

Mapplewells Primary & Nursery School



Teaching and Learning Policy

Reviewed and Updated September 2024

MAPPLEWELLS PRIMARY & NURSERY SCHOOL

Policy for Teaching and Learning

The school aims and mission statement underpin all that we do in school:

School aims

- To provide an environment in which all children feel safe, cared for and supported.
- To encourage independence and confidence to take risks and make their own decisions
- That every child who walks out of the door at the end of Year 6 will have become the very best that they can be

All our aims are encapsulated by our motto **SUCCESS:**

- S – self-confidence
- U – understanding
- C – celebration
- C – curiosity
- E – excellence, enthusiasm and enjoyment
- S – self-discipline
- S – support

Mission statement

To provide every child in our care with the best quality education possible, in a warm, respectful and caring environment. Our children will be capable of dealing with the priorities of today as well as the unknown priorities of tomorrow. To put our school in the heart of the community and form links with that community which will benefit our children.

TEACHING AND LEARNING is the purpose of our school. It is the method through which we offer a curriculum, which is broad and balanced and meets the requirements of the National Curriculum, religious education and collective worship.

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- Esteeming children as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing an exciting, creative and stimulating environment where every child matters.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.

- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Working as a team, supporting and encouraging one another.

TEACHERS, TEACHING ASSISTANTS & PERSONAL CARE ASSISTANTS work towards the school's aims by:

- Providing a challenging and stimulating curriculum designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual.
- Ensuring that learning is progressive and continuous.
- Designing an appropriately differentiated curriculum, e.g. by the use of Personal Provision Maps
- Being good role models – positive, professional, supportive.
- Maintaining an-up-to-date knowledge of the National Curriculum.
- Having a positive attitude to change and the development of their own expertise.
- Establishing links with the local community.
- Working collaboratively.

CHILDREN work towards the school's aims by:

- Being punctual and ready to begin lessons on time.
- Being organised - bringing necessary kit, taking letters home promptly, returning reading books regularly and always doing homework.
- Behaving appropriately and following school rules, which the children have created.
- Taking growing responsibility for their own learning.
- Knowing/beginning to understand targets to improve their work.
- Being proud of work and achievement during and after school.

PARENTS work towards the school's aims by:

- Ensuring that children attend school in good health, regularly and punctually.
- Providing support for the discipline within the school and for the teacher's role.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their child's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Giving due importance to homework, hearing reading, and assisting in learning of tables and spellings.
- Allowing their children to take increasing responsibility as they progress throughout the school.

THE EMPHASIS OF OUR LEARNING AND TEACHING POLICY is on first hand experience and we encourage children increasingly to take control of their own learning. Thus:

- Investigative and problem solving work is encouraged.
- Children are encouraged to communicate their findings in a variety of ways.
- Opportunities are provided for children to become involved in decision making and in setting targets for improvement and achievement.

EXCELLENCE IS CELEBRATED in display and performance wherein:

- Each child is given an opportunity to have work of a high standard displayed at some time in the school year.
- Sustained effort including drafting and reworking is encouraged to enhance standards.
- School events such as concerts, drama and sports are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own performances.
- Pupils are encouraged not to accept anything less than their highest standards of personal achievement.
- Assemblies celebrate excellence including a weekly 'SUCCESS' assembly for all pupils within the school from EYFS to Y6

Strategies for Teaching and Learning

OUR CURRICULUM is a knowledge-based curriculum; teaching new knowledge whilst constantly building on prior learning and allowing the children the opportunity to make connections in their learning.

We aim to promote our 'SUCCESS' motto characteristics in all that we do at Mapplewells. In lessons, we continually refer to, model and celebrate the characteristics in order to develop each child within these areas. We believe that by following our mission statement, we will develop young people who are life-long learners, displaying a thirst for learning, and be a positive member of their community.

Enquiry questions and lead texts are important components in our curriculum. The enquiry question should be one, which is open ended, and the expectation is that the children should be able to articulate their answer at the end of their learning.

Our process of teaching at Mapplewells allows sufficient time for children to deepen their learning and retain information in their long-term memory. We do this through a well-connected planning process, creating enquiry-based sequences of work. Throughout the term, the children will experience a variety of learning opportunities which will allow them to think about the topic question in depth.

