

MABLETHORPE PRIMARY ACADEMY

Teaching and learning policy at Mablethorpe Primary Academy

Aims

Values and ethos statement: At Mablethorpe Primary School, we are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services to, MPA. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Our core values show all people at MPA will show that we will always:



Ethos: The culture of our school will be based on the principles of dialogue, inclusion, and mutual respect. All dealings between staff, students and parents will be characterised by a code of common courtesy and good manners. Partnership, working together and celebrating our diverse cultures, are the cornerstones of our school community. We are committed to providing an education for our pupils who are recognised as the most important group within the school community. Staff will demonstrate due consideration and respect for their students. Students' rights to voice opinions will be recognised and staff will work with students to deal with their concerns. The efforts which members of staff make to improve the learning process and promote partnership will be recognised by students adopting an active role in their own learning. When dealing with difficult situations we will seek to resolve problems by mediation, respecting the feelings of all involved. The school will continue to develop its existing positive links with the local community and promote civic pride in its achievements and reputation.



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Teaching and learning principles

At MPA, we are following the 9 principles of high-quality inclusive teaching in GAT. We have outlined the principles below with examples of how this will look within the context of MPA and the rationale behind these.

Principle 1: Behaviour and relationships

Rationale: High standards of behaviour and positive relationships mean all pupils feel valued and safe and can learn in a calm and orderly environment.

What this looks like at MPA:

Adults in the building should present a positive role model for children. Teachers should be the first point of discipline and on most occasions deal with behaviour management themselves to not undermine their own authority. Expectations and routines should be explicitly taught and applied consistently by all members of staff. Classroom management should be positive and preventative so relationships can be built over time. Unwanted behaviour should be dealt with in the least invasive manner possible. Pupils should have the opportunity to manage their own behaviour and reflect on it when been both positive and negative.

Principle 2: High expectations

Rationale: High expectations and high levels of challenge and support help all pupils to achieve their full potential.

What this looks like at MPA: All pupils will be expected and supported to access challenging content and develop complex skills. They will be given access to appropriately challenging texts and encouraged to think hard and be fully engaged. The work that children produce will be of the highest standard appropriate for the child. All pupils will be helped to produce high quality responses to questions both verbally and written. Learning environments should be of a high quality. This should include celebrations of work. Corridors should be updated termly with a celebration of last term's work backed on hessian. Classrooms should be tidy and organsied at the end of every day. Teachers desks should be an example of how we wish the children's to be.



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Principle 3: Explaining and modelling

Rationale: Clear expectations and models ensure pupils learn new knowledge and skills effectively. Including how to be successful.

What this looks like at MPA: Models for learning will be produced for children, this can take the form of displays, prior to the lesson to show the children or as shared piece of learning together with the guidance of the teacher. Models will include the explicit teaching of vocabulary, reading and writing. Explanations should be linked to prior knowledge which should be built upon. They should be chunked, clear and concise. Explanations should include examples, non-examples and questioning. Modelling will take place in a variety of ways, typed directly onto the interactive whiteboard, written in a book and modelled under the visuliser or pre prepared in advance.

Principle 4: Practice and Rehearsal

Rationale – Practice helps to cement new knowledge and skills into the long - term memory and allow pupils to complete tasks independently.

What this looks like at MPA: All children will rehearse and practice new material. Guidance and scaffolds should be provided, which should be reduced over time. Independent learning should be practiced regularly. Practice should require children to think about the most important learning and scaffolds should be put in place for any learning which is secondary to preventing the main learning. Once knowledge is secure, a process of interleaving and spaced learning will be put in place. Once knowledge is secure, set problem-solving tasks. Feedback should be provided. Spaced practice.

Principle 5: Questioning

Rationale: Questioning is essential to identify prior knowledge, assess learning, adapt teaching, and consolidate and extend learning.

What this looks like at MPA: Questions should be planned of the lessons and should assess the learning of all pupils. This may be targeted at specific subgroups in response to specific data analysis. Children should be given adequate thinking time and have a no hands up approach where possible. There should be a range of questions which will be used to form future instruction. Expectations should be that the children will be listening and have answered to a high standard. Where the answer is not of a high standard, children will be encouraged to either peer work or scaffolded to provide the answer.



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Principle 6: Adaptive and responsive teaching

Rationale: Adaptive teaching meets the needs of all pupils, including pupils with SEND, and ensures teachers respond to pupil learning.

