Mina Primary and Secondary School

Teaching and learning policy

(2020)

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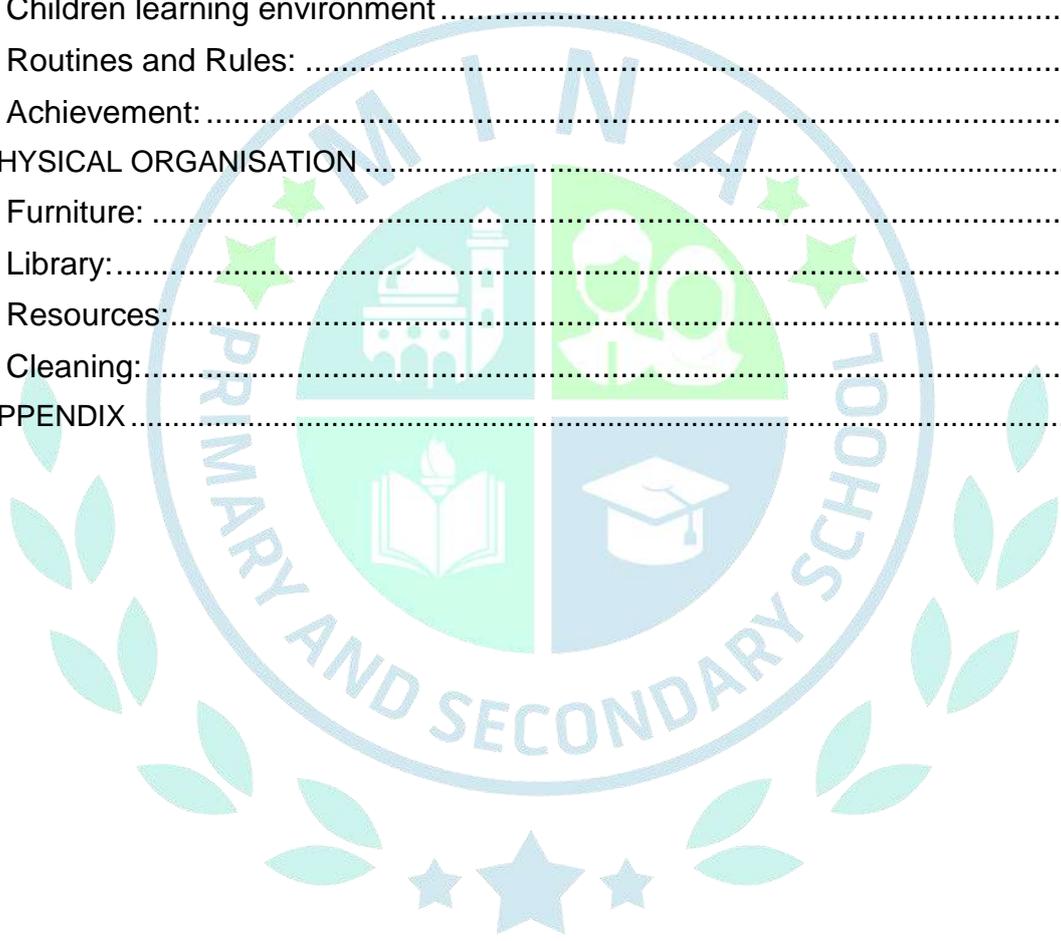
INTRODUCTION

Providing each of our pupils with high quality learning and experiences is our prime aim at Mina Primary and secondary school. This teaching and learning policy guide will detail how we will provide a consistently high level of pupil progression and achievement.

This policy guide will discuss the following:
- Children activities and requirements
- Teacher responsibilities
- Time management
- Classroom organisation
- 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.

At Mina School we believe that children learn best when they:

- feel safe, secure and happy in their learning environment.
- are interested, motivated and curious about their learning.
- learn to become independent and resourceful learners.
- achieve success and gain approval.
- are given tasks appropriate to their ability, but that challenge them, teach them to persevere and to become resilient.
- understand what is expected of them.
- are aware of boundaries and are given opportunities to become responsible. ☐ understand how to apply their developing skills.

TEACHING

Teachers value all pupils irrespective of their ability, race, gender, age or achievement.

Teachers responsibilities:
- Promote the development of a 'growth-mindset' and key learning skills.
- To have the highest expectations of all pupils.
- For all children to be aware of the lessons plan that are constructed with clear objective and steps to achieve these objectives successfully.
- use effective questioning techniques to develop pupils' understanding and encourage them to think deeply about their learning .
- Encourage and promote the development of higher order thinking skills (HOTS) – such as the ability to analyse, evaluate, think critically and creatively, problem solve and be reflective.
- Ensure other adults are managed correctly and effectively in their classrooms
- Ensure that timely interventions are put in place to ensure all pupils make good progress.
- Assessment strategies are implemented in accordance with school policy.
- To provide regular and timely feedback to pupils about their progress, both orally and through marking.
- Pupil voices are listened to and encouraged.
- Health and safety's importance is emphasised and enforced.
- To acknowledge and make the best use of the contribution of parents, the community and governors.