Subject based sessions should link closely to the enquiry question. However this is not something which should be forced. For example, Maths is one subject which is mainly taught as a 'stand-alone' due to the Maths mastery approach which has been adopted here

at Mapplewells. Within our curriculum we have time allocated to the Foundation Subjects, if possible, creating cross-curricular links. Our PE, Music and MFL sessions are delivered by subject specialists, with the Teaching Staff working alongside them as a CPD opportunity and with the purpose of upskilling staff further.

Walkthrus

We use Walkthrus as a coaching tool to support the development of teaching and learning. Through Walkthrus, an area of need is chosen by the teaching and learning lead and clusters of techniques are then created. These techniques are then shared with staff, trialled in classrooms and then evaluated in teams through lesson visits and discussions. At the end of each cluster, these are then reviewed on what went well and what could be even better.

Curriculum Crew

At Mapplewells, to promote pupil voice, we have a group of children who specialise in the curriculum and how we teach at Mapplewells. This group are voted for yearly by their classes and meet half-termly with the teaching and learning lead to discuss ways to improve teaching and learning at Mapplewells even more. Some of the activities the children will take part in is pupil voice interviews, learning environment and learning walks. This will then be fed back to staff with positives and next steps shared resulting in whole school improvement led by children.

Teaching and Learning Lead

At Mapplewells there is a designated member of SLT who is responsible for supporting the development of teaching and learning throughout the school, ensuring teaching and learning is of a high quality. The role of the teaching and learning lead is to;

- Champion outstanding teaching & learning and exemplify this in every aspect of their own practice
- Establish good relationships, encourage good working practices and support and lead teachers
- Cultivate an environment that promotes and secures good or better teaching, effective learning, high standards of achievement and good or better behaviour
- Identify high quality teaching & learning resources and manage the teaching & learning budget
- Raise standards of teaching and learning through identifying strengths and weaknesses through a planned monitoring cycle and ensure that appropriate support is put in place where needed
- Lead on school wide teacher development programmes
- Induct, support and monitor new staff
- Ensure that teachers promote, and children develop a proactive approach to learning, in order to learn more effectively and with increasing independence
- Liaise and collaborate with SLT and line managers to address any staff under-performance
- Liaise with other staff to ensure intervention programmes are in place to support individual needs

- Liaise with the SENDco to ensure that the needs of SEND students are being met in the classroom and that any identified gaps in teacher knowledge are addressed through effective CPD
- Lead weekly teaching and learning workshops relevant to the SIP and need in school. This will involve staff meeting up together to discuss aspects of teaching and learning and to reflect on their own practice within a team.

Teaching and Learning Model

Through our teaching, we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices and apply their learning to new contexts. Children are empowered to reach their full potential, academically and in preparing them for the future. _

A researched based, 'Teaching and Learning' model has been created and implemented across the whole school. The implementation of 'MAPS' ensures there is a consistent approach to high quality teaching and learning throughout and all pupils achieve the best possible outcomes regardless of ability and/or other factors.

'MAPS' is an acronym, with each letter representing a particular aspect of session and/or specific teaching and learning strategy:

*M – Main Learning
A – Ask questions and apply learning
P – Pupil voice to check understanding
S – Scaffolds for success to provide challenge for all*

'MAPS' is not to be seen and used as a teaching cycle, but as a process. A session would typically begin with a 'Review and Reflect', followed by the 'Main Learning'. From this point, staff have the flexibility to navigate the model, as they deem appropriate. Below, is a detailed overview of each of the 'MAPS' components, explaining the expectations and rationale for each.

Review and Reflect

'Review and Reflect' occurs at the beginning of each lesson. It allows the children time to reflect on prior learning and/or deepen their knowledge. The focus of the allocated time depends very much on AfL and the sessions focus. Possible 'Review and Reflect' activities include:

- All children reflecting on feedback (if applicable)
- Addressing misconceptions
- Allowing the children to make links between existing and new knowledge
- Opportunity to apply knowledge and explain reasoning

M – Main Learning

The 'Main Learning' is modelling new learning, teaching the children new knowledge. This happens after the 'Review and Reflect' but may need to be revisited at some point in the lesson, dependent on the children's current learning. Whilst modelling new learning it is crucial the teacher allows time for the following:

- Asking questions
- Capturing pupil voice
- Providing feedback
- Opportunities to challenge all learners

A – Ask questions and apply learning

Staff will ask questions throughout the lesson. Questions will be both pre-planned and responsive. In order for the responsive questioning to be effective, our staff are required to have a secure subject knowledge, in terms of what they are teaching constantly.

