



Manor Park CE VC First School

Learning and Teaching Policy

Our Mission Statement:

Inspiring all to learn and grow 

Learning for Life

At Manor Park CE First School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone. We aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Purpose of the Policy:

- to support continuous improvement in the quality of learning and teaching
- to ensure consistency of approach across the school and establish 'good practice'
- to give staff clear guidelines of shared and agreed expectations
- to set a benchmark for future monitoring and be the starting point for all classroom observations.

Learning at Manor Park CE First School is at its best when:

We feel safe and valued.

We are confident to 'have a go', take risks and understand that we can learn from our mistakes.

We aim high.

We are encouraged and given the self-belief that we can keep on getting better.

We are inspired and engaged by our learning.

We have a stimulating learning environment and understand the 'bigger picture' of why we are learning certain things.

We are given the opportunity to be independent, creative and deep thinkers.

We are challenged by our learning and have to demonstrate perseverance and resilience when applying our knowledge and skills in a range of contexts.

We can make learning choices and know how to take our learning forward.

We share and collaborate, learning from our peers.

We are partners in our own learning and share responsibility for it. We work hard together and know that communicating involves both listening and talking.

We are reflective.

We allow time to reflect on what, why and how we are learning.

At Manor Park CE First School, we believe that:

Effective learning takes place when:

- children are ready to learn - their physical and emotional needs are met and there is an atmosphere of trust between children and teachers
- children are excited about their learning - the school and classroom environment is stimulating and supportive
- children have high self-esteem and feel proud of their learning - classroom displays and practices celebrate every child's effort and achievements
- activities are pitched at the appropriate level and are sufficiently challenging - enabling all children to reach their full potential
- children know what is expected of them - clear and precise lesson goals are shared at the beginning of each lesson and revisited at the end of the lesson
- children understand why they are learning things and can apply their learning to new situations
- children know their next steps for learning and how they can achieve them
- children are given the opportunity to learn in a variety of ways and have experiences and resources that make learning relevant, fun and memorable
- parents are active, cooperative partners in their children's learning

Children in KS1 and 2 are encouraged and rewarded for demonstrating the following learning skills:

L	E	A	R	N	&	G	R	O	W
Love of Learning	Embrace Challenge	Ask & Answer Questions	Resilience	Next Steps		Growth Mindset	Release your genius	Originality	Work Together

In Reception, the LEARN & GROW model is linked to the EYFS Characteristics of Learning and are taught as characters:

L	E	A	R	N	&	G	R	O	W
Learning Lion	Challenge Chimp	Asking Ant	Resilient Rhino	Next Steps Spider		Growing Gecko	Genius Giraffe	Otter's own Ideas	We Work Together

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

Benjamin Franklin

Depth of Learning

The school has adopted the Chris Quigley Essentials Curriculum for Years 1 - 4 which is based on a mastery approach to learning. It consists of 3 elements: Basic, Advancing and Deep Learning and is based upon Bloom's Taxonomy of higher order thinking skills. Teachers have worked together to organise skills into these 3 key areas and have decided upon a shared vocabulary of terms. It is used as a planning tool, to ensure that children's learning is always being built upon and is extended through both breadth and depth of study. By the end of a key stage, assessments are made against age-related milestones so the expectation is that in the first year of a milestone, basic skills are taught and then in the second year, advancing and deep skills are taught.

The skills are organised as follows:

Basic	REMEMBER	describe	recall	find
	UNDERSTAND	explain	discuss	sequence
Advancing	APPLY	solve	investigate	predict
	ANALYSE	question	infer	prove
Deep	EVALUATE	justify	innovate	review
	CREATE	Imagine	design	invent

Key characteristics are also taught and encouraged to promote a passion for subjects and to help children develop their curiosity about a subject.

Effective teaching takes place when:

- teachers are enthusiastic about what they are teaching, encourage risk taking and use a variety of innovative approaches
- teachers create an atmosphere of trust and respect in their classrooms and praise and celebrate all children's efforts and achievements
- teachers have excellent subject knowledge and understanding of curriculum requirements and how best to teach it through ongoing and effective CPD
- teachers use continual assessment to ascertain the children's level of attainment, know what they need to learn next and share this with the children
- teachers use the Essentials Curriculum to ensure that planning allows children to advance and deepen their learning

- teachers plan and prepare thoroughly for lessons and employ a wide range of teaching styles and resources to suit the needs of all learners.
- teachers are flexible and responsive with their planning and adapt it when needed
- lessons build upon children's previous learning and interests and are well paced and cohesively linked through shared learning objectives, success criteria and plenary times
- teachers encourage children to be active, not compliant, in their learning and nurture children's creativity, inventions and innovations.
- skillful questioning, feedback and marking are effectively used to encourage, challenge, assess and praise children's efforts
- a wide variety of teaching methods are used including whole class, group, individual, direct, shared, guided, modelling, multi-sensory, interactive, role play, drama, investigative, talk partners and problem solving
- teachers constantly strive to make the learning relevant and pursue links with parents and the wider community
- learning is interleaved and regularly revisited to ensure that key information is remembered, consolidated and rehearsed e.g. knowledge organisers, Do It Now Activities etc

The 8 Branches of Teaching

Teachers are monitored and assessed using the following criteria:

T	E	A	C	H	I	N	G
Togetherness	Environment	Active Learning	Creativity	High Expectations	Inspiring	Nurturing	Going for Goals

Teacher's performance management is linked to the 8 Branches of Teaching and staff work together on areas of development as a way of sharing good practice.

"The essence of teaching is to make learning contagious, to have one idea spark another."

Marva Collins