

Morley Primary School

Teaching and Learning Policy

'This policy has been reviewed on … and has been impact assessed in the light of all other school policies and the Equality Act 2010.'

Headmaster: Tony Taylor

Chair of Governors: Jim Campbell

Last reviewed: February 2024

Policy Review Sheet

Morley Primary School

	Version	Date	Minute No.
Approved by Governors	1	Feb 2024	22.01.24/28
Reviewed by Governors	2		
Reviewed by Governors	3		
Reviewed by Governors	4		
Reviewed by Governors	5		
Reviewed by Governors	6		
Reviewed by Governors			
Reviewed by Governors			
Reviewed by Governors			
Reviewed by Governors			

Title: Morley Primary School Teaching and Learning Policy

This policy should be read in conjunction with the school's Behaviour Policy, Special Educational Needs and Disability Policy, Marking and Feedback policy, Attendance Policy and Safeguarding Policy

Introduction:

At Morley Primary School, we are dedicated to nurturing a learning environment where every child experiences the Morley Feeling: Togetherness, Love, and Passion. Our teaching and learning policy reflects our commitment to fostering academic excellence, personal development, and leadership skills in every pupil. As a small primary school with three mixed-aged classes, we prioritise inclusivity, collaboration, and individualized support to ensure the holistic growth of each child.

Aims:

1. To instil a love for learning and curiosity in every child, guided by the Morley Feeling of Togetherness, Love, and Passion.
2. To provide a stimulating and inclusive learning environment that celebrates diversity and nurtures the unique talents and strengths of each pupil.
3. To deliver high-quality teaching that promotes academic excellence, resilience, and creativity, guided by our three curriculum pillars: Locality, Vocabulary, and Children as Leaders of the Future.
4. To cultivate a culture of respect, collaboration, and resilience among pupils, staff, and the wider community.
5. To engage parents and caregivers as active partners in their child's education, fostering strong home-school partnerships to support pupil success.

Teaching and Learning Practices:

Our teaching approach, known as the Path to Success, is based on the latest research in education and comprises five strands: Experience It, Play with It, Use It, Develop It, and Connect It. This approach guides our instruction across all subjects and fosters progression from Shallow Learning to Deep Learning and ultimately to Profound Learning, where children apply their learning in diverse contexts.

a. Experience It:

- Experience It serves as the hook for learning, providing pupils with rich and immersive experiences that they can relate to and draw upon to support their learning journey.
- Through hands-on activities, real-life simulations, and engaging experiences, pupils develop a deep understanding of concepts by connecting them to their own experiences and interests.
- This strand aims to ignite curiosity, spark interest, and lay the foundation for deeper exploration and understanding in subsequent stages of learning.

By embedding the Experience It strand into our teaching practices, we create meaningful and memorable learning experiences that inspire pupils to explore, inquire, and make connections across different areas of knowledge.

b. Play with It (Gamification Approach):

- Learning is gamified to enhance motivation, collaboration, and problem-solving skills.
- Educational games, simulations, and challenges are used to make learning enjoyable and promote a growth mindset.

c. Use It:
- Pupils actively apply their knowledge and skills to solve problems, create products, and complete tasks.
- Learning is authentic and purposeful, encouraging critical thinking, creativity, and innovation.

d. Develop It:
- Pupils engage in scaffolded learning experiences that gradually build upon prior knowledge and skills.
- Opportunities for practice, feedback, and reflection support continuous growth and mastery.

e. Connect It:
- Learning is integrated across subjects and connected to real-world contexts, promoting interdisciplinary understanding and application.
- Pupils make connections between their learning experiences, personal interests, and future aspirations.

Reasonable Adjustments:
- Teachers will make reasonable adjustments within the classroom to accommodate the diverse learning needs and abilities of pupils across mixed-aged classes.
- Varied instructional strategies, resources, and assessments will be employed to cater to different learning styles and interests, promoting engagement and academic growth.
- The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.
- If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher assesses this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we if necessary, use the support provided by Teaching Support Assistants, and we involve the appropriate external agencies
- The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

2. Curriculum:

- Our curriculum is founded on three pillars:
  - **Locality**: At Morley Primary School, we believe in the power of connecting learning to our local community. Therefore, our curriculum subjects are carefully designed to have a local context as the focus. Whether it's exploring local history, studying geographical features unique to our area, conducting scientific investigations relevant to our environment, or engaging in creative arts inspired by local culture and heritage, our pupils are encouraged to discover the richness of their surroundings. By grounding our curriculum in the local context, we not only foster a deeper understanding of our community but also instil a sense of pride and connection among our pupils, empowering them to become active participants in shaping their own learning journey and contributing positively to the world around them.

