



# **Monks Orchard Primary School**

## **Teaching and Learning Policy**

Agreed: September 2022

To be reviewed: September 2024

This policy outlines the key principles and values that Monks Orchard Primary School has identified as fundamental to the provision of a high quality education for all of its children. It should be read in conjunction with other policies; including the Curriculum, Inclusion/SEND, Behaviour and individual subject policies.

### **Mission Statement**

Our aim is to provide a happy and stable school environment. All children will be given full access to the National Curriculum. This will enable them, regardless of their abilities, gender, ethnic or social background, to reach the highest standards by realising their potential and developing talents and strengthening weaknesses in all areas.

### **Our values “ACE the 3 Rs”**

We:

**Aspire,**

**Collaborate,**

**Empathise,**

**Respect,**

**Reflect, and are**

**Resilient.**

### **We believe children learn best when:**

- They are members of a learning community in which they feel safe, secure and valued as individuals.
- They are happy and confident.
- They have the skills to be independent, life-long learners.
- There is a culture of high expectations and challenge: of self and others.
- They have a stimulating, attractive and well-organised learning environment, with a wide range of appropriate resources.
- They learn from first-hand and concrete experiences; using their senses and exploring their environment of places, organisations, events and history.
- They are engaged in their learning.
- Learning is contextualised in meaningful ways and when they have a sense of ownership.
- They are willing to take risks, to make mistakes and to learn from them.
- They are involved in self-assessing and setting their own targets.
- Their work is valued and they receive feedback from their teacher.
- They have access to a variety of learning and teaching styles.
- Parents and carers and the school work in partnership, and parents are actively involved in their children's learning.

### **Relationships and Behaviour**

The key to education is the forming of strong working relationships between staff, children, parents and the school community. We treat our children with kindness, respect and understanding. We listen to them and value their opinions and their input. All staff follow the school's behaviour policy and procedures, which are based on the principles of Restorative Practice. We have an agreed set of school behaviour

expectations and each class sets and agrees its own class code of conduct. All teachers set routines and procedures within their classrooms which promote positive attitudes to learning. These expectations, routines and procedures are modelled, promoted and enforced consistently by all staff. Children are encouraged to discuss their feelings in a variety of contexts and staff ensure that they create an atmosphere in which they feel safe and secure to do so.

### **The learning environment**

We provide a safe, attractive learning environment which reflects the diversity of our school community. All classrooms and communal areas are stimulating, well organised and resourced. We expect every member of staff and all pupils to take pride in their learning environment.

Displays are varied, well maintained and changed regularly. There is a careful balance between displays that reflect and promote the school's values, displays of children's work and displays that stimulate learning.

Teachers consider their classroom layouts carefully, arranging furniture and learning areas to promote pair and group working, as well as providing opportunities for pupils to work independently.

Classrooms are clutter free (this includes visual clutter) and follow the principles of Communication Friendly Classrooms.

We encourage children to manage resources independently, so staff ensure these are of high quality, are well organised, easily accessible and well maintained.

### **Teaching and The Curriculum**

All staff are expected to be highly skilled and reflective practitioners with up to date subject knowledge and understanding, who take responsibility for their on-going professional development. They have high expectations of their children and of their own practice. They consistently demonstrate a sense of pride in the quality of teaching and learning in their class and across the whole school.

Learning is carefully planned and pitched appropriately for all groups of children. Children learn from a variety of activities which include a wide range of practical experiences, investigations, problem solving and take into account differing learning styles, cultures and interests. As far as possible, learning is contextualised and special effort is made to develop links through a flexible, cross-curricular approach. Every lesson has a clear Learning Objective (LO) and learning activities are designed to ensure that all children make good progress in the skills of reading, writing and maths, as well as in other curriculum areas. Teachers also plan opportunities for children to develop key learning skills such as resilience, thinking, questioning, problem solving, teamwork, etc. High quality, appropriate resources are used to support learning. We avoid using worksheets whenever possible.

### **Support Staff**

Support staff are used effectively to support learning, are fully involved and active throughout lessons and are encouraged to be involved in the planning and assessment process. It is expected that support staff will be working with children during lesson time, not completing admin tasks.

Support staff are assigned to year groups and to deliver specific support and interventions – they are not assigned to specific classes. When not delivering specific support or interventions, year group teams will deploy support staff collectively and appropriately to meet the needs of the children.

### **Assessment for Learning (AfL)**

Teachers must have a secure and detailed knowledge of each child's current levels of attainment, their strengths and areas for development and the next steps in their learning journey. AfL is a tool for informing this knowledge and for supporting planning so that it effectively meets the needs of all pupils and enables them to make good progress. The key principles of AfL are evident in all lessons. Learning Objectives (LOs) are clear and explained to children. Success Criteria are used to support progress towards the LO. Staff give verbal and written feedback consistently to ensure children know what they are doing well and what they need to do to improve their work. Children are encouraged, from the Early Years, to reflect on and talk about their learning; what helps them to learn and what makes it difficult for them to learn.

### **Engaging With Our Community**

Parental involvement is vital to the success of the school and all staff are expected to take an active role in its support and development. When parents are engaged everyone benefits. Parents are welcomed and respected as partners in their children's learning.

The school organises a variety of workshops, meetings and other events for parents throughout the year. These cover a range of topics designed to develop positive attitudes towards the school, share the high expectations we have of our children and offer support for parents to help their children with their learning. The school also plans events and activities to develop and strengthen the school community and to encourage parents and carers to see Monks Orchard as **their** school.

Our children learn better when they feel part of a community that values them and recognises their contribution. An extensive programme of visits and visitors is planned to give our children opportunities to explore their local environment (places, people, organisations, events and history) and to place their learning in a 'real life,' context.

### **Equality**

At Monks Orchard Primary School we value the individuality of every member of the school community. We have high expectations of all our children and strive to make our school a place where everyone, irrespective of their race, colour, ethnicity, national origin, gender, sexual orientation, religion, background or disability is welcomed and valued.

Our teaching and our curriculum are designed to encourage children to be caring, tolerant citizens. To help them develop their personal and cultural identities, to appreciate the identities of others and to be able to take their place in the vibrant and complex multi-cultural world in which they live.

We monitor closely the attainment and progress of different groups within the school, especially those identified as particularly vulnerable, and constantly seek ways to meet the needs of these children and improve their outcomes.