



Teaching and Learning Policy

Spring Term 2022

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Name of Responsible Committee/Individual:	Local Governing Committee
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Reference Documents:	

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Teaching and Learning Policy

Aims

At Melbourne Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. Teachers, support staff and governors have been consulted in developing this policy, which summarises expectations and common working practices. This policy reflects what has been agreed in terms of pedagogical approach and consistency, and makes explicit the best practice to which the school aspires.

Planning the curriculum

Long term (annual), medium term (termly/half termly) and short term (daily) plans are to be produced for all stages of the school and for all subjects. Each Stage of the school will have their own set of plans which reflect the units to be taught at each stage - Early Years Foundation Stage, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Long-term plans are organised over a two-year cycle and ensure full coverage of the curriculum. The plans demonstrate the topics covered as well as the skills and knowledge taught over the year.

For science and the foundation subjects, unit plans/medium term plans (which will define what needs to be taught within each unit) are produced by class teachers to demonstrate overall aims of a unit of work along with the skills, knowledge and activities that will be covered each lesson. These plans will provide an individual lesson breakdown.

For the core subjects of English and maths, short term plans are produced by class teachers to support them and additional adults in the delivery of what is in the medium-term plan. Short term plans will include the necessary details of the structure of the lesson: details of prior learning activities at the start of each lesson, details of how skills/knowledge will be taught, differentiation, showing how less able children will be supported and how more able children will be challenged. Short term planning will include consideration of how other adults in the room are to be utilised. They will also include any vocabulary specific to the lesson. For reading, the breakdown of the different reading VIPERS domains will also be included to show coverage over the week.

Weekly plans for English and mathematics are in classrooms and should be accessible to all teaching staff in the school. Plans will be based upon previous assessment data; pupil need and subject expectation.

Teaching and Learning

The following table details a collection of teaching and learning styles and strategies. The methods below will be used to encourage our children to be happy, self-motivated, well-behaved and hardworking, whilst reaching their full potential, making progress and fostering a love of learning.

Elements of an exceptional lesson: what might the teacher be facilitating?	What might the children be doing?
<p>Making purpose of learning clear.</p> <p>Children accessing prior learning activities and applying this within their new learning – progression of skills.</p> <p>The use of varied and open-ended questions.</p> <p>Clear objectives/purpose/aims for the lesson shared.</p> <p>Explicit modelling provided for the children (both teacher and TA).</p> <p>Well planned lessons that demonstrate a progressive sequence of skills and knowledge.</p> <p>Interactive tasks which engage learners.</p> <p>Ongoing/Live support, challenge and assessment to immediately address misconceptions and provide challenge</p> <p>Children are challenged at their own level (differentiation)</p> <p>Children are not limited to the challenge they can access</p> <p>SEND children supported appropriately to ensure progress.</p> <p>Where required, children are provided with steps to success to provide scaffold/challenge</p> <p>TAs deployed effectively.</p> <p>The use of mini plenaries to assess and move learning forward.</p> <p>Good pace with well managed transitions.</p> <p>Children provided with next steps in the learning.</p>	<p>Children sharing ideas with teacher/TA.</p> <p>A mixture of learning – independent, paired and group work.</p> <p>All children engaged with their learning and on task.</p> <p>Children are inspired by area of learning/topic.</p> <p>Children are challenged and demonstrate resilience.</p> <p>Independent learning taking place with children self-assessing against lesson aims.</p> <p>Children working collaboratively, modelling and offering peer support/feedback.</p>

Reading – Short Term Planning Format

		KS			Whole Class Reading			Theme:
	Text Coverage	Vocabulary	Infer	Predict	Explain	Retrieve	Summarise	
Monday	Class Book							
Skills Coverage			Flying Solo Activity					
Tuesday								
Skills Coverage			Flying Solo Activity					
Wednesday								
Skills Coverage			Flying Solo Activity					
Thursday								
Skills Coverage			Flying Solo Activity					
Friday								
Skills Coverage			Flying Solo Activity					

Care

Imagine

Believe

Strive

Achieve

Reading Domain	Code	Question Type	Definition	Recorded in books
V		Vocabulary	Explore and discuss more challenging vocabulary the children will come across in the extract. You should read the words within the context of the sentence and discuss/do an activity. Within these activities and discussions, you will be teaching children the skills of how to tackle vocabulary questions while also improving their vocabulary	Sometimes
Focus: I E Some: P S	TT	Time to Talk	The focus here is on discussing questions. First in pairs/groups, and then as a class. There isn't a need to record something books here, but you may choose to do so (especially in UKS2). Ultimately, we want to concentrate on rich discussion that includes all children fully.	Sometimes
	TY	Think for Yourself	Here, questions are presented on the board and children are given time to consider their responses. This should be written in books. Answers could be represented in various ways.	Yes
	EXT	Extension Question	These questions are to challenge any pupils who require it.	Yes
	FS	Flying Solo	Questions/activity are presented on IWB and might also be printed and given to children. This can be differentiated to meet the needs of your children. Children should be given a block of time (depending on the task/timing of the lesson).	Yes
R		Retrieval	Short word/phrase answers with a focus on pace.	Yes (KS1 work towards this)

For each activity, answers should be discussed and marked as a class.

Maths – Short Term Planning Format

Lesson	Small Step	Resources	Learning	Practice (Leading to Reasoning and Problem Solving once Fluent)	Reflect and Challenge
1	Small step taken directly from WRM.	Detail any resources or links for the lesson, specifically concrete resources required.	Flashback 4	Guided practice and independent tasks. Where possible children should work directly in maths books.	Use of a reasoning or problem-solving question to round up the learning. These can be taken from the WR schemes, or the true/false questions provided in the premium resources.
			Begin each lesson with a flashback 4 activity to be completed on whiteboards (KS1) or in books (KS2)		
		Key Vocabulary	Model, Question and Discuss (Varied Fluency)		
		Any key or new words that the children need to know.	<p>10–15-minute main input session teaching the children today's concept. This will always begin with fluency relating to the small step.</p> <p>WRM PowerPoints provide a guide of questions, teacher to teach and demonstrate, allowing time to work with any concrete resources.</p> <p>AFL task to check misconceptions and assess who needs support during group work.</p>		
				<p>Enable</p> <p>How will we ensure all children can access the learning? Concrete resources, adult support, scaffold?</p>	<p>Extend</p> <p>How are our GD pupils being catered for? Task details that appropriately stretch and challenge, focusing on thinking deeper, not more of the same.</p>

Writing and Foundation Subject- Short Term Planning Format

Lesson	Learning Objective	Learning	Task	Plenary	
		Prior Learning	Year 5		
	Skills	Input			
	Year 5				
			Year 6		
	Year 6				
			Differentiation/Focus Pupils		
					Resources
			Key Vocabulary		

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