  - **Vocabulary**: At Morley Primary School, we recognise the fundamental importance of vocabulary development across all stages of a child's education. Beginning in the Early Years,

where language acquisition forms the bedrock of communication and understanding, we prioritise fostering a rich and diverse vocabulary in our pupils. As children progress through the school, the cultivation of vocabulary remains a central focus, as it underpins success across all curriculum areas and beyond. From mastering basic literacy skills to effectively expressing complex ideas and concepts, a strong vocabulary is essential for academic achievement, critical thinking, and communication skills. In Key Stage 2, we further enhance vocabulary development by introducing Latin, recognizing its profound impact on English language comprehension, grammar and expanding pupils' linguistic repertoire. By equipping our pupils with a broad and nuanced vocabulary, we empower them to navigate the complexities of language with confidence, enabling them to excel academically and thrive.

- Children as Leaders of the Future: Given our school's catchment areas and the likelihood that many of our pupils will transition to secondary school independently, the development of leadership characteristics holds significant importance for our children. At Morley Primary School, we recognise the importance of nurturing leadership skills from an early age to empower pupils to navigate challenges, take initiative, and positively influence their future paths. Through our Children as Leaders of the Future pillar, we provide opportunities for pupils to develop leadership qualities such as communication, teamwork, problem-solving, and resilience. Whether through our leadership project, learning about leaders, pupil council initiatives, or collaborative projects, we foster an environment where every child can discover and cultivate their leadership potential. By equipping our pupils with these essential skills, we aim to prepare them not only for academic success but also for leadership roles within their future schools, communities, and beyond.

- The curriculum will be regularly reviewed and adapted to ensure alignment with educational best practices and the evolving needs of our pupils and community.

Early Years:

In our Early Years Foundation Stage (EYFS) at Morley Primary School, we are committed to laying the foundation for lifelong learning through the implementation of the Path to Success approach. This comprehensive approach begins at the very start of children's educational journey, ensuring that every child experiences the Morley Way for Early Years: **M**otivation, **O**pportunities to Flourish, **R**eflective and Critical Thinking, **L**anguage and Learning, **E**ngagement, and **Y**ou Matter. Our EYFS curriculum is carefully designed to provide rich, play-based experiences that align with the strands of the Path to Success. In addition to ample opportunities for exploration and play, children in EYFS receive short, direct teaching sessions from the class teacher. These sessions are tailored to the specific needs and interests of the children, providing targeted instruction to support their development across various areas of learning. Through a combination of hands-on activities, purposeful play, and direct teaching, children in our EYFS program develop essential skills and characteristics that set them on the path towards academic success and personal growth. By incorporating the Morley Feeling into our EYFS provision, we create a nurturing and stimulating environment where every child feels valued, supported, and empowered to thrive. For further details on how the Morley Feeling is integrated into our EYFS curriculum, please refer to the appendix at the end of this policy.

3. Assessment:

- Assessment will be used formatively to inform teaching and learning, providing timely feedback to pupils and guiding instructional decisions.
- Summative assessments will measure pupil achievement against learning objectives, standards, and the development of leadership qualities.
- Termly assessment points are used to track children's progress and apply effective and targeted interventions to rapidly close any emerging gaps.

- Teaching staff plan in regular retrieval opportunities to ensure that curriculum disciplinary and substantive knowledge is retained and ideas are linked together.

4. Learning Environment:

- A nurturing and inclusive learning environment will be fostered, where the Morley Feeling of Togetherness, Love, and Passion permeates through positive relationships and mutual respect.
- Classroom displays, resources, and materials will reflect our commitment to vocabulary, locality, diversity, inclusion, and the celebration of pupil achievement and leadership.
- Working Wals are used for maths to promote vocabulary, worked examples and reasoning.