Our children have opportunities to apply their learning throughout the lesson. This not only allows the children to practise what they have been taught but also is a great AfL opportunity for the staff to address any misconceptions or deepen learning.

P – Pupil Voice to check understanding

Through 'pupil voice' we aim to develop learners who are able to manage and reflect on their learning. Peer and self-assessment strategies are in place to support and develop this, whilst giving the staff the opportunity to check the children's understanding.

Pupil voice will happen throughout all parts of the lesson, allowing children to provide feedback on their learning. This may be pre-determined and/or responsive.

S – Scaffolds for success to provide challenge for all

Scaffolds are used to provide challenge for all children. The expectation is that all children are being taught the same knowledge and content, however the way in which they acquire knowledge may differ. Children are supported and challenged in their learning through 'scaffolds'. Scaffolds may be; a teaching method, pre-planned resources, adult support, enable tables...

Finally, throughout all of the teaching and learning process, there should be opportunities for all children to be independent in their learning and when applicable, show resilience. This is what we call our 'Golden Thread' in our teaching and learning model...

Golden Thread – Independence and Resilience

Children are given opportunities to be independent learners, throughout all stages of their learning. We want them to know when it is applicable to ask for support and when they should 'have a go'. In order to do this, children need to be able to demonstrate resilience. Our children understand that in life, sometimes things may be challenging and they need to be resilient to overcome this. We continually strive to equip children with the skills and tools to be both an independent and resilient learner.

Below is the visual representation of 'MAPS'. This is displayed in the school hall and each classroom.



The rationale behind 'MAPS' is to ensure the following is in place:

- Clear vision of how we learn at Mapplewells
- Consistency in how we teach, across the whole school
- High quality teaching to ensure pupils achieve the best possible outcomes regardless of ability and/or other factors
- Planning sequences of work which builds on children's learning (storing information in the long term memory)
- Process of teaching allows sufficient time for children to deepen their learning
- Children are making connections between old and new learning, which increases their long term memory

Alongside 'MAPS', clear expectations and monitoring, a teaching and learning overview has been created and implemented across the whole school.

- Regular 'Learning Visits' take place in which the Teaching and Learning Lead visits classes/lessons, observing the practice and learning that is taking place. From this, the lead will complete a Monitoring Summary Report (MSR) report of the key findings (Appendix 4) and/or individual feedback for each class teacher. This will take the form of 'Individual Feedback' (Appendix 5) or informal conversation. Key findings are shared in the weekly T&L workshop.
- Regular 'book looks' are undertaken by the Teaching and Learning Lead alongside subject leaders and SLT members. From this, the lead will report the key findings in the form of MSR or Individual feedback. Key findings are shared in the weekly T&L workshop.

- For specific staff members, the Teaching and Learning Lead may provide more regular support, which may be for a variety of reasons. This is decided by the Head Teacher and Teaching and Learning Lead, from previous weeks learning visits and/or discussion with Key Stage Leaders.

Learning styles

Each child has a unique learning style which can be defined as the characteristic way in which they interact with their environment, taking in, filtering and processing data in order to enlarge and enrich their models of the world. Learning style is made up of cognitive, biological and psychological factors. Teachers use different presentation styles and provide access to different learning materials and activities to ensure that children have opportunities to learn through their preferred representational system. Multiple intelligences are celebrated and developed through a broad and balanced curriculum and lessons take VAK (visual, auditory and kinaesthetic) and CPA (concrete, pictorial, abstract) into consideration.

Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making

Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- conferencing;
- listening;

- brainstorming;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work.

Mastery Approach

At Mapplewells we have adopted a ‘mastery’ approach to teaching and learning in all subjects. Inspired by teaching approaches developed in Singapore and Shanghai, mastery is an inclusive way of teaching that is grounded in the belief that all pupils can achieve in maths. Rather than moving on to more difficult questions, we expect our children to delve deeper with the aim of gaining a deeper understanding of the concept. A concept is deemed mastered when learners can represent it in multiple ways, can communicate solutions using mathematical language and can independently apply the concept to new problems. Teaching for mastery supports National Curriculum objectives.

