

Macaulay Primary Academy
Teaching and Learning Policy
March 2017

Rationale:

At Macaulay Primary Academy we believe, and our pupils agree with us, that children **learn** best when they:

- Are safe and happy
- Are challenged and stimulated
- Feel learning is fun and are interested and motivated
- Are treated equally
- Have work matched to their ability and understand the task
- Receive a broad, balanced, differentiated and relevant curriculum
- Are in a peaceful calm working environment
- Are in a classroom that is well resourced and where resources are accessible
- Can achieve success and gain approval
- Are aware of the boundaries of acceptable behaviour and rewards and sanctions are used in an appropriate and consistent manner.

We believe that the environment plays an essential part in the learning of our children. This should therefore be organised to ensure that children have the opportunity to:

- Work individually, in groups and as a class;
- Make decisions;
- Work cooperatively;
- Solve problems;
- Be creative;
- Discuss their ideas;
- Develop social skills;
- Develop independence;
- Use initiative;
- Receive support;
- Achieve academically.

Children should be encouraged to develop organisational skills and independence through:

- Appropriate tasks;
- Confidence building;
- Good examples and role modelling;
- Cooperation;
- Provision of suitable opportunities;
- Responsibilities.

Display

Classrooms and corridors should have high quality displays which support the teaching of the core subjects, and reflect the individual child's efforts as well as ability. It should over the year, represent work on all subjects and all pupils. Displays should be changed as topics change and in accordance with the display policy. At Macaulay Primary Academy we also promote the use of working walls within the classroom. These reflect the current area of work in maths and literacy and are currently being developed to include creative curriculum topics and promote skills conducive to learning. The walls may provide prompts for learning, key questions to promote thinking, and sample models of work. It is recommended that these walls change frequently in line with current teaching and learning and thus the contents may not be mounted or laminated and will often include post its with children's thoughts and questions on.

All classrooms or class notice boards will display the following;

- A curriculum rich environment to support children's language development including labels and supportive prompts
- Well presented displays of work from various areas of the curriculum to celebrate the children's achievements and / or present new information to support learning
- Reward systems
- Code of behaviour
- "In Case of Fire" information

Furniture and Resources

Furniture should be arranged to support the children's learning. It should allow for:

- Purposeful discussions
- Ease of movement around the room
- Seating groups, all within the teacher's view and arranged to allow all children to see the board being used. Children should not be sat in rows.
- Flexibility
- A quiet reading area
- Clear working surfaces
- Storage of relevant resources and equipment.

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. Children should be taught and shown by example that resources are finite and that we have a duty of care for equipment and not misuse, damage or waste it. Everyone should be encouraged to take responsibility for their environment both within and around school. Everywhere should be kept tidy and litter free at all times and especially at the end of the school day when floors, tables, working surfaces and coat cupboards should be clear and tidy.

Teachers are aware that children may have different learning styles and our aim is to present the children with activities which cater for a range of learning styles. Lessons will be carefully planned to incorporate activities which support the visual, auditory and kinaesthetic learners.

Essential ingredients for successful teaching and learning are

- Connecting with previous learning
- Sharing clear concise learning targets with success criteria
- Effective differentiation including challenge with extension activities
- Effective deployment of teaching assistant and teacher
- Less teacher talk
- Flexibility of groupings of children
- Same day intervention delivered in Key Stage 2 for maths

- Pace and rigour to keep on task
- Daily assessment of individuals to plan subsequent learning opportunities
- Effective marking and feedback (see policy)
- High expectations of children's presentation
- Effective and appropriate use of computing technology

Planning for good quality teaching and learning should include

- Learning objectives
- Success criteria
- Brief summary of activities showing differentiation and challenge
- Which group the teacher and TA are working with
- Any specific resources/ learning scaffolds
- Evaluation and reflection

To ensure continuity, teachers should leave written guidance for supply teachers and suggested activities for all planned absences from the classroom. In the event of an unplanned absence the teacher's planning file will always be available showing lesson plans, timetables, groupings and seating plan.

The school employs learning mentors and a Counselling, Therapy and Family Support Leader to work across the primary phase. The work is primarily with children identified by the class teacher. The learning mentors are used to deliver social, emotional, behavioural and pastoral care, in order to remove any barriers to learning. They are involved in both individual and small group work and set targets for individual children. Staff also work alongside other outside agencies.

Teaching Assistants are employed in each class to support children with any learning difficulties including children who have an EHCP and for general support. They should have access to the weekly planning and be aware of any assessments they need to be recording.

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom however it is essential that all hold an up to date satisfactory DBS clearance and that this has been viewed by the business manager. In all cases it is important that the teacher should take time to ensure 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 if numbers permit should be offered refreshment from the staff room at break times.

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same and in line with the behaviour policy.

Amended by Sarah Clarkson March 2017
Review date: March 2019