5. Enrichment and Support:

- Enrichment opportunities will be provided to extend and deepen pupils' learning experiences, including extracurricular activities, local community engagement, and leadership initiatives.
- Additional support will be offered to pupils who require it, ensuring equitable access to learning opportunities and personalized interventions.

Enrichment through Locality:

At Morley Primary School, our commitment to enriching our pupils' learning experiences extends beyond the classroom through our Locality pillar. We leverage the rich resources and opportunities offered by our local community to provide holistic enrichment that enhances pupils' understanding and appreciation of their surroundings. Collaborating with esteemed partners such as Broomfield College, Morley Hayes, local historians, the nearby church, and companies like Rolls Royce, we offer pupils unique opportunities to engage with experts, explore the heritage of Morley, Derby and Derbyshire, and connect their learning to real-world contexts. These partnerships not only deepen pupils' understanding of their community but also inspire them to become active contributors and responsible citizens. Through our Locality pillar, we strive to instil a sense of pride, belonging, and civic responsibility in our pupils, preparing them to positively impact their local and global communities.

6. Curriculum Progression

At Morley Primary School, we are dedicated to providing clear curriculum progression plans for all subjects, ensuring that disciplinary and substantive knowledge build upon prior learning. Through careful planning and coordination, our teacher and subject leaders map out the direction of learning, identifying key concepts and skills that pupils will explore and master over time. Each half term, Essential Knowledge documents are shared with both children and parents, offering a comprehensive overview of the essential learning objectives and topics to be covered. These documents serve as valuable resources, guiding pupils and parents in understanding the focus of their studies and fostering a shared understanding of learning goals. Moreover, to support language development, key 3-tier vocabulary is outlined and shared with children and parents, facilitating the acquisition and application of subject-specific terminology. Additionally, to provide further transparency and engagement, a half-term outline is shared with parents through a Microsoft Sway Page, offering a visually engaging and accessible platform to explore the curriculum content and expectations. Through these initiatives, we aim to promote collaboration, transparency, and continuous learning partnerships between school, pupils, and parents, ultimately enhancing the educational experience and outcomes for all stakeholders.

7. Professional Development:

- Continuous professional development will be offered to all staff to enhance their teaching skills, subject knowledge, and understanding of our school ethos and curriculum pillars.

- Collaborative learning communities will be fostered, encouraging staff to share expertise and best practices to support pupil learning and well-being.

8. Subject Leadership

- As a small school, we understand that teachers will lead numerous subject areas. The teacher's well-being and work load is always supported by the school and expectations are carefully managed to ensure that the role can be fulfilled effectively and fairly to the teacher.
-The role of the subject leader is to: provide a strategic lead and direction for the subject; support and offer advice to colleagues on issues related to the subject; monitor pupil progress in that subject area; and provide efficient resource management for the subject.
- The school gives subject leaders regular non-contact time so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

9. Parental Involvement:

- Parents and caregivers will be encouraged to actively participate in their child's education, through regular communication, involvement in school events, and opportunities to support learning at home.
- Parent-teacher partnerships will be strengthened to ensure alignment between home and school experiences, promoting pupil engagement and success.
- Parents are encouraged to attend our weekly celebration assembles

10. Monitoring and Review:
This policy will be reviewed annually by the school leadership team in consultation with staff, pupils, parents, and relevant stakeholders. Any necessary revisions will be made to ensure its alignment with the Morley Feeling, our school ethos, and our commitment to providing a high-quality teaching and learning experience for all pupils at Morley Primary School.