Differentiation through scaffolding up

When teaching we promote ‘mixed ability’ sessions, basing the groups on chemistry, rather than ability setting. Here at Mapplewells we ‘teach to the top’, and believe all children should be given the opportunity to ‘mastery’ the curriculum. To support this, we have moved away from setting several ‘challenges’, now having one challenge, which we expect all children to complete. Appropriate differentiation is vital though, and through well planned lessons and AfL the class teacher will consider the needs of all pupils. So that we always have the highest possible expectations of individual learners and they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs through:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

DLT – Deeper Learning Tasks

DLT slips have been created and introduced across the whole school, see below.

Deeper Learning Task



The purpose of the DLT's is to ensure there is a consistent approach to providing the children with additional challenge in their learning and/or the opportunity to deepen their knowledge. The DLT slips are used within all subjects and all children should have access to these, regardless of ability. These can be used at any point throughout the lesson and should not be used as an extension or 'extra'.

Home learning

Homework is set on a Friday for collection on the following Friday unless the class teacher informs parents/carers of alternative arrangements. All Homework activities are available to view on the child's Class Dojo page and are posted every Friday.

EYFS

- EYFS are required to complete one phonics/**literacy** task and one maths homework task each week. FS2 children are required to read to a parent/carer at least three times a week to a parent or carer. These can then be posted on Dojo or Tapestry.

KS1

- KS1 are required to read to a parent/carer at least three times a week to a parent and talk about the book. Each reading session to be recorded in the pupil's organiser by the parent. There will be six spelling words to practice for the test the following Friday and a weekly rotation between a Maths and English activity.

Year Three and Year Four:

- Years 3 and 4 are required to read to a parent/carer at least five times a week for a period of 15 – 20 minutes this time scale includes time to talk about the book, 10 spellings to learn, which are set and tested on a weekly basis and an alternate maths or English task set weekly focusing to the children's current learning.
- Times tables practice completed using <https://www.timestables.co.uk/multiplication-tables-check/>

Year Five:

- Year 5 are required to read to a parent/carer (or sustained silent reading) at least five times a week for a period of 20 – 30 minutes (this time scale includes time to talk about the book). Each reading session to be recorded in the pupil's organiser by the parent, 10 new spellings set to learn each week, which are then tested in consecutive weeks. 15 spellings to be tested each week - 5 new spellings, 5 from previous week and 5 from the week before, one Maths task set weekly that

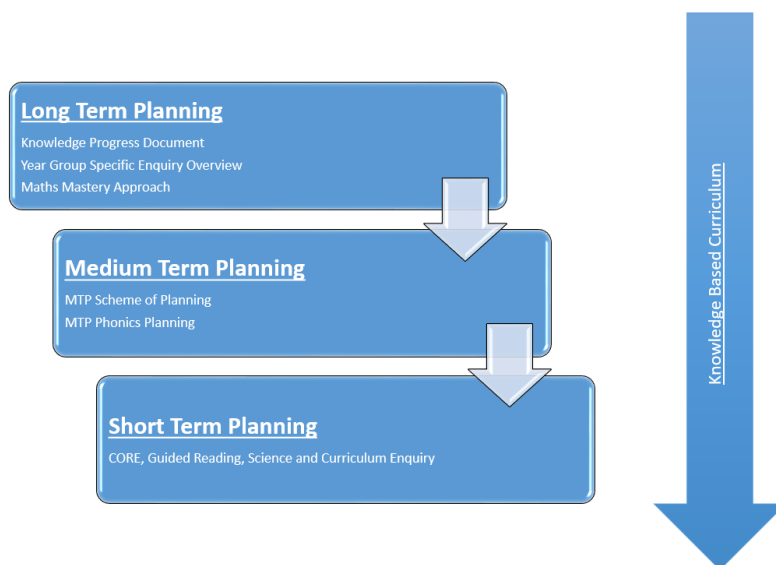
consolidates current classroom learning and one comprehension task set weekly that consolidates current classroom learning.

Year Six:

- Year 6 are required to read to a parent/carer (or sustained silent reading) at least five times a week for a period of 20 – 30 minutes (this time scale includes time to talk about the book). Each reading session to be recorded in pupil organiser. Each child has been provided with a Maths, English skills and a Spelling workbook and each week they will be provided with homework pages that match the week's learning. The homework is in preparation for SATs and provides additional practice.

Strategies for Ensuring Progress and Continuity

PLANNING is a process in which all teaching staff are involved. Planning at Mapplewells is well connected, with learning being planned for as a 'sequence of learning' rather than individual sessions. This ensures learning is coherent and that the new knowledge being taught is building on prior learning and therefore allowing the children to make deeper connections. The planning process advocates a knowledge-based curriculum, and all aspects of this process ensures there is a real connectivity and rationale behind the children's learning. Below is a diagram, detailing the planning process at Mapplewells, and an explanation as to each element.



