



Mapplewell Primary School

Teaching and Learning Policy



Mapplewell Primary School Vision:

"Developing a kind, respectful and happy community that promotes resilience and independence in all. Encouraging our pupils to leave Primary Education inspired and ready to contribute to the wider world."

Date written	October 2021
Date to be reviewed	October 2022

At Mapplewell Primary School we believe in giving our children the opportunity to develop their full potential as confident, resilient, resourceful and reflective learners in all subjects of the curriculum. To achieve this we have set out the features necessary to ensure that the needs of all our pupils are met and their learning potential is maximised.

Rationale

As part of HCAT, the school is developing an Accelerated Learning model to create a bespoke and personalised approach which we firmly believe creates the best conditions for our children to thrive and achieve. The school believes that children should be given responsibility for their own learning and aims to create independent, resilient, and self-motivated pupils, who are well equipped with the skills to meet the challenges of an ever changing society.

The key to improving teaching in school is through effective and strategic programme of CPD, which is linked to the School Improvement Plan. Being part of HCAT has provided additional CPD opportunities across the MAT with joint INSET, Staff meetings, research and development challenges and network meetings. All staff see themselves as learners and as such they work collaboratively sharing and observing practice across the MAT.

At Mapplewell Primary School we aim to unlock our pupils talents by :-

- Understanding that students learn in different ways and have a preferred style – visual, auditory or kinaesthetic.
- The active involvement of pupils in his or her learning and assessment
- The provision of appropriate resources.
- Using positive language and talk partners to generate ideas or recap previous learning
- The construction of challenging tasks at an appropriate level for all abilities so that children develop resilience and a positive attitude to work.
- Ensuring that work has a context and purpose and is pupil led.
- Ensuring that skills are explicitly taught, practised then applied to a variety of contexts to ensure deepening, mastery and breadth of learning.
- Creating a culture that celebrates success and encourages all.
- Encouraging students to teach a concept to someone else to deepen learning.
- Acknowledging that academic and social learning is complementary.
- Enabling students to become independent learners
- Use a range of questioning techniques that allows pupils to reflect on their learning.
- Provide opportunities for a personalised approach to learning for all groups including SEND and more able pupils.
- Ensuring that marking and feedback are of high quality which develops learning and identifies next steps.
- Providing opportunities for pupils to assess their own work and that of peers.
- Providing opportunities for wider learning through homework, educational visits, residential visits, after school clubs, breakfast clubs and family learning events and activities.

Pupil progress

There is a determination that children will make better than expected progress each year to ensure all children maximize their learning potential and are ready for the next phase in their learning. This is achieved through rigorous assessment and monitoring schedule where teachers are supported and expected to reach the highest standards possible. This is achieved by:-

- Teachers analysing data effectively to identify progress trends and modify teaching and learning to meet the needs of cohorts, groups and individual pupils
- Using MPS ongoing assessment trackers for reading, writing, maths and GPS to identify children's targets, inform next steps in learning along with setting targets which are shared and developed with the pupils.
- Using INSERTS assessment system for foundation subjects to inform next steps in learning which is used in conjunction with the progression of skills documents for each foundation subject.
- Termly pupil progress and moderation challenge meetings.

In Practice:

- Curriculum Co-ordinators will be responsible for the annual auditing, evaluation and refinement of the skills for their subject. The curriculum lead and SLT will ensure the Mapplewell Primary School Curriculum is meeting the needs of its learners.
- Teachers will use the long term planning formats to ensure that skills are strategic grouped over the course of the year.
- Class teachers will plan a thematic sequence of learning based on the identified skills using the skills planning format. Please note that the sequence may vary in time dependent on the context and number of skills being taught.
- Class teachers will highlight the taught skills in the progression of skills document using the specified colour. This ensures cohort curriculum coverage and progression in each subject.
- Class teachers will use the schools data software (INSERTS) to assess individual pupils against the skills.
- Class teachers will regularly update and evaluate the progression of skills documents to ensure that they are strategically aware of the needs of the cohort.
- This will then be passed on to the next year group team at the end of the year, where the cycle will continue.

Accelerated Learning Cycle

Accelerated learning cycle moves away from teacher dominant knowledge based lessons to a more open, issue based, research led approach whilst the teacher takes on the role of facilitator. This more process based approach with students learning independently or in groups and presenting their findings to their peers. It connects to and builds upon children's prior knowledge and understanding whilst presenting an overview of the learning challenge to come.

Successful implementation of accelerated learning requires everyone to know where they are going and why. It provides a framework in which pupils do engage in learning where pupils are given responsibility for their own learning through opportunities to work independently, pairs and groups which is very collaborative and active in approach. **The accelerated Learning cycle approach will be used across the curriculum in all subjects.**

The Accelerated Learning Cycle

HCAT-ACCELERATED LEARNING CYCLE



WHY ADOPT THIS APPROACH?

