



## Teaching for Learning Policy

### **Aims of the Teaching and Learning Policy**

At Minerva Primary Academy we have the belief that **all** children deserve high quality teaching for learning opportunities every day, with their needs being met and a love of learning fostered so that they will achieve great outcomes.

The policy is written within the context of our ethos of '*Learning, Believing, Growing, Achieving*' and our shared values of 'Safe, Respectful, Learning'.

We want all children to be confident, curious, adaptable and independent learners who can use these learning skills now and as they progress through their education and beyond. We have high expectations for all learners.

### **All members of the school community should work towards the school's aims by:**

- Setting the highest expectations of leaders, teaching staff, children and families to ensure all children achieve.
- Ensuring learning is joy-filled and takes place in and out of the classroom.
- Getting to know all children well so we can support them and move their learning on whatever their starting point.
- Having an engaging curriculum that enables children to understand themselves, their place in the world, seek meaning and make connections.
- Encouraging children to believe in themselves and developing a 'can do' attitude that builds self-agency, resilience and self-belief.
- Teaching British values to enable children to make their own choice to be respectful, responsible, value the diverse world we live in and contribute positivity to society.
- Raising aspirations and supporting every child to achieve their goals academically, socially and emotionally.
- Working as a team, supporting and encouraging one another.

### **The Teaching and Learning Framework – Privileging all our pupils at MPA**

At Minerva Primary Academy, we all believe in privileging our pupils through the purposeful choices we make. This is achieved with consistently great teaching and learning for all. Our teaching and learning framework provides detail and clarity to ensure that all staff know, understand and can successfully apply the chosen approaches with fidelity. The teaching and learning framework has been created in collaboration with staff. It forms the foundation of any professional development or evaluation process. The framework draws upon other policies and documents (e.g. behaviour for learning policy, PP strategy 'Lift up').

An overview of the framework can be seen on the next page.

# Privileging all our pupils at MPA



We recognise that to meet the needs of all our pupils, adaptive teaching leads to an inclusive classroom with high expectations for all. Adaptive teaching approaches are weaved through our Teaching and Learning Framework. They are in **blue** to help identify them.

## Behaviour for learning

- Signal, pause, insist.
- Rehearsing routines
- Establishing your expectations
- Positive framing
- Certainty over severity

## Enabling environments

- **Developing relationships & knowing the children**
- Positive Trusted adults
- **Inclusive learning environment**
- **Developing independence**

## Lesson sequence & design – Reading is the **key**

- **Relevant & ambitious curriculum**
- How memory works to support long term learnt
- Small steps
- Reading is the key
- WAGOLL
- Practice and retrieval
- **High expectations for all**

## Assessment and lesson enactment

- **Scaffolding learning**
- **Effective questioning**
- **Effective modelling**
- Formative assessment
- Summative assessment
- Quality feedback
- **Pre teaching & over teaching**

## ORACY

- SPEAK – discussion guidelines
- Engagement
- Talk tactics
- Vocabulary is vital!
- Exploratory talk
- Presentational talk

## MPA resources and approaches that support our T&L framework

- Safe, Respectful, Learning
- Effective Lifelong Learning Inventory
- MPA manners
- Learning walls
- Walk in tasks
- End of day reviews
- Feeding Forward Forms
- MPA Planning document.
- Key questions & Knowledge organisers
- EDI statement
- 'Lift up' PP strategy
- Targeting with care Attendance strategy
- Learner passports & success plans

Our curriculum is designed to enable children to understand their **place in the world**, which they exploit because of a developed **sense of self and agency** that is built on an ability to **seek meaning** and **make connections** based on evolving **understanding** secured through a foundation of **knowledge and skills**. To support this, we weave through enrichment opportunities both in school and at home.

### **Enrichment within school**

We arrange many events for our children in the acknowledgement that both curriculum content and personal qualities will be best developed through first-hand collaborative learning. Performances; visits out of school; visiting ‘experts’; experiential experiences within school; and involving the local community play a key part in our curriculum design and support us to ignite a love for learning that is memorable and lasts a lifetime. We value opportunities to enrich and develop children’s cultural capital within and beyond the school day.

### **Home learning**

We acknowledge parents/carers as their child’s first and most enduring educator. We are aware that the learning that takes place at home has an immeasurable impact on the outcomes for our children. At Minerva, we aspire to foster a partnership between school-based learning and home-learning through an open-door policy; children learning in class (CLIC); parent consultations and questionnaires on learning and the curriculum; reading logs; age-appropriate home learning; parent helpers in school and parent experts.

We believe that home learning provides an opportunity for children to develop their independence and self-agency in preparation for their self-study skills. Home learning is also an opportunity for children to practice skills and embed knowledge already taught in school. Therefore, we encourage parents/carers to read to and read with their child as evidence proves that being a fluent reader is the key success in all curriculum areas and beyond.

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