What this looks like at MPA: Teachers should plan to meet the needs of all children in their class. This involves working to overcome the barriers that individual children face. Support staff in the room should be deployed effectively in line with specific data analysis and responsive teaching. Teaching Children with EHCP's and IPM targets will have specific sets of learning plans which are reviewed on a regular basis in line with the guidance set in place from the SENDCO. Technology can also be utilised to adapt teaching and ensure that children can meet the levels appropriate to them.

Principle 7: Effective Feedback

Rationale: Effective feedback is crucial to pupil progress, cementing learning and avoiding misconceptions. Please see the marking and feedback policy for further details.

What this looks like at MPA: This should be focused on moving children's learning forwards. Feedback some be acted on quickly and live where it is possible to do so. Feedback should be precise and specific linked with a particular focus on subgroups. Feedback can be verbal, written or peer supported. Peer support must be taught by the teacher so that children can do this independently. The use of visulisers should be embedded into the classroom practice. These can be used to address misconceptions, move learning further forwards or praise together.

Principle 8: Retrieval and review

Rationale: Review, including spaced practice, retrieval practice and revisiting, strengthens long term memory and retention

What this looks like at MPA: Retrieval practice will take place in all lessons and year groups. Any new learning must be revisited frequently to avoid being forgotten. This will be planned into short term planning from using prior knowledge of the curriculum. Each theme should be revisited numerous times, and any questioning must be low stakes. This may be questioning both written and verbally. Retrieval methods will also be taught to the children effectively and explained why this is important so that greater positivity towards learning is achieved.

Principle 9: Teacher and knowledge

Rationale: Teacher knowledge underpins all elements teaching and learning



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What this looks like at MPA: All staff will have sufficient subject knowledge to be able to teach the EYFS curriculum to year 6. This should include curriculum knowledge, common misconceptions specific to the year group, understanding of evidence informed pedagogy, systematic synthetic phonics and appropriate teaching strategies for early math's. Teachers should ensure they have knowledge of the children in which they teach and how they can meet those pupils' individual needs. Teachers will take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and reading evidence informed research. MPA values staff CPD highly and ensures that both individual needs are met alongside whole school academy needs by using the mechanisms identified by the EEF. When CPD is planned the mechanisms, building knowledge, motivating teachers, developing teaching techniques and embedding practice, will be identified used.

More information about the teacher standards or information from the EEF can be found below.

The Teachers' Standards can be found on the GOV.UK website:
https://www.gov.uk/government/publications/teachers-standards

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1716029956



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Roles and responsibilities

Teaching and learning are a shared responsibility between all members of the school and home community. (See home school agreement)

Classroom teachers

Uphold the values of the school.

Follow the guiding principles laid out in the teaching and learning policy.

Follow the expectations for teaching and professional conduct as set out in the teacher standards.

Follow the expectations as set out in this policy Update parents/carers on students' progress through termly reports on progress and yearly parent/carer consultation evenings.

Curriculum leaders

Help to create well-sequenced, broad, and balanced curriculum that build knowledge and skills Sequence lessons in a way that allows students to make good progress.

Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.

Drive improvement in their subject, working with teachers to identify any challenges.

Timetable their subject to allocate time for students to achieve breadth and depth, fully understand the topic and demonstrate excellence.

Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing performance data Improve weaknesses identified in their monitoring activities.

Create and share clear intentions for their subject Encourage teachers to share ideas, resources, and good practice

Senior Leaders

Be responsible for maintaining high standards in learning and teaching. SLT will support and monitor the roles of all staff.

Ensure that all teaching staff are teaching an appropriate curriculum and are up to date about any changes in their specifications.



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Provide resources and equipment to ensure all learning and teaching is high quality, appropriate and relevant.

Ensure that the school's policy on behaviour is effectively implemented and used to support BfL and the school's values upheld.

Ensure that all teaching staff have the appropriate resources to adapt learning appropriately, ensuring that lessons are accessible and challenge and stretch students.

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Track the progress of students and groups of students; they will provide data for staff to support the tracking and monitoring of individuals and groups of students.

Learners

Take responsibility for their own learning and support the learning of others.

Always meet expectations for good behaviour for learning.

Attend all lessons on time and be ready to learn, with all the necessary equipment.

Be curious, ambitious, engaged, and confident learners Know their targets and how to improve.

Put maximum effort and focus into their work

Complete home learning activities as required.

Parents

Ensure my child attends school regularly, is punctual, equipped to learn and explain if they are absent.

Ensure my child wears the correct uniform and brings a PE kit when required.

Label my children's clothing and equipment including coat.

Support the school to make sure my child maintains good behaviour.

Encourage your child to always do their best.