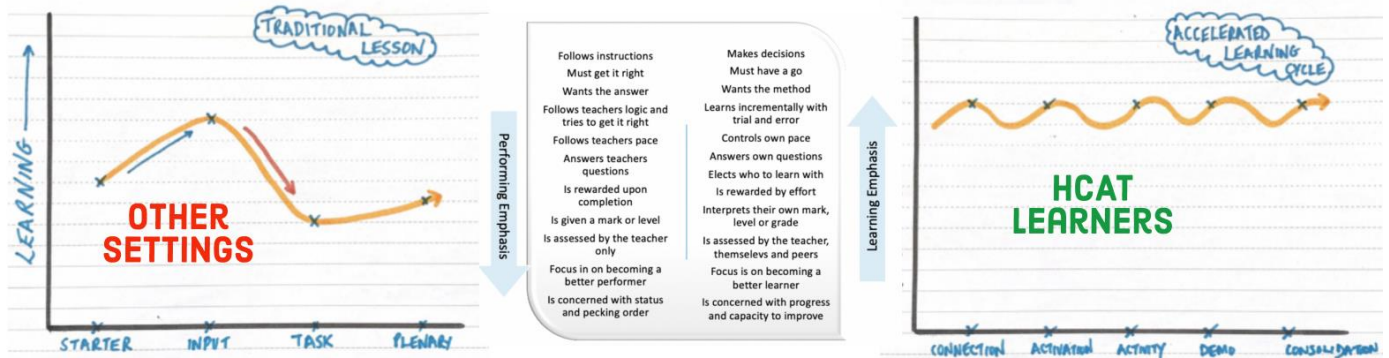
Accelerated learning cycle moves away from teacher dominated 'traditional lesson' that centres around a whole class input and large amounts of time for children to complete independent differentiated tasks.

WHAT IMPACT DOES THE ALC HAVE?

By applying the ALC approach to every lesson we are ensuring that levels of learning remain high throughout the course of every lesson.

WHAT IS THE LONG TERM IMPACT OF THE ALC?

Through an active and engaging environment to support and challenge all learners pupils move away from having a performing emphasis and develop a learning emphasis.



THE 5 PART LESSON

Each lesson is broken into 5 parts to expose children to smaller chunks of learning that are both progressive and child led. Smaller chunks allow the teacher to facilitate throughout rather than a traditional preach to all at the beginning of the lesson.

WHAT ARE THE 5 PARTS?

- Connection: connect back to what's been taught previously, link to what's to come
- Activation: engage children in learning, model and target
- Activity: Apply what has been taught.
- Demo: provide opportunities to prove they've understood it.
- Consolidation: can children reflect on learning?



Structure of a lesson

Each lesson **in all subjects** will have a clear Learning Objective and success criteria (achieve, challenge and aspire) which states what the learning will be. There will be success criteria in the form of achieve, challenge and aspire statements which are linked to the learning objective.

Connection Activity:-

This is where the learning is connected to the previous lesson or learning so that pupils can see a sequence and logical build-up of ideas and an opportunity to build on prior learning.

Activation

Share learning outcomes and introduce new information

This is the new learning. Learning outcomes are made clear to the students and displayed clearly. These are things that they will be able to do by the end of the lesson that they couldn't do at the start. VAK strategies (Visual, auditory, kinaesthetic) should be used. Set the introduction into a context as pupils remember context rather than content.

Activity

Students will be **actively engaged** in exploring a topic to gain deeper understanding in a collaborative way. Activities should be chunked into 15 minutes then a brief review (2 mins). Some children will need to be told to move onto the next step in their learning, know your pupils abilities and facilitate learning so that they meet the learning objectives at the end of the lesson.

Health warning – make sure there is a balance between effective (deep) learning and efficient learning i.e don't spend 50 minutes exploring a topic in a variety of ways (especially for more able students) if they could have learnt it in 10 minutes.

Demonstration-

This is an opportunity for pupils to “show what they know” where they can apply their knowledge to a variety of contexts in a variety of ways – eg explain to one another, draw a diagram, design a quiz, students demonstrate learning to others.

Consolidation

Teacher reviews learning against learning outcomes shared at the beginning of the lesson. Allow time for collective review as this is the best way to keep recall high. Use memory hooks such as mnemonics, songs/rhymes, mind maps etc.

Through the delivery of this policy, Mapplewell Primary School aims to deliver a *high quality* education to all pupils and prepare them for the life-long adventure of learning.

Protocol for Improving Teaching and Learning

Rationale

To raise the teaching profile to be consistently good or better across school.

How do we identify teachers who require further support through coaching and modelling.

- Performance Management
- CPD log which summarises ongoing performance in: Lesson observation outcomes, Environment Audit, Pupil Progress meetings, marking and feedback. Teachers who are identified as RI or there is a specific area to develop to move the teaching to a secure good or outstanding.
- Informal drop-ins and learning walks
- Conversations with teachers
- Planning and Work Scrutiny

Strategies to improve the Quality of teaching and learning

- Coaching by middle leaders and teachers who demonstrate a strength in practice.
- Modelling of lessons
- Re-planning and re-teaching of lessons that are judged as RI or inadequate.
- Peer observations
- Support planning a sequence of lessons
- Paired/team teaching and planning
- This is in addition to the planned program of support through staff meetings and inset.
- Tailored support from Directors of Teaching and Learning.
- NQT/RQT mentoring and support
- If after a period of support further improvement is not made then informal support plans will be introduced.