

Mercia Primary Academy Trust

Lakeside Primary School

Learning and Teaching Policy

This policy aims to ensure that the children at our school in every key stage (EYFS, KS1 & KS2) are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Children learn through their total experience. This policy guides what pupils do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well managed learning environment in which the individual needs of each child can be met.

LEARNING AND TEACHING

We believe that children learn best when they:

- Are happy, interested and motivated.
- Are challenged and stimulated through tasks which match their ability.
- Are confident, feel secure and are aware of boundaries.
- Are involved in reviewing their own success.
- Are supported by parents who work in partnership with the school.

The good lesson checklist (see appendix) is used by all staff in school ensure that the best possible teaching and learning opportunities are provided for the children to enable them to make progress.

The Learning Environment

This should be organised to ensure that children have the opportunity to:

- Work individually, in groups and as a class.
- Make decisions.
- Work co-operatively.
- Solve problems.
- Be creative.
- Discuss their ideas.
- Develop social skills.
- Develop independence.
- Use initiative.
- Achieve academically.
- Develop self discipline and independence.

Learning takes place in an environment which:

- Is challenging and stimulating.
- Is happy and caring.
- Is organised.
- Is well resourced.
- Is encouraged and welcoming.
- Is inclusive.
- Is colour coded in line with Dyslexia Friendly status (boards/books/resource tubs etc.)

These aims will be achieved through:

1 **WHOLE SCHOOL ENVIRONMENT**

Display

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed regularly throughout the academic year. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Ideally, mathematics, literacy and science displays should be either 'interactive' or support learning as 'working walls.'

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- Agreed by the children and clearly understood.
- Fair and consistent.
- Realistic and positive.
- Kept to a minimum but enforced.
- Daily activities with which the children are familiar.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of The Behaviour Policy.

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by:

- Award pupils with 'Golden Coins'
- Verbal or written praise by teachers, peers, Head Teacher and parents.
- Displays of work.
- Opportunities to perform or share.
- Encouraging self esteem.
- Sharing success with the community via the weekly 'Lakeside Learners' assemblies.

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis, especially when marking work. Assessment is an integral part of the teaching and learning process. See also 'Marking for Learning Policy'.

Physical Organisation

Furniture

All classrooms should have:-

Tables arranged for:

- Ease of working (ideally all learners facing the Interactive Whiteboard).
- Flexibility.
- Purposeful discussion.
- Large working surfaces.

Chairs should normally:

- Be sufficient in number for the activities in the classroom.
- Leave enough room for the children to move easily around the room.

Storage units arranged to:

- Support different areas of the curriculum.
- Support a project or activity.
- House children's personal belongings (usually in a drawer).

No furniture is to be disposed of from classrooms without notifying the Head teacher and/or school Office Manager so the inventory can be updated.

Resources

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. As far as possible, materials should be near the appropriate working area. Stocks should be checked and replenished regularly. Pupils should be taught and shown by example that resources are finite and we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money.

Relevant textbooks should be available in each classroom. Some sets of books, eg, dictionaries, thesauri and atlases are purchased for specific classes.

The effective implementation of National Curriculum subjects, particularly via the Creative Curriculum calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. The school libraries have a selection of books covering all curriculum subjects.

There are also many outside sources for the loan of books, artefacts and equipment. It is important that equipment borrowed from outside sources and other classrooms is

returned promptly and in good condition on the occasions that this takes place. All staff should be accountable for returning resources to storage areas. All missing, damaged or dangerous items should be reported to the Head Teacher.

Maintaining a clean and safe environment

Cleaning is carried out by the caretaker and the cleaners. Nevertheless, everyone should be encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. The school should be checked daily and any lost property should be placed in the Lost Property box located by the school photocopier and within the main school entrance. Nothing should be left on the classroom floor, all equipment must be returned to its appropriate place and all kit bags hung on pegs.

Any issues relating to the environment which are a caretaking issue should be logged with the Caretaker/Site Manager.

Bins will be emptied on a daily basis, and recycle bins which house paper and plastic will be emptied at least once per week.

2 THE CLASSROOM ENVIRONMENT

Approaches to Teaching

There must be a good balance of individual, group and whole class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities.

There may be several different activities in progress and at these times the teacher will be involved in planned activities that do not require teacher input. Activities will be planned to reflect the individual learning styles of the children. It is important that while this is in progress children stay on task.

This can be helped by:

- Regular brain breaks and children's regular access to water.
- Having well organised and labelled resources.
- Taking time to train children in procedures.
- Making sure that children are aware of what they must do when they have completed an activity or have difficulties.
- Making children aware that the teacher does not always have to be first in the line of contact. Other children and adults can be used.

Time Management

It is important that activities begin promptly at the beginning of each session and that pace is maintained. Efficient planning and classroom organisation will significantly reduce time wasting activities.

Teaching Assistants/additional Teachers

The Head Teacher and SLT use current data and cohort numbers to deploy TAs and additional teachers appropriately. Deployment is monitored by the Head Teacher and SLT.

Supply Teachers

Supply teachers will be expected to mark work in accordance with the School Marking Policy and to leave written feedback for the class teacher. If marking is not done by any supply, please let the appropriate SLT member know ASAP.

School Policies

School policies are set out electronically in the school policy file situated on the Staff shared drive and school website. Additional hard copies of statutory policies are located in the Head Teachers office. It is the duty of each teacher to be familiar with school policies and to apply them.

Voluntary Helpers

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved.

Volunteers should be made to feel welcome in the school and should be offered refreshment from the staff room at break times. Voluntary helpers should be DBS checked and a record will be held in the office.

Equal Opportunities

All children and adults have the right to equal opportunities. MPAT is fully inclusive and we value and respect each and every member of our school community.

Record Keeping

All teachers should keep detailed records of their planned work with the class and of individual children's activities and progress, particularly relating to levelled work each term for maths, reading and writing. Other records are left to the teacher's professional discretion.

Lakeside Primary School Good Lesson Checklist

The expectation is that all lessons are good or better. The following features are expected to be evident in all lessons:

- A focused learning objective clearly displayed, understood by pupils and referred to throughout the lesson;
- Clear success criteria shared with children;
- Staff demonstrate strong subject knowledge and effective modelling;
- All adults are used appropriately to support learning throughout the lesson;
- The use of a range of teaching and learning styles to engage all learners to include independent, collaborative and investigative work;
- Clear sense of pace throughout the lesson ensuring effective progress;
- The use of specific strategies to improve the quality of dialogue and pupil confidence;
- Level of challenge set carefully to move every child forward;
- Work differentiated to ensure all children have access to the lesson and make progress;
- Effective and imaginative use is made of a range of resources including ICT to ensure children are active learners;
- Questioning and assessment used effectively to continually re-shape tasks and improve learning.
- All children on task;
- Effective classroom management routines are well established;
- Plenaries and mini plenaries enabling children to consider the skills they have learnt and next steps for learning;
- An opportunity for children to self evaluate their progress throughout lessons (evidenced with purple polishing pens);
- Work shows that all children have made progress;
- Marking for learning shows impact on learning and is progressive;
- All SEND learners have access to personalised learning resources/aids when appropriate.