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Ensure any homework given is completed on time and to a high standard.

Attend achievement assemblies, parent workshops and parent meetings to celebrate and discuss your child's progress.

Support the school in upholding the standards and policies.

Support all staff in their efforts to create a caring community with respect and politeness following our school values.

Ensure that you follow the home school agreement for E safety.

Work in partnership with the school.

Be respectful and courteous to pupils and staff members.

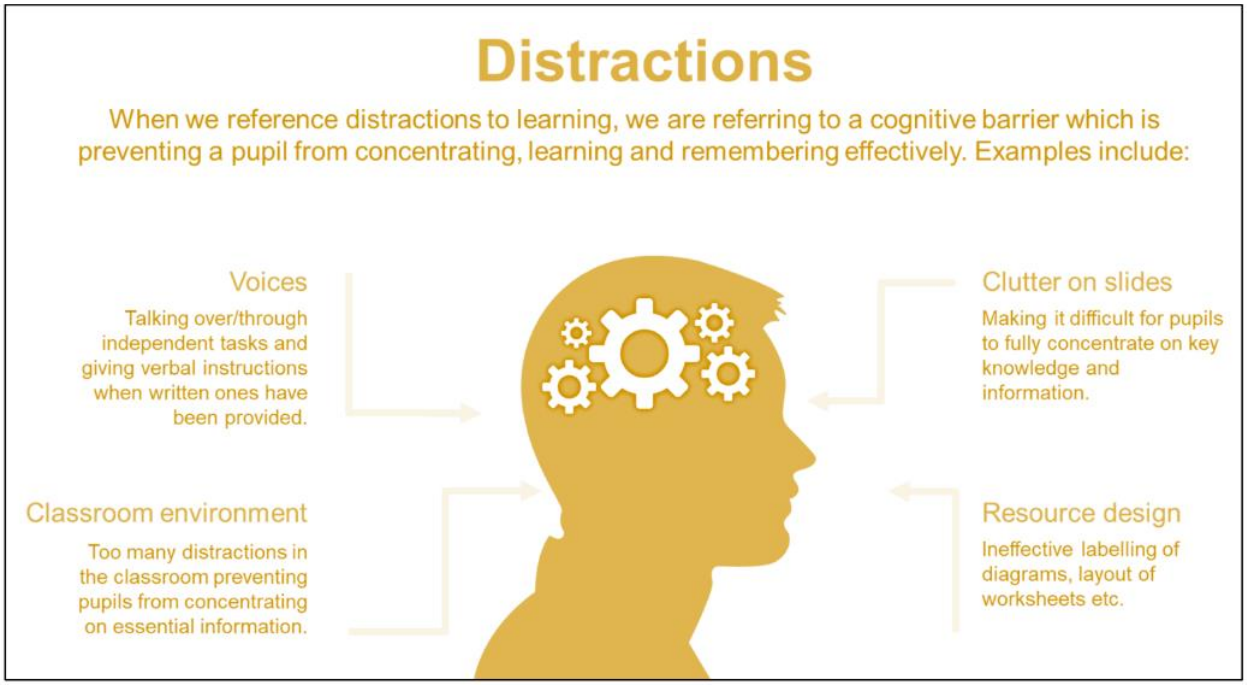
Classroom environments.

A tidy and well organsied classroom and surroundings has an impact on the academic performance of all the people in the building. We aim for our school surroundings to inspire our children and make them feel that they want to achieve. Our classroom spaces should reflect our whole school values and promote learning in an organsied manner which do not create a distraction or barrier for learning.

To ensure consistency across our school and prevent distractions we will all have the following:



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The golden rules displayed and referred to

Labelled equipment pegs, trays.

Resources which are designed effectively.

Resources which are well cared for and returned where necessary.

Read Write Inc charts in all learning spaces.

Displays which reflect a broad and balanced curriculum.

A maths display which recaps learning over the week alongside current learning.

A behaviour chart in line with the behaviour policy.

A book corner which promotes a love and curiosity of reading.

Pupils are taught to respect their belonging and the environment.

Where possible, classrooms consider the impact of the environment. We are currently transiting over to a more sustainable approach to display materials. Therefore, you may see hessian, fabrics and backing paper being used.



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Vocabulary displayed which supports current learning.

A minimal and clear desk.

Corridor display areas

The corridors and work areas should be kept tidy at all times.

If spaces are used for intervention, then they will be tidied and respected in the same manner as the classrooms.

Books will be displayed alongside previous learning materials to aid retrieval.

Corridor displays will be a combination of values and previous learning from last term.