- Long term planning is completed for each year group, deriving from the National Curriculum objectives and 'Clive Davis' knowledge-based curriculum overview document. Staff plan using the Trust generated KCPDs.
- Medium term planning is completed by each year group. Each subject area ensures coverage of the National Curriculum and knowledge-based curriculum, detailing how this will be delivered throughout the scheme of learning.
- Short term planning is completed within each year group and uploaded onto Sharepoint each week. Teacher's lesson presentation will include the MAPS

sequence making it explicit what the teacher is modelling and any key questions they may ask during the lesson.

- Each year group follows specific year group objectives and KCPDs, taken from the National Curriculum, and knowledge-based document. These have been collated and introduced throughout school.
- In Y1/2 and Y3/4, teachers plan for both KCPDs. In Maths, the learning is modelled for all children and the key learning for each year group is secured in the year group-specific independent practice. In English, planning will be aspirational and support children to meet both objectives. Y1/2 Phonics is taught using the No Nonsense Phonics Scheme in groups.
- Weekly staff meetings and teaching and learning workshops are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

SUBJECT LEADERS have a variety of roles. They:

- Take the lead in policy development and the development of performance statements to ensure progression and continuity in their subject throughout the school.
- Support colleagues in their development of their subject and in assessment and record keeping activities.
- Monitor progress in their subjects through; planning, work scrutinies, lesson observations, pupil interviews and termly sub-level data analysis and advise the SLT on action needed using Monitoring Summary Reports and School Development Plans.
- Take responsibility for the purchase and organisation of central resources for their subjects.
- Are expected to keep-up-to-date through reading and attending relevant courses.

FEEDBACK TO PUPILS about their own progress is achieved through the marking of work.

Effective feedback:

- Is positive and constructive and aims to help children learn and be self-evaluating.
- Can be done while a task is being carried out through discussion between child and teacher.
- Should refer to the learning objective and be in line with the Feedback Policy.

FORMATIVE ASSESSMENT is used to guide the progress of individual pupils. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Small group discussions perhaps in the context of a practical task.
- Target setting with each child.
- Based on individual targets when appropriate for children with SEND- Personal Provision Maps/ PSCALE/B-Squared... etc

- Short times tables tests
- Termly Maths, Reading and SPAG assessments are completed. These are then analysed, giving each child a 'standardised' score.
- Specific assignments for individual pupils.
- NNPS assessments are completed half-termly. This is analysed to identify any gaps the children have in their code knowledge or blending, which then informs interventions and lessons.
- Individual discussions in which children are encouraged to appraise their own work and progress.

FORMAL SUMMATIVE ASSESSMENT is carried out at the end of each National Curriculum Key Stage (i.e in Year 6) through the use of S.A.T.'s and teacher assessment. This process is audited by the local authority. In addition there is continuous Foundation Stage Assessment and optional SATs in Mathematics and English at Year 3, Year 4 and 5.

- Termly Maths, Reading and EGPS assessments are completed. These are then analysed, giving each child a 'standardised' score.
- In Year 1 the children complete a phonics screening test which is reported to the local authority and parents/carers are told of their child's result in the end of year report. If a child does not pass the screening in year 1 then they are required to sit the re-check during their time in year 2.

CROSS KEY STAGE LINKS are ensured by:

- Regular liaison meetings between teachers of Year 6 pupils and those from prospective Secondary schools.
- Visits to secondary schools by Year 6 and 5 pupils.
- Transfer of pupil records of progress and summative assessment results.
- Bridging units at each point of transition.
- 'Pre F1 Transition' before joining the Foundation Stage
- Transition 'All About Me' are completed by parents before their child starts in F1 and F2.
- Visits to the subsequent class in the final term, 'Class Swap' week.
- Extra visits for vulnerable children, with outside agencies invited too.
- Class dojo messages sent by new teacher before the summer holidays to introduce themselves to their new classes.

