



Muschamp Primary School

Teaching and Learning Policy

'To Excellence and Beyond'

At Muschamp Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun and purposeful. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Wellbeing at Muschamp is at the heart of what we do. We strive to promote and support positive mental health and wellbeing for all our staff, pupils, parents and stakeholders. We understand that the needs and demands within a school community are ever changing; however, we are committed to responding to these to ensure that we are always offering the best support for all. We strive to build wellbeing into our teaching and learning at all levels, through making links and encouraging risk taking and developing confidence.

Aims and objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Through our teaching we aim to:

- ☐ enable children to become confident, resourceful, enquiring and independent learners;
- ☐ create a secure, purposeful and stimulating environment in which every member feels valued;
- ☐ foster children's self-esteem and help them build positive relationships with other people – both peers and adults;
- ☐ develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others;
- ☐ show respect for all cultures and in so doing, to promote positive attitudes towards other people;
- ☐ address the emotional, spiritual and cultural dimensions of each individual child's being;
- ☐ enable children to understand their community and help them feel valued as part of this community;
- ☐ help children grow into reliable, independent and positive citizens;
- ☐ take a pride in their work and the work of others;
- ☐ enable children to become lifelong learners.

Teaching and learning are inextricably linked. Children will need to develop a number of learning strategies and effective learning occurs only when pupils understand the processes involved. Teachers need to be able to recognise the learning strategies that pupils are using and find ways of building on them. In this way they learn to select strategies appropriate to the task in hand. Pupils need to be given many opportunities to meet the same learning in a number of different contexts. They may need to revisit learning objectives in several different ways. It is important that teachers provide a wide range of learning experiences. Discussion about the process is important. Key questions about how they know something or how they tackled a piece of work will encourage reflection and help pupils to understand for themselves how they learn best.

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. Pupils come to Muschamp Primary School from a variety of home circumstances and with past experiences, which to varying degrees affect their ability to learn. They will learn best when the school provides a supportive learning environment, when they understand what is expected from them and when there is appropriate motivation. We take into account these different forms of intelligence when planning teaching and learning styles. We offer opportunities for children to learn in different ways these include:

- ☐ investigation and problem solving;
- ☐ research and finding out;
- ☐ working walls;
- ☐ group work;
- ☐ pair work;
- ☐ independent work;
- ☐ whole-class work;
- ☐ asking and answering questions;
- ☐ use of technology;
- ☐ fieldwork and visits to places of educational interest;
- ☐ creative activities;
- ☐ watching media, responding to audio stimuli;
- ☐ designing and making things;
- ☐ participation in athletic or physical activity;
- ☐ after school clubs;
- ☐ guest visitors and performers;
- ☐ allowing them to access relevant resources;
- ☐ debates;
- ☐ fun and interactive activities.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

The Learning and Teaching Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school. Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. Teachers monitor the children's progress and interventions are put in place to ensure any gaps in learning are revisited. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Educational Health Care Plans (EHCP) and SEND Support Plans (SSP). Teachers adapt learning and teaching as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We ensure that IWB slides have dyslexia friendly background colour and our school powers are also reflected through subject slides/lessons.

Teachers must be able to demonstrate that they:

- ☐ have a excellent knowledge and understanding of the subjects or areas they teach;

- ☐ set high expectations so as to challenge pupils and deepen their knowledge and understanding;
- ☐ plan effectively;
- ☐ employ methods and organisational strategies which match curricular objectives and the needs of all pupils;
- ☐ manage pupils well and achieve high standards of behaviour;
- ☐ use time and resources effectively;
- ☐ assess pupils' work thoroughly, constructively and in line with school policy, and use assessments to inform teaching;
- ☐ ensure good progress over time.

In Nursery and Reception plan from the EYFS Statutory Framework with the support of the non-statutory Development Matters document.

In years one to six, teachers plan from The National Curriculum. They keep ongoing records in core subjects to plan for future teaching to ensure that each child is working at the correct level. This helps us to monitor the children's progress throughout the year.

We plan our lessons with clear learning objectives that are shared with the children and success criteria that are created/shared with the children. These objectives are taken from the National Curriculum
Our lesson plans are based on an agreed scheme of work used throughout the school. The planning will also take account of previous learning and issues such as progression, continuity and adaptive teaching to meet the needs of all learners.

