



# Melcombe Primary School Teaching and Learning Policy

Reviewed by: Alison Bridges

Date adopted: 5<sup>th</sup> February 2018

Signed Dennis Charman

Date 6 Feb 2018.

Dennis Charman  
Chair of the Governing Board

Date for Review: 5<sup>th</sup> February 2020

## **Introduction**

At Melcombe we believe in the concept of lifelong learning, and the idea that we never stop learning. We therefore endeavour to teach children, not only the necessary skills and knowledge from the National Curriculum, but also how to be a successful learner, as this is a key life skill. Teaching at Melcombe is 'learning centered', meaning that our whole school and classroom practice is designed with an understanding of how children learn best at its heart.

### **At Melcombe we believe children learn best when:**

- they make links to previous learning
- they can see how their learning links to the big picture
- they know what's in it for them to learn this skill or knowledge
- they know how they can succeed and achieve (success criteria)
- there is effective feedback between children and adults
- they are given opportunities to work with adult support, peer support and independently
- teaching and learning activities engage, enthuse and motivate the children

learning activities are well planned, ensuring progression

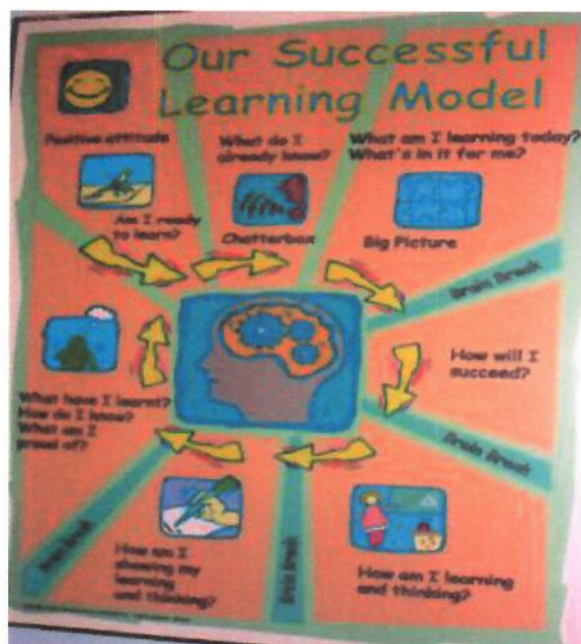
ongoing assessment informs teaching, so that there is provision for support, repetition and extension of learning

the learning environment is ordered and engaging, the atmosphere is purposeful and children feel safe

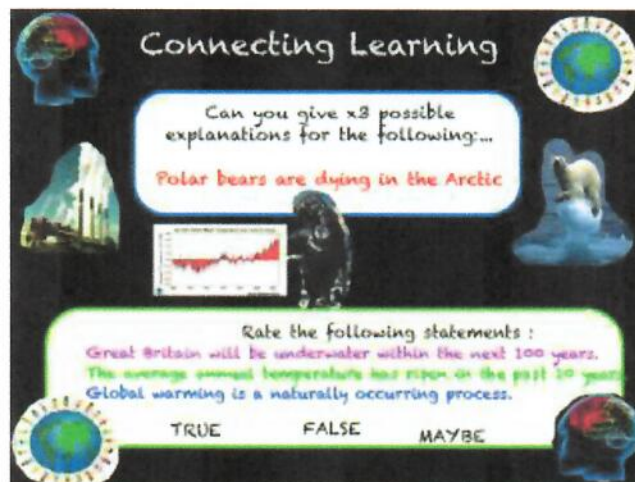
### The Melcombe Learning Model

All teachers are expected to follow the learning model for their lessons.

1. At the start of each lesson, children chatterbox what they already know. Teachers will provide prompts / questions to aid the chatterboxing.
2. Teachers will give children the LO and explain what they will be learning about. Children will look at where this fits into the big picture and what's in it for them.
3. Children will go through the success criteria, which will show them how they can achieve the LO and be successful in their learning
4. The teaching input teachers will model the learning, through engaging activities, ensuring the learning is active not passive.
5. Children will show their learning (complete the task or activity), either independently or with adult or peer support.
6. Plenary – children will reflect on what they have learnt and how they know. They will discuss how successful they have been, using the success criteria to help them.



## Examples of Chatterboxing:



**Connecting Learning**

Can you give x3 possible explanations for the following:...

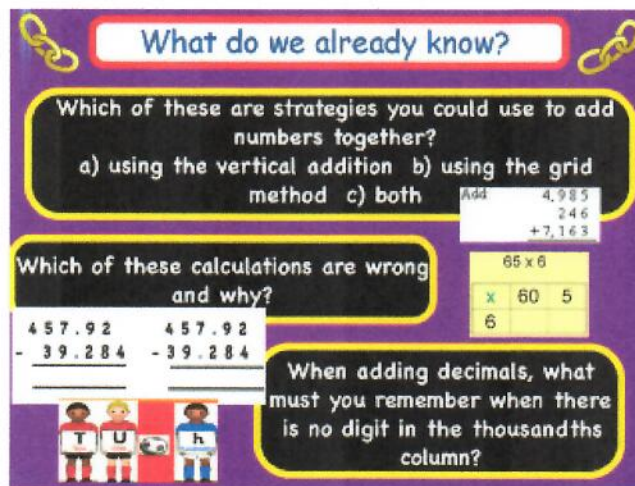
**Polar bears are dying in the Arctic**

Rate the following statements:

- Great Britain will be underwater within the next 100 years.
- The average annual temperature has risen in the past 10 years.
- Global warming is a naturally occurring process.