The Morley Way in EYFS

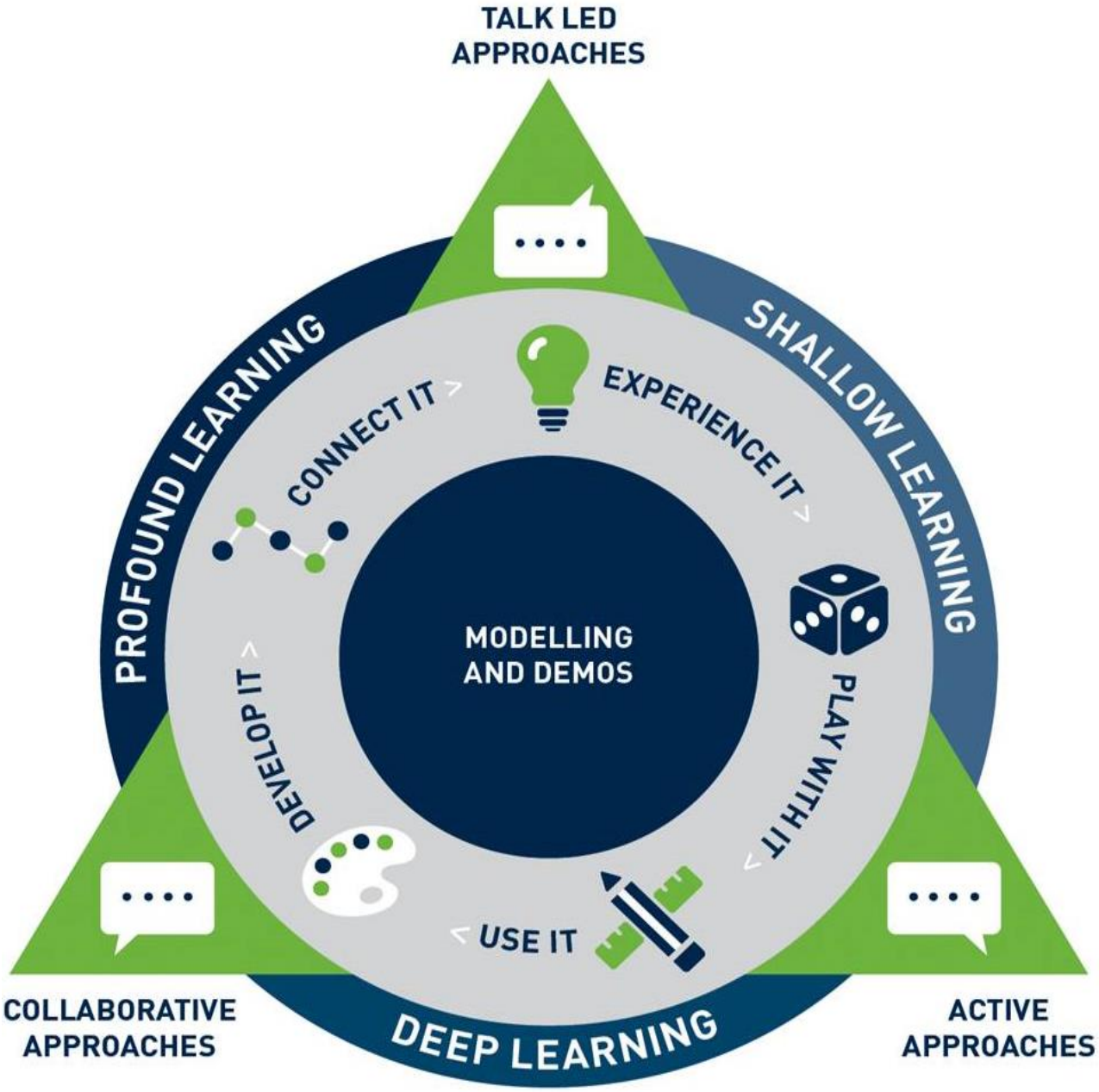


'Education is not about preparing a child for life, education is life itself.'
(John Dewey)

Path to success in EYFS @ Morley

Experience it	Play with it	Use it	Develop it	Connect it
• High expectation • Share explicit vocab • Resourcing • Retrieval • Well-defined environment /AOL • Planned, purposeful learning • Routines • Direct teaching input	• Flexible groupings (whole class, small, pairs, 1:1) • Explore, create, develop, design • Explain, model, teach, show, demonstrate • Variation for creativity, imagination and attention • Talk / active / questioning / SST • REPETITION • Gamification	• Independent practice • Scaffolded • Resilience • Opportunities to persevere / concentrate • High quality conversation, questions, SST • Choice and unique interests	• Children as the 'teacher' • Collaboration • Creative and critical thinking • Self-assess • Voice • Explain thinking and knowledge • Deepen learning in different ways	• Metacognitive strategies • Building links across learning and life • Reflection • Using knowledge across provision and school life