Teacher Planning:

Every teacher that will construct the planning for each subject that they teach. The format of planning is individual to each teacher. Copies of the created plans are held in the individual classrooms, to ensure they are available to teacher assistance or/and supply teachers when needed. The Head Teacher/subject coordinators monitor teachers' planning. Teachers must provide a *Curriculum Overview each term*, outlining what will be covered in each subject.

Literacy and mathematics are planned using the English National Curriculum 2014.

Curriculum Co-ordination:

Co-ordination of curriculum subjects is divided between the staff. As a small school, this means that each member of staff may have more than one subject to coordinate. Teachers' preferences and individual areas of expertise are taken into consideration when deciding coordination roles.

Co-ordinators/subject leaders' responsibilities:
- Preparing Data Headlines, providing data analysis and action points.
- Monitoring pupil progress.
- Monitoring the quality of teaching and learning across the school, for example through observations, learning walks, monitoring of planning, data analysis and pupil voice.
- Maintenance and overview of subject resources.
- Action planning for their subject, in line with the school development plan.
- Attending relevant Continues professional development (CPD) opportunities and distributing information to staff.
- Liaising with other co-ordinators in the cluster/county.

Classroom management:

Supply Teachers:

To ensure continuity, teachers should leave written/verbal guidance and suggested activities for all planned absences from the classroom. The teacher's planning will also be made available. Supply/Planning, Preparation and Assessment (PPA) teachers will be consistent wherever possible. Two Higher level teaching assistance (HLTAs) are available to cover some classes in the teacher's absence.

School policies are set out in the school policy file. It is the duty of each teacher to be familiar with school policies and to apply them. It is the responsibility of subject coordinators to update the policies linked to their subject area.

Equal Opportunities:

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed gender when appropriate. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Teachers must ensure that the same children do not dominate in group work.

LEARNING

To ensure that the learning of each child is upheld to the highest standard different factors are taken into consideration to motivate and encourage each child's individual

needs to succeed. It's crucial that children learn and develop in an environment that inspires and enforces their learning.

Children opportunities and development
Children will have the opportunity to:
- work individually, in pairs, groups and as a class.
- make decisions about their learning.
- ask questions and discuss their ideas.
- be creative.
- develop social skills and independence.
- use initiative to investigate and solve problems.
- receive support.
- ask questions and be curious.
- develop a 'growth-mindset'.

Children will develop organisational skills, initiative & independence through:
- development of a 'growth-mindset'.
- being given an appropriate level of challenge.
- being given support where necessary.
- being shown examples.
- having opportunities to co-operate with others.
- being given responsibilities.
- investigative work.

Children learning environment
The learning environment will be:
- safe, happy and caring.
- challenging and stimulating.
- calm.
- well-organised and well-resourced.
- representative of all children's work or efforts.

Display in the school should be used to:
- create an attractive and stimulating environment.
- include work on different aspects of the curriculum.
- reflect effort, as well as achievement.
- incite feelings of pride in those whose work is displayed.
- enhance learning.
- represent all children's efforts.

Routines and Rules:
To be effective rules and routines should be:
- clearly understood.
- regularly reinforced.
- fair and consistent across the school.
- realistic and achievable.
- positive.

Routines and rules (*see Behaviour Policy*) in the classroom contribute to a healthy learning environment. Each class uses the 'Traffic light' system for sanctions:

- Green card warning
- Yellow card (5 mins off playtime)
- Red Card (15 mins off playtime).
- Two red cards per week = missed Golden Time.

Each class has an agreed class charter and uses appraisals to reinforce positive behaviours.

Achievement:

Social, physical, creative and academic achievements are celebrated in many ways including:

- verbal or written feedback by teachers, TAs, peers, Head Teacher and parents.
- displays of work.
- opportunities to perform or share.
- the awarding of Learning Gems.
- the awarding of stickers, stars, house points and certificates.
- celebration assemblies.
- ensuring children recognise their own achievements, however small.
- appearing in the school newsletter and/or website.
- informing parents.
- Head Teacher's Award.
- displays on the Sports Noticeboard, School Council Noticeboard and other displays around the school.

Assessments:

Assessment is used to review and monitor pupils' progress and attainment. Day-today assessment gives pupils immediate feedback and provides them with their next steps. It also enables teachers to adjust their planning in line with their pupils' needs.