Strategies for Recording and Reporting

RECORDS OF PROGRESS kept for each child are:

- Updated at 3 points during the school year by class teachers Autumn, Spring, Summer
- Data is tracked and inputted using 'Scholar Pack'
- Examined by class teachers at the start of each academic year as they prepare for a new class. These are in the form of:

- Transition information shared with the new class teacher. Time allocated to staff to discuss the class as a whole and individual children.
- Visual Maps
- Performance statements
- Foundation subject tracker
- End of year reports
- Intervention Action Plans
- Attainment tracker given to parents during parents evening
- Retained in 'Scholar Pack' and a summary passed on to secondary school when pupils leave.

REPORTING TO PARENTS is done on a termly basis through virtual and in person interviews and annually through a written report. Parents are made aware of their child's achievement and progress:

- Parent's Evening, held after school hours. Parent/carers are given an option of a virtual meeting or an in person meeting with their child's teacher.
- Parents can communicate with their child's teacher by appointment at any other time, to discuss particular concerns. Class dojo can also be used for communication with parents. Staff are expected to reply within school hours in a timely manner.
- Quarterly Pupil Provision Maps and review meetings for children who are on the SEND register.

Strategies for the Use of Resources

CLASSROOM RESOURCES are the responsibility of classroom teachers who ensure that:

- There is a range of appropriate, accessible and labelled resources available from which pupils can select materials independently which are suitable to the task in hand.
- All children know where resources are kept and have access to them.
- All children know what they must not touch for reasons of safety and privacy.
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- Children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

CURRICULUM LEADERS are responsible for:

- Auditing, monitoring, ordering and purchasing the required resources to ensure full curriculum coverage and high-quality resources.
- Storage and accessibility of these resources.
- Leading and monitoring the learning and teaching of their subject throughout school.
- Working with colleagues to prepare and update long, medium and short-term planning.
- Supporting colleagues with any CPD needs.

Appendix 1



Appendix 2

How We Learn...

We strive for high quality teaching to ensure pupils achieve the best possible outcomes regardless of ability and/or other factors. Our process of teaching at Mapplewells allows sufficient time for children to deepen their learning and retain information in their long-term memory. We do this through a well-connected planning process, creating enquiry-based sequences of work. We follow a knowledge based curriculum; teaching new knowledge whilst constantly building on prior learning and allowing the children the opportunity to make connections in their learning.

M.A.P.S

SUCCESS Motto

We aim to promote our 'SUCCESS' motto characteristics in all that we do at Mapplewells. In lessons, we continually refer to, model and celebrate the characteristics in order to develop each child within these areas. We believe that by following our mission statement, we will develop young people who are life-long learners, displaying a thirst for learning, and be a positive member of their community.

- S – Self-confidence
- U – Understanding
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- C – Curiosity
- E – Excellence, enthusiasm and enjoyment
- S – Self-discipline
- S – Support

Review and Reflect

'Review and Reflect' occurs at the beginning of each lesson. It allows the children time to reflect on prior learning and/or deepen their knowledge. The focus of the allocated time depends very much on AfL and the sessions focus. Possible 'Review and Reflect' activities include:

- All children reflecting on feedback (if applicable)
- Addressing misconceptions
- Allowing the children to make links between existing and new knowledge
- Opportunity to apply knowledge and explain reasoning

M – Main Learning

The 'Main Learning' is modelling new learning, teaching the children new knowledge. This happens after the 'Review and Reflect' but may need to be revisited at some point in the lesson, dependent on the children's current learning. Whilst modelling new learning it is crucial the teacher allows time for the following:

- Asking questions
- Captures pupil voice
- Gives feedback
- Challenges all

A – Ask questions and apply learning

Staff will ask questions throughout the lesson. Questions will be both pre-planned and responsive. In order for the responsive questioning to be effective, our staff are required to have a secure subject knowledge, in terms of what they are teaching constantly.

Our children have opportunities to apply their learning throughout the lesson. This not only allows the children to practise what they have been taught but also is a great AfL opportunity for the staff to address any misconceptions that may arise.

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Through 'pupil voice' we aim to develop learners who are able to manage and reflect on their learning. Peer and self-assessment strategies are in place to support and develop this, whilst giving the staff the opportunity to check the children's understanding.

Pupil voice will happen throughout all parts of the lesson, allowing children to provide feedback on their learning. This may be pre-determined and/or responsive.

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The expectation is that all children are being taught the same knowledge and content, however the way in which they acquire knowledge may differ. Children are supported and challenged in their learning through 'scaffolds'. Scaffolds may be; a teaching method, pre-planned resources, adult support, enable tables...

Scaffolds are used to provide challenge for all children!

