



# Teaching and Learning Policy

## Teaching and Learning at The Minerva Academy

This Teaching and Learning Policy is fundamental to our ethos and our ability to provide the best educational opportunities for the children in our care. It is inseparable from general and subject specific policies.

It gives clear guidelines for all staff to follow, whilst for individual flair and recognising that each teacher will offer the children something unique.

It ensures consistency from practitioners so that all children achieve their potential in school and receive a balanced curriculum.

The policy provides a structure that ensures standards of teaching are high and can be effectively monitored throughout the school. It enables identification for support and ensures security to children, staff and parents.

### **Aims**

At The Minerva Academy every child has an entitlement to benefit from teaching of the highest quality by:

- Improving the quality of learning as a result of improved teaching
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enabling teachers to identify aspects of practice as part of their commitment to continual improvement
- Providing a tool for monitoring, evaluation, school improvement and accountability
- Set out our expectations for best practice
- Enable children to become confident, independent and resourceful learners.

**Our overall aim is to develop children who are effective, kind and considerate, prepared for life beyond The Minerva Academy.**

### **Role of Teachers and Support Staff**

- To establish good working relationships with children in their class
- To treat children with kindness and respect
- To treat children fairly and give them equal opportunities to take part in class activities
- To follow the school policy with regard to behaviour and discipline
- To praise and build positive attitudes towards learning
- To secure good learning outcomes for pupils so pupils make good progress and attainments
- Have a secure Knowledge of the relevant subjects and curriculum areas.

### **Role of children**

- To be willing to “have a go”
- To see making mistakes as part of learning to improve

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- To be resilient, persistent, reflective and resourceful
- To be supportive and appreciative of others they work with
- To be willing to share their learning with others

### **Role of Parents**

- Ensure their children/child attends school regularly
- Attend parent information/workshops/consultations
- Encourage and support children in extending their learning at home through homework
- To support the school and work in partnership with any additional support for learning

### **Role of Senior Leadership Team and Middle Leaders**

- To be role models to their teaching teams
- To support their teams through regular monitoring and sharing of teaching and planning
- To monitor and evaluate the impact of teaching and learning
- To provide feedback to staff on strengths and areas for improvements of their teaching

### **Role of the Governors**

- Governors will monitor and review this policy in terms of its impact on practice through reports from the Headteacher and members of staff
- To ensure the school building and premises are best used to support successful teaching and learning
- To ensure that staff development and performance management promote good quality teaching that impacts upon learning

### **Principles**

- To praise and reinforce positive behaviour
- To treat children as individuals
- To ensure there are equal opportunities for all pupils, regardless of disability, race, gender or religion
- To foster respect
- To provide a motivating, engaging and stimulating environment purposeful for learning

### **High Quality Teaching**

- Very clear learning intentions stated in short term planning
- Well paced and organised lessons
- High expectations for progress and attainment
- High expectations for behaviour and calm effective classroom management
- A balance of teaching for individuals, groups and whole class
- Reflective teaching
- Differentiation (evident in planning)
- A range of assessment procedures “incorporating” AFL, effective marking and feedback – see Marking and Feedback policy
- Questioning
- Challenge
- Interpersonal and social skills specifically taught via SEAL and PSHE

### **High Quality Learning**

- Clear understanding of Learning Objective and Success criteria across the school
- Understanding of tasks and activities
- Purposeful engagement of appropriate tasks that will challenge and interest
- Highly motivated, happy secure, confident children
- To be reflective and self critical
- Able to ask questions and participate
- Able to work independently and collaboratively

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## **Planning should include**

Learning Intention/success criteria  
Teacher focus  
Differentiation  
Organisation  
Role of extra adults  
Assessment opportunities

## **Creating Your Classroom Environment**

The learning environment should support and reflect learning, valuing the efforts of all children, age appropriate. This includes the corridors as well as the classroom.

## **Your classroom**

Your classrooms must be;

- Well organised
- Stimulating
- Able to scaffold learning
- Meet the needs of all learners

So that children can independently access and choose their own resources for learning.

## **A book corner**

It needs to be creative, interactive, organised, very early on into new terms Teachers will speak to pupils about how they use it and what they would like. Author focus, themes etc will support this. Ensure time is given for them to read for enjoyment and purpose. Your whole classroom needs to demonstrate writing/reading from across the curriculum.

## **Walls**

These need to reflect your curriculum areas, be interactive and include questions.

### Working display

Stimulate whatever topic you are working on and reflecting the vocabulary around it.

### Information display

Weekly timetable, literacy, maths plans, class rules on display, rights and responsibilities, adults in room, behaviour contract.

### General knowledge display

About what's going on in their lives – age appropriate so older pupils have news of national and international events.

Celebration/Rewards display, Team Points, Literacy display, maths display and other subjects display

Corridor displays are themed and linked with classes and year groups. Displays in the corridors and the entrances on all sites must be regularly changed with stimulating displays. A timetable for each site and shared responsibilities will be created.

**There should be no 'colouring-in' sheets on display.**

## **Structure of a Lesson**

Teacher input for Key Stage 2; 15 – 20 minutes maximum, for Key Stage 1; 10 minutes.

## **Introduction**

Learning Intention explained – with children as much as to children

Success Criteria made clear

Main teaching must be interaction, and have modelling, questioning, paired activities.

## **Activities and independent learning**

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Individual and /or groups – differentiated by task, appropriate resource that supports independence and extended learning in the majority of lessons.

The Class Teacher should always teach/work with one or more groups.

The Learning Support Assistant/Teaching Assistant should be focussed with one or more groups.

**Mid Plenary/'checking' plenary if necessary**

To be done halfway through a lesson, with groups or whole class, check clarity of understanding and check on progress.

**End Plenary**

Reference back to LI and SC as well as exemplifying learning from children. Not just sharing the work.

Where to next ...?

At all times the Teacher should be aware of engagement and learning behaviour and monitor understanding of the whole class throughout the lesson.

***Children should not be afraid to say they don't know/understand.***

***Supporting Policies***

***English***

***Maths***

***Marking and Feedback***

***SEN***

**Reviewed October 2015**

**Next review September 2017**