture of children taking responsibility for their own learning
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk
- open-ended, thought provoking questions of the children
- support for the learning of pupils with differing abilities
- varied, planned, effective plenaries occurring throughout the lesson

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop their knowledge, skills and confidence. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with SEN we follow the Birmingham SEND Toolkit. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Mundella should be of the highest possible standard.

Assessment:

To fully understand a child's attainment and build on this, there has to be effective assessment taking place.

We undertake formative and summative assessment at Mundella. (See Assessment Policy and Marking Policy.)

Healthy Schools:

We believe children's health is vital to their education - both their physical health and their emotional health. To promote physical health we:

- participate in the Schools' Fruit and Vegetable Scheme
- only allow Healthy Snacks at playtimes
- encourage participation in extra curricular activities
- have Playground Friends to encourage participation in playground games
- have had playground equipment installed in both playgrounds
- have trained First Aiders to assist them when injured or sick

To promote emotional health we:

- have a clear ethos regarding acceptable and unacceptable behaviour
- have a School Council
- hold regular circle times
- employ someone in the role of Home School Link worker
- promote positive behaviour with a rewards system and a weekly "Gold Award."

- promote "fun" aspects - Turnip award for staff; Egg rolling competition, It's a Knock Out etc.
- actively build self esteem - Gold Award; Certificates; School entrance TV
- hold assemblies with strong moral and ethical messages which reinforce our school rules and expectations
- expect the children to undertake a range of responsibilities around the school
- have a member of staff undergoing PSHE certification

Staff:

Our staff are keen, enthusiastic and hardworking. We recruit staff with these qualities and look for other strengths they bring to school. All staff are valued and seen as part of the team as all play a part in the safety, security and education of the pupils.

All staff have their photograph and name on display in the entrance hall.

All teachers try hard to establish positive working relationships with the children they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children and, by doing so, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

Teaching Assistants also establish positive working relationships with the children at Mundella and also adhere to our Behaviour Policy. Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups.

Our adult helpers work under the direction of the classroom teacher and may listen to children read, work with small groups or assist with the preparation or storage of classroom equipment.

Professional Development:

All teachers reflect on their strengths and areas for development and plan their professional development accordingly. Staff are expected to identify and are encouraged to pursue their learning needs.

The SLT carry out performance Management regularly and diligently - we do all we can to support all staff in developing their skills, so they can continually improve their practice.

Planning:

Good planning is fundamental to good teaching. After the half termly planning staff meeting a topic web is produced. Medium term plans are produced for Foundation Subjects and teachers are expected to share numeracy and literacy planning with Assistant Headteachers and the Headteacher on a weekly basis. As we firmly believe in a broad, balanced curriculum

it is important that all areas of the curriculum are covered across the key stages - however, it is not necessary that all subjects are covered each half term.

Planning in teams is encouraged. Areas of study are identified each year for the 6 terms - and careful curriculum mapping is expected to maintain progress, rigour and challenge.

It is expected that short term planning will include the following:

- Learning objectives
- Teaching input
- Activities with appropriate levels of challenge
- Vulnerable and target groups identified
- TA and teacher support included

See Maths, Reading and Writing Policy for subject specific policies.

Homework:

See Homework policy

Role of parents:

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Parents' evenings are held twice a year to discuss progress and strategies for further improvement. At Mundella we hold an open door policy where we will try to see parents whenever they have concerns.

As children begin at Mundella they follow our induction process which introduces the child to their new teacher and teaching assistant and to the sort of experiences they will be having in the Foundation Stage class. Parents are provided with important information and meet with the Headteacher, as well as their child's class teacher. Parents can share any concerns they may have. They also receive information about helping their child with early literacy and numeracy skills.

Parents receive a detailed report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss concerns they have with the teacher. The report is copied before it goes home. The parents sign a slip to say they have received the report and this is returned to school. Copies of the reports are kept by the school as a record of the child's achievements.

Parents' mornings are held in classrooms every term where parents are invited in to carry out activities with their children.

Parents are encouraged to ensure their children attend school regularly. Holidays are only authorised in exceptional circumstances. (See Attendance policy.) Parents are requested to inform us in writing of any absences or to telephone on the first day of absence. Such phone calls are recorded in a book by the telephone.

Many parents or volunteers offer some of their time to help in school. These offers are always welcome and parents and volunteers undertake a variety of tasks, working with individuals and groups of all ages. Regular school helpers are required to have an interview and induction and undertake a Disclosure and Barring Service (DBS) clearance before starting to assist. "One-off" helpers show their ID, are given information about volunteering and sign a code of conduct

Lisa Hewitt, Learning Mentor, is always available to meet with parents for advice or support. Lisa is also responsible for carrying out Structured Conversations with parents of vulnerable children.

Role of Governors:

Our Governors determine, support, monitor and review the school policies. In particular they:

- Ensure the school buildings and premises are effective in supporting successful teaching and learning
- Monitor how effective learning and teaching strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of teaching through the school self-review processes. These include the Head's reports to Governors and the SEF.
- Have meetings with Subject Leaders to gain an overview of the schools strengths and areas of development

Conclusion:

We firmly believe in the aims and policies laid out in this document. By their rigorous application we believe we really can produce a school which promotes respect and healthy living, and where everyone feels valued and able to reach their full potential.