Golden Thread – Independence and Resilience

Children are given opportunities to be independent learners, throughout all stages of their learning. We want them to know when it is applicable to ask for support and when they should 'have a go'. In order to do this, children need to be able to demonstrate resilience. Our children understand that in life, sometimes things may be challenging and they need to be resilient to overcome this. We continually strive to equip children with the skills and tools to be both an independent and resilient learner.

Research

The Learning Rainforest – Tom Sherrington
Educating Ruby – Guy Claxton and Bill Lucas
The Curriculum – Mary Myatt
Becoming an outstanding geography teacher – Mark Harris
<https://educationendowmentfoundation.org.uk/school-themes/developing->

Research

Closing the Vocabulary Gap – Alex Quigley
Unleashing Great Teaching – David Weston and Bridget Clay
Visible Learning Feedback – John Hattie and Shirley Clarke
Responsive Teaching – Harry Fletcher-Wood

Appendix 3

EFFECTIVE TEACHING

Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices and apply their learning to new contexts. Teachers achieve this by relentlessly striving to meet the Trust T&L Expectations in their practice. This includes:

- Planning purposeful sequences of learning based on children's prior attainment and their current learning needs
- Sharing well formed learning objectives and success criteria which are understood and used by the children
- Ensuring children are appropriately challenged
- Providing children with appropriate feedback, in line with the policy, to help them progress, this may include 'live feedback' within the lesson, 'self or peer assessment'...
- Providing children with the opportunities to reflect and review so they can take responsibility for their own learning
- Following a mastery curriculum, enabling all learners to achieve, and providing timely support & challenge where required.

EFFECTIVE LEARNING

As a result of effective teaching, Mapplewells pupils are empowered to reach their full potential both academically and prepare them for the future. This will be achieved by children:

- Knowing and using the WALT and 'Challenge' of a lesson to lead their learning
- Taking ownership of their own learning through reflecting on the processes they use, the effort they invest, the knowledge and understanding they have and the outcomes they produce
- Feeling confident to actively engage in the learning of the lesson
- Building their 'reciprocity' muscle to know when to learn co-operatively and when to learn independently
- Celebrating their own achievements and the achievements of others
- Taking risks and embrace mistakes as learning points
- Taking opportunities to consolidate their learning and apply it to new contexts

Teaching and Learning at Mapplewells

At Mapplewells, we believe passionately in preparing our learners for what comes next and empowering every child to grow to reach their full potential. All T&L is underpinned by the Trust T&L Expectations.

CLASSROOM CLIMATE

Children learn best when they feel safe, secure, motivated and stimulated. Mapplewells teachers strive to create this climate in their classroom by:

- Encouraging risks and celebrating mistakes
- Celebrating the process and effort of the learners
- Displaying aspirational examples of learning
- Making appropriate resources available to promote independence
- Ensuring the environment is inclusive
- Building relationships with parents to ensure they feel connected in their child's education

PROFESSIONAL DEVELOPMENT

Teachers at Mapplewells continually strive to be the best they can be and take responsibility for their own learning. This is achieved by teachers:

- Engaging in weekly professional learning sessions
- Using appraisal to identify areas of strength, development and ways forward
- Actively seeking out most effective practice within the school and beyond
- Reflecting on their own teaching, based on the Trust T&L Expectations, continually and through appraisal reviews
- Working collaboratively with other members of staff to conduct mini-scale research studies on a chosen element of development
- Contributing to staff meetings including participating in 'T&L of the Week'
- Seeking out advice from other colleagues
- Acting on feedback from monitoring and coaching sessions

Appendix 4

Monitoring Summary Report



DATE:	CARRIED OUT BY:	MONITORING ACTIVITY:	YEAR GROUP(S):	SUBJECT QUESTION (line of enquiry)
WHAT IS WORKING WELL (Year group specific)		EVEN BETTER IF (Year group specific)		NEXT STEPS (Year group specific)
•				•

Appendix 5

'In The Moment' Feedback



What went well?	Even better if...

