



MABLETHORPE PRIMARY ACADEMY

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Teaching and Learning Policy

Introduction

At Mablethorpe Primary Academy we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to 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

To ensure that all our pupils are provided with rich and varied learning experiences which lead to them developing their skills and abilities to their full potential.

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our Academy does to create an effective learning environment.

Planning the curriculum

A long term plan has been drawn up by staff to cover Foundation stage, KS1, Lower KS2 and Upper Key Stage 2. This plan works alongside the New Primary Framework to provide a full coverage of subjects and has been planned to facilitate a creative curriculum.

Medium term plans are produced by the staff in each of the above areas of the Academy with advice from subject leaders. They show which topics will be taught, when and how.

Short term plans are produced by class teachers to enable them to deliver what is in the medium term plan. Short term plans will include differentiation, showing how the less

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able children will be developed and how the more able will be challenged. Short term planning will include consideration of how other adults in the room are to be utilised.

Different resources, learning objectives, levels of support or expected outcomes are means of providing differentiation, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered.

Quality of 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. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Use of the computer
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching television and responding to musical or tape recorded material
- Debates, role plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity
- Digital media

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Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for Learning:

- Focuses on how children learn
- Is central to classroom practice
- Is a key professional skill
- Promotes self esteem
- Affects learner motivation
- Helps learners know how to improve
- Encourages self -assessment

Quality of Teaching

Teachers should:

- Seek to inspire pupils
- Challenge pupils and have high expectations
- Plan to use a variety of teaching methods which take into account different learning styles
- Plan the use of resources including additional adults
- Give clear and specific instructions and explanations
- Follow the Academy policy with regard to discipline and classroom management
- Praise pupils for effort, achievement, good behaviour, and by so doing help build a positive attitude towards Academy and learning
- Assess pupils for both summative purposes (to measure how well they have achieved) and on a formative basis to inform future planning

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Structure of lessons:

- Lessons will start promptly
- Resources should have been planned and prepared before the lesson
- The lesson will normally be linked to previous learning or teaching
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track
- The lesson should have a good pace and structure to it, activities will vary to respond to children's different ways of learning
- Usually each lesson will have a plenary which will reinforce the learning objective
- Where possible, children's work will be marked with them. Pupil's work will be assessed regularly to inform short term planning and pupil progress

Classroom environment

Our classrooms are attractive learning environments. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that the children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as working walls relating to Literacy and Maths. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high quality work from the children.

All our teachers reflect on their strengths and weaknesses and plan their professional needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

We ensure that all tasks and activities that the children do are safe. When we plan to take the children out of Academy we obtain permission from parents and complete a risk assessment.

We conduct all our teaching in an atmosphere of trust and respect for all.

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The evaluation of practice

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that long and medium term plans are providing the coherence, progression, continuity and depth necessary.

More formal observations are carried out by the Principal and SLT team on a regular basis.

Greenwood Academies Trust has agreed the Pay Policy and the Performance Management Policy.

Annual reviews for teachers take place when targets will be reviewed and new ones set.

Parents' Evenings are held at least twice a year, and annual reports are written each summer to inform parents of their child's progress. The Academy has an open door policy, encouraging parents to call in for informal discussions at any convenient time.

The role of parents

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 welcome meetings at the beginning of each year in each year group outlining what the expectations for pupils and how parents can support this.
- Sending Newsletters to parents at the start of each term in which we outline the topic that the children will be studying during that term at Academy along with any additional relevant information.
- Sending regular reports to parents in which we explain the progress of each child and indicate how the child can improve further
- Explaining to parents how they can support children with their homework

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- We suggest, for example, regular shared reading to enable children to receive reading awards. Also practicing times tables for our "Prove-it "awards with our Y2-Y6 pupils. Also support for all children with their topics and investigative work.
- We believe that parents have a responsibility to support their children and the Academy in implementing Academy policies. We would like parents to:
- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for Academy with the correct uniform and P.E. kit
- Do their best to keep their child healthy and fit to attend Academy
- Inform Academy if there are matters outside of Academy that are likely to affect a child's performance or behaviour at Academy
- Promote a positive attitude towards Academy and learning in general

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

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