Planning for learning in Muschamp Primary School should include:

- ☐ an overview of the year's teaching in each curriculum area;
- ☐ medium term plans - half termly planning for English, mathematics and topic work;
- ☐ informal short term planning weekly
- ☐ learning objectives, success criteria, learning journey;
- ☐ adaptive teaching for individual pupils or groups of pupils
- ☐ guided group activities;
- ☐ use 'Me, we, you' strategy;
- ☐ SSP and EHCPs for some pupils who are on the SEND register;
- ☐ assessment opportunities and evidence of building on previous assessment;
- ☐ a variety of teaching styles and methods to appeal to all abilities and needs;
- ☐ opportunities for extension and development at all level of ability;
- ☐ ways of supporting children to enable them to work with increased independence;
- ☐ consideration of the tasks for learning support assistants and other helpers;
- ☐ realistic aims in order that children achieve success;
- ☐ progression for all pupils;
- ☐ planned questioning, higher level questions and thinking hats.
- ☐ "hand" assessment tool
- ☐ Pupil voice
- ☐ wishes and powers
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Each of our teachers makes a special effort to establish good working relationships with all children in the class and school. The teacher's attitudes, values and skills will play a crucial part in setting the climate within which he or she works with a group of pupils. Important aspects to consider are:

- ☐ **Language** – which should be appropriate to the learner's level of understanding and encourage participation and confidence.

- ☐ **Tone and demeanour** – which should be calm and reassuring, firm and non-threatening.
- ☐ **Equality of regard** – should ensure fair and equal treatment for all learners, yet still have regard to individual needs.
- ☐ **Interaction** – through establishing a good rapport with all the learners and treating them as full partners in the learning process.
- ☐ **Enthusiasm and commitment** – if the teacher can make the learning experience enjoyable and exciting, the learner will respond more positively and develop a better attitude to learning as a whole.

We treat the children with kindness and respect. We treat them fairly and consistently and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour and classroom management. We expect all children to comply with these rules that we jointly devised to promote the best learning opportunities for all. We praise children for their efforts and by doing so, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for consequences as outlined in our school behaviour policy.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place. The curriculum is also enriched through outdoor learning, visitors and theatre companies.

We deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work. Other adult helpers are also deployed as effectively as possible.

Sometimes senior Teaching assistants are asked to cover whole classes for short periods of time if the teacher is unavailable. This is never for regular PPA cover but maybe for courses/ sickness.

Voluntary adult helpers are used as effectively as possible. They work with individuals or groups across a range of abilities. Teachers ensure that volunteers are made to feel at home in the classroom and at the school and are well-prepared for the tasks and activities they will be participating in.

We strive to make sure our classrooms are attractive learning environments. We change displays once a half term, to ensure that the classroom and corridors reflect the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All children have access to a range of fiction and non-fiction books in school, as well as displays relating to English and mathematics. 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.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school. When evaluating teaching and learning in school, we have agreed to consider:

- ☐ classroom observation / environment;
- ☐ sampling pupils' work;
- ☐ sharing pupils' work with colleagues, agreement trialling and celebrating successes;
- ☐ displaying work throughout school and discussing quality;

- ☐ internal and external moderation of pupils' work;
- ☐ discussion with pupils including feedback from Learning Councils;
- ☐ peer observations;
- ☐ analysing data and discussing next steps

Reviewing and Evaluating

It is important for both pupils and teachers that they routinely review their own side of the learning process and that each receives feedback from the other. This will give pupils an indication of the progress they are making.

Pupils need to develop the habit of reflecting on what they have learned, how they might have done better and what they need to do next. Positive feedback from the teacher can help this process and it needs to be structured into normal classroom activities. Teaching Assistants should also give positive feedback to pupils and should, as a matter of course, review and evaluate their work with the class teachers.

The emphasis for the teachers will be on the quality and effectiveness of their teaching and upon the learning that has taken place. By skilled classroom observation, monitoring, assessment and by discussion with pupils about the activities provided, they will get an idea of how well things have gone and how well the pupils have learned from the activity.

Teachers can also learn much about their teaching when they seek feedback from the pupils.

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Mental Health and Wellbeing

At Muschamp Primary School, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers).

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it.

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