Appendix 6



Trust T&L Expectations

Core Expectation:	Exemplified in practice:
<p>Values The values are embedded consistently through the culture of the classroom.</p>	<ul style="list-style-type: none"> • Adults role-model the values of the school including respect and tolerance of others (P1A, P4A, 1.1C, 2.1A, 2.1C, 2.1D, 2.1E, 2.2A) • Adults explicitly identify the values in practice (1.1C, 1.4B) • Children can be seen demonstrating the values (e.g. persevering with their learning) (1.2E)
<p>Values School Specific</p>	
<p>Environment The learning environment, underpinned by positive relationships, is a safe place where children feel valued, secure and are empowered to learn.</p>	<ul style="list-style-type: none"> • The classroom is tidy and safe (1.1A) • The learning environment is purposeful as a result of clearly established routines (1.7A) • The environment celebrates all children's learning and positive behaviours (1.1A, 1.7B) • The classroom includes examples of the aspirational standard (1.1C) • Displays, resources and organisation enable the current learning process (e.g. working walls, seating arrangements) • Children can be seen contributing to and using the learning environment to progress their learning • Through positive interactions, children are confident to contribute and question during a lesson (P1.1A) • Teaching staff employ mindful language to establish the correct climate for learning (P1.1A)
<p>Environment School Specific</p>	
<p>Teaching & Learning Teaching is engaging, reflective and is adapted to meet the needs of all children through use of effective feedback. As a result, learning is deep, meaningful and sustained.</p>	<ul style="list-style-type: none"> • Teachers are accountable for the outcomes of <u>all</u> pupils in their class (P3A, 1.2A) • Teaching staff demonstrate high expectations for all pupils (1.1B) • Planning is based on children's current learning needs (1.2B, 1.4E, 1.5D) • Teaching staff are clear on the intended learning outcomes and design lessons accordingly (1.4A) • Teachers design each lesson as a step within a wider learning journey • All children are able to access the learning and are appropriately challenged by the teaching (1.1B, 1.5A, 1.5C) • A range of appropriate teaching strategies are used to secure children's progress (e.g. questioning, modelling (including modelling of resources), explanation etc) (1.2D, 1.3E, 1.5A, 1.5B) • Teaching staff use ongoing assessment (AfL strategies) effectively within a lesson to respond and adapt to the needs of the learners to ensure they all make the necessary progress (e.g. observations, feedback from the learners including their work, 'read the room') (1.6A, 1.6B, 1.6D) • Teachers collect feedback in a variety of ways to ensure they ascertain the understanding levels of all children (1.4D, 1.6B) • Other adults are effectively informed and deployed throughout the session to positively impact on children's learning (1.8C) • Teaching staff make meaningful links between previous and subsequent learning (1.7C, 1.6C) • Teaching staff provide children with purposeful, timely feedback to move their learning on (e.g. oral and written feedback) (1.2C)

Teaching and Learning School Specific	
Teaching Staff have high expectations of all pupils and themselves, reflecting on their own practices.	<ul style="list-style-type: none"> • Teaching staff engage in CPD opportunities and can articulate and evidence the impact (P3C, 1.8D) • Teachers are proactive with their own development (P3C) • Teaching staff use feedback to inform their practice (1.8D) • Teaching staff accurately self-reflect and use this to inform their practice (1.4D) • Teaching staff demonstrate deep knowledge and understanding of the subjects they teach (P3B, 1.3A, 1.3B, 1.3C) • Teaching staff build positive relationships with adults and children, being sensitive to individual needs (P2A, 1.8B, 1.8E, 1.7D)
Teaching Staff School Specific	
Children are curious, resilient and motivated to learn, demonstrating effective learning behaviours, empowering them to achieve their full potential.	<ul style="list-style-type: none"> • Children can understand and clearly articulate their learning intentions and how to achieve them • Children understand the purpose of their learning and how it fits into a wider, authentic context • Children are given time to reflect on their learning and can use feedback (teacher, self, peer) to move their learning forward (1.2C, 1.6D) • Children demonstrate that they can learn from mistakes and seek alternative, more effective methods • Children demonstrate effective learning behaviours when they are stuck or require further challenge • Children take responsibility for their learning by actively engaging in the lesson • Children can confidently apply their learning in the lesson and to different contexts • Children take pride in their learning which is reflected in high outcomes (e.g. books, art work, performances)
Children School Specific	

All the other factors need to be in place for the children to be able to the best possible versions of themselves.

Appendix 7

KS1

Monday 20th September 2022

I know a national significant person from the past



Review and Reflect



A _____ is a section of time within history.

KS2

Monday 20th September 2024

I know how to experiment using tools to make patterns in clay.

20.9.24

I know how to multiply a 3-digit number by 1-digit.

DLT:

Deeper Learning Task