TRUE      FALSE      MAYBE

The image features a central text box with a question about polar bears, a line graph showing temperature trends, and a polar bear illustration. It is decorated with globe icons and a 'CONNECTING LEARNING' logo.



**What do we already know?**

Which of these are strategies you could use to add numbers together?  
a) using the vertical addition method b) using the grid method c) both

Which of these calculations are wrong and why?

When adding decimals, what must you remember when there is no digit in the thousandths column?

The image includes mathematical examples: a vertical addition problem (4,985 + 246 + 7,163), a grid multiplication problem (65 x 6), and two decimal subtraction problems (457.92 - 39.284). It also features a 'T U H' place value diagram and a 'WHAT DO WE ALREADY KNOW?' logo.

## Success Criteria

The success criteria should drive each lesson and should be constantly being referred to by adults and children.

Teachers will model tasks against the success criteria.

Teachers and use children will use the success criteria to judge how well they are getting on.

## Big Pictures

Children make links between today's learning and previous learning and look at what today's learning will help them with the in the future.





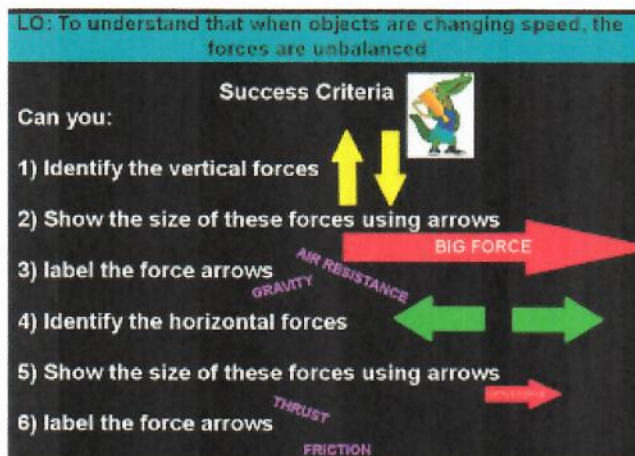
**Success Criteria**

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Teachers and use children will use the success criteria to judge how well they are getting on

Success criteria may be compulsory (things they have to do, to achieve the LO), optional (things they may include in their work) or pupil generated.



## Can you... Success Criteria



1. Read the maths story correctly?  $2\ 463 + 4\ 175$
2. Line up the digits correctly according to place value? C |  $\frac{1}{10}$  |  $\frac{1}{100}$  |  $\frac{1}{1000}$
3. Add up each column correctly by starting with the thousandths column?  $\frac{1}{1000}$
4. Use funny counting if there is a problem in a column?  $2\ 463 + 4\ 175 = 6\ 638$
5. Set out the vertical addition correctly?

### Learning Opportunities:

investigation and problem-solving; research and discovery;  
group work;  
pair work;  
independent work;  
whole-class work;  
asking and answering questions;  
use of ICT;  
fieldwork and visits to places of educational interest;  
creative activities;  
watching video clips and responding to musical or recorded material;  
debates, role-plays and oral presentations;  
designing and making things;  
participation in athletic or physical activity.

### Presentation Expectations

Children in EYFS and Key Stage 1 use pencil.  
Children can get a pen license in Year 2 and all children will be using pens in Year 3.  
Children do editing and revisions of work in green pen.  
Learning objectives and dates should be clear on all pieces of work.  
Children are expected to stick to the presentation criteria for maths and literacy, which are displayed in each classroom.

### Classroom Environment Expectations

All classrooms are expected to be engaging, tidy and support a purposeful learning environment.

The display boards should show:

- \*Presentation criteria for maths and literacy
- \*Various subjects being delivered
- \*Key questions and raised questions
- \*Key vocabulary & information
- \*Examples of children's work

All classrooms will have an area for water and packed lunches

All classrooms will have a time out area

### Monitoring of teaching and learning

We run a yearly monitoring program as set out below, to ensure that the teaching and learning is consistent across the school and of a high standard.



**Monitoring of lessons:**

All teachers are monitored by a member of SLT in Autumn, with follow up observations, based on their targets, 2 weeks later and going forward where necessary, by the Phase Leaders.

All teachers are jointly monitored in Spring by members of SLT, with follow up observations, based on targets set by the Phase Leaders.

All teachers are monitored by subject leaders in Summer.

**Monitoring of work**

Literacy, maths, science and topic books are monitored termly by the SLT and relevant subject leaders.

Feedback is given to individual teachers and any common areas for development are picked up on in staff training sessions.

**NQT and New Teacher Training**

All new teachers are given training on the Learning Model and school expectations, before they begin their role. They are then supported by the Teaching and Learner Leader and Phase Leaders.

**The role of parents and carers**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

by holding parents' evenings to explain our school strategies for learning and report on their children's progress in school;

by putting information on the website, at the start of each half term, which outlines the areas that the children will be studying during that half term at school;

by sending parents annual reports in which we explain the progress made by each child, and indicate how the child can improve further;

by explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would therefore like parents:

to ensure that their child has the best attendance record possible;

to ensure that their child arrives on time for school;

to ensure that their child is equipped for school with the correct uniform and PE kit;

to do their best to keep their child healthy and fit to attend school;

to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;

to promote a positive attitude towards school and learning in general;

**Planning** – see Curriculum Policy

**Feedback and marking** – see Feedback and Marking Policy

**Assessment** – see Assessment Policy