

TEACHING POLICY

Rationale

This policy is related to how we teach lessons at Manor Park Academy. High quality teaching will ultimately raise standards and equip children with the necessary skills that will enable them to achieve the best possible outcomes as well as life skills. This policy is underpinned with Visible Learning Strategies that are embedding the language of learning at Manor Park Academy and assessing how pupils see themselves as learners. Through our planning and delivery of lessons we promote a respect for learning, an enthusiasm for enquiry, the ability to think creatively and a culture where making mistakes is an opportunity to develop a deeper understanding. We want children to lead happy and rewarding lives as a result of having all the necessary skills to develop emotional, social and academic literacy as well as a deep understanding of their community and their role in it.

Aims

1. To promote the language of learning through learning dispositions
2. Teachers ensure that children understand that the language of learning is explained in an age appropriate manner to foster clarity
3. Enable children to become resilient, confident, resourceful, enquiring and independent learners
4. To create a climate of mutual respect where all learners feel valued with an environment that promotes a love for learning
5. Encourage healthy competition, collaboration and creativity in order to find creative solutions
6. Learners have the opportunity to explore, experiment and take risks without the fear of failure and see mistakes as opportunities for learning
7. Show respect for all cultures and in doing so, to promote positive attitudes towards others

8. To provide memorable experiences which inspire children and enable them to practice new skills and commit knowledge to memory
9. To foster children's self-esteem and empower them with the skills to build positive relationships with other people
10. To maximise every learning opportunity to enable children to be the best they can be at that moment in time

Essential Effective Teaching

- In each lesson the Learning Objective and Success Criteria will be shared with the children to enable an understanding of what they are attempting to achieve. This ensures that there is a clear purpose to the lesson and all children should be able to talk about what they are trying to achieve.
- We use child friendly language in order for children to understand what the learning intentions and success criteria mean.
- Teachers use a variety of strategies in particular we value clear modelling of activities and provide resources that will enable children to access the learning independently
- There is a clear outcome to be achieved at the end of the lesson.
- There will be reference to previous learning and where the lesson fits into the sequence. (Refer to subject policies for Curriculum Maps)
- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan.
- There is an appropriate level of challenge and **all** children can access the learning. Lessons are differentiated to cater for all the different learning needs in the class. This includes planning provision for SEND, EAL and More Able. This also includes learning styles related to VAK.
- High expectations are stated and children are expected to achieve outcomes appropriate to their specific needs. Children are encouraged to strive for the highest possible outcomes and praised when they met these.
- Marking is precise and purposeful with clear next steps for learning. Children are given time to respond to marking. Sometimes this is done by conferencing children verbally and other times through written responses.

- The 10 Principles of Assessment for Learning (AFL) is at the heart of planning and preparation. (See attached to this policy)
- A range of open ended questions are used to probe children's understanding and to promote high levels of speaking and listening.
- Speaking and listening is promoted by using talk partners (TP) teachers and teaching assistants will monitor the talk by roving around and facilitating to ensure the talk is relevant. There is structured 'talk time' planned into every lesson.
- We aim to make lessons learner focused by ensuring there is an appropriate balance of teacher talk and pupil activity.
- We value pace and aim to have the pupils engaged in active learning rather than sitting for long periods of time.
- Additional adults are clearly directed to support learning which includes the pupils they are supporting and why they are supporting them.
- During direct teaching additional adults can be used to model speaking and listening.
- Additional adults are deployed to enhance the learning by questioning pupils and ensuring that they support groups of children during the main activities. Planning has been shared before the lesson.
- AFL opportunities are used to address any difficulties encountered or to extend the learning to the next level.
- We aim to make lessons fun and engaging by providing a variety of activities and ensuring that there are appropriate, stimulating resources including visual resources to support EAL learners.
- We offer planned opportunities for children to learn in different ways:
 - Investigations
 - Research
 - Paired work
 - independent work
 - group work
 - Whole class work
 - using ICT
 - designing and making
 - lessons based on real life contexts
 - homework (refer to homework policy)

Environment

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Our classrooms are attractive learning environments. Each classroom has well-ordered clearly labelled resources. We change displays regularly to ensure that the classroom reflects the topics studied by the children and use working walls as a learning reference tools to support learners.

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be peaceful and calm
- be happy and organised;
- be well resourced and clearly labelled
- makes learning accessible
- be encouraging and appreciative
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners.

Summary

We encourage children to take responsibility for their learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn-what helps them learn and what makes it difficult for them to learn.

The Role of Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sending home a half termly topic planner at the start of each topic so that children and parents can tell us what they already know and what they would like to find out and how
- holding parents evenings to share their child's targets and to explain the progress made by their each child and indicate how their child can improve further.
- explaining to parents how they can support their children with homework. We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit.
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in our Home School Agreement.

The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- ensure that the school buildings and premises are best used to support successful teaching and learning
- ensure that staff development and performance management policies promote good quality teaching and that the school improvement plan includes ambitious targets for the percentage of good to outstanding teaching
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through the head teachers report and making school visits
- monitor the effectiveness of the school's teaching and learning policies through the school self review processes. These include reports from subject leaders, the head teacher's reports and checking progress towards targets

This policy was approved and adopted by the Governing Body	Date: 17 th October 2017
Reviewed	Date: September 2019

Signed: _____