



New Marston Teaching and Learning Policy

At New Marston Primary School, we aim to deliver consistently high quality teaching that challenges all learners to make and sustain progress, and enables pupils to achieve their best in all aspects of school life. We want to ensure that all staff are supported in their own continuous professional learning and development, and create a culture where staff share best practice in a way that is manageable and has maximum impact on pupil achievement in an environment of trust.

This policy outlines the methodology used by teachers when planning and delivering lessons, used by leaders to deliver professional learning and development, links with our school improvement planning process and is used for monitoring.

Core principles

At New Marston we follow most **core principles** written by the River Learning Trust as a common approach to teaching, for continuing professional development and for monitoring.

The core principles are designed to provide identification and/or guidance for elements of teaching practice which make the most difference to pupil learning. They are formed from the belief that a highly intentional and technique-aware approach to classroom practice is most beneficial to pupil learning and the ongoing professional development of teachers.

The core principles are outlined below

Creating an Attentive Classroom	Creating an environment that enables pupils to give their full attention to the teacher and what is being taught, is an essential part of successful teaching. The teacher's role is to minimise potential distractions so that the child can become fully engaged in their learning.
Giving Clear Instructions and Explanations	High quality direct explanation of subject content is the most powerful resource available to teachers. When given clear and well-judged explanations of interesting topics, pupils are more likely to enjoy their learning and become increasingly curious. In the past, teacher-talk has been unfairly criticised and undervalued. However, highly effective teachers have always known that the ability to directly communicate the substance of subject content is at the heart of great teaching. There are many ways to explain, and different contexts may benefit from different approaches; teachers use a variety of ways to ensure this is done clearly.

<p>Using Modelling</p>	<p>Modelling is fundamental to clear, effective teaching. At the root, modelling means explicitly demonstrating to pupils how to be successful in important learning activities, with an emphasis on ‘access and excellence’ in every task. However, different subject disciplines and tasks require different approaches, and there are many different ways to model. The principles here represent the core of an evidence-based approach, but teachers are encouraged to find what works best in their subject areas.</p>
<p>High quality tasks and activities</p>	<p>Well-designed, purposeful and high-value tasks help pupils to learn securely and maintain motivation, by providing regular access to success and accomplishment. On the contrary, poorly-designed, low-value tasks without a sharp sense of purpose lead to frustration for teachers and pupils.</p>
<p>Effective Assessment and Feedback</p>	<p>Accurate assessment gives teachers an understanding of what pupils already know and can do, what needs consolidation and what is ‘unknown’ - helping them to plan effectively for a child’s progression through a subject.</p> <p>At New Marston we use PIRA (Reading), PUMA (Maths), No More Marking/KPI grids (writing) and statutory tests as summative assessments. In addition we use ongoing, formative assessments throughout lessons. In other subjects we may start a unit of work with an assessment and repeat this at the end of a topic. Each curriculum area has an <i>‘In a nutshell’</i> that outlines the specific systems for the subject.</p>

EYFS

Our EYFS team have their own set of core principles and a policy in line with the EYFS framework which include a focus on the unique child, positive relationships, the enabling environment and learning and development. A curriculum has been created for our pupils in Nursery and Reception that is aspirational, motivating and flexible to meet the needs of all pupils. It is play based and child led, preparing pupils for the next stage in their learning. Teachers are mindful of the primary core principles when planning, delivering lessons and interacting with pupils.

Related Policies and Documents:

- Behaviour Policy
- Remote Learning Policy
- Home learning (Homework) Policy
- Marking and Feedback Policy
- National Curriculum
- EYFS Policy

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