Day-to-day assessment:

- Mini plenaries to give feedback, address misconceptions and move learning forward – whole class feedback
- Verbal feedback during a lesson.
- Marking and feedback of pupils' work.
- Self-assessment using Red, amber and green system (RAG).
- Mental arithmetic, speed maths and multiplication tests.
- Information conveyed to the teacher by the teaching assistant.
- Ongoing moderation of work.
- Feedback following interventions.
- Updating of Tapestry/Classroom Monitor: Teachers constantly drip-feed assessment information.

Periodic assessment:

This is based on reviewing performance over a period of time and taking into account evidence in a range of forms and from across different curriculum areas. It helps the teacher identify overall progress in a particular subject. It also gives a clear sense of whether pupils are applying knowledge, skills and understanding acquired to access a range of subjects. Periodic assessment can provide evidence to compare and monitor pupils' progress and attainment against school and national expectations.

Periodic assessment can include:

- Tapestry/Classroom Monitor

- Assessment Week
- Spelling and reading age tests.
- SATs tests.
- Tracking of progress made during interventions.

PHYSICAL ORGANISATION

Furniture:
All classrooms should have tables arranged for:
- Ease of working.
- Discussion and group work.
- Independent working.
- Large working surfaces.

Chairs should:
- be sufficient in number.
- leave enough room for children to move easily around the room.

Storage/display areas are arranged to:
- support different areas of the curriculum.
- provide aids to learning.
- allow easy access to resources for pupils and staff.
- support a project or activity.
- house children's personal belongings safely.

Library:
This area is:
- Accessible to pupils.
- Attractive, comfortable and inviting.
- Well-resourced with a variety of reading material for all ages & abilities, to encourage all pupils to become enthusiastic readers.
- Furnished to enable quiet reading and study.
- Available for small group work and interventions.

Resources:
- Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well-labelled.
- Children will never be without appropriate equipment to carry out a task and will be able to access these themselves to encourage independence.
- Stocks should be checked and replenished regularly.
- Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste them.
- Relevant textbooks should be available in each classroom.

The effective implementation of The National Curriculum 2014 calls for a wide range of practical equipment to be used. This does not necessarily have to be stored in the classroom. Sharing of resources is the most effective way to allow all children to access the equipment they need. The school library and classrooms have a selection of books covering all curriculum subjects.

Resource Finance:
Curriculum areas are allocated money according to the needs identified in the School Development Plan (SDP) and the accompanying School Budget Plan. Individual classes also have their own budget allocated. The Head Teacher, Finance Officer and staff will discuss resource needs each year. Requests for all equipment should be made to the office, where the Head Teacher and subject coordinators will monitor and approve them.

Art and Craft Area:
In each classroom there is a practical area which will be kept well-resourced for a wide range of Design Technology (D.T), art & design and cooking activities. Some equipment is also kept in other communal areas. Skills are taught and children have the opportunity to develop their creativity within different media. Increased independence and responsibility will be developed in the use of equipment and resources.

Computing:
The ICT suite is used for whole class, group sessions and interventions. Children will be supervised at all times in the ICT suite. The suite will be left tidy with all machines switched off at the end of a session. Some older children are given the responsibility of being 'monitors'. There is a strong emphasis on e-safety when using ICT and displays in the ICT Suite reflect this.

Cleaning:
Cleaning is carried out by the school 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 boxes. Nothing should be left on the cloakroom floor; all equipment must be returned to its appropriate place and all kit bags hung on pegs. Classes are responsible for the maintenance of their area of the cloakroom. Children take some responsibility for tidying up in the lunch hall.

APPENDIX

Good questioning encourages pupils to think more deeply and to share their thoughts and ideas with others. It also provides instant feedback for the teacher and an opportunity for the teacher to assess the pupil.

Type of questions	Example
Open	What do you think…? Why do you think…? How do you know…? Do you feel…? Find different ways of…? Can you try different ways of…?
Closed	What is…? What are…? When did…? How many…? Where is…? Where would you find…?
Recalling facts	Asks pupils to name an event, process or fact. Asks pupils to recall some information but not apply it.
Observing	Asks pupils to describe what they see, using appropriate vocabulary.
Hypothesising, predicting or speculating	Asks pupils to estimate, suggest why something happens and suggest what will happen as a result of doing something; to ponder, guess or draw an inference.
Concluding	Asks pupils to draw different threads together or follow a logical route to arrive at a solution.
Personal responses	Asks pupils to express personal feelings, thoughts and ideas.
Discriminating	Prompts pupils to consider advantages or disadvantages, to look at something from different points of view.
Designing and comparing procedures	Asks pupils to plan and prepare a process for tackling a problem. Asking pupils to analyse before or after an activity which process will be/was the most effective.
Interpreting results	Asks pupils to draw conclusions from data or information, particularly where they are expected to understand a trend, identify what might happen next.
Applying reason or what they know	Asks pupils to provide more than one solution to a problem. Asks pupils to apply one or more aspects of their learning in order to explain what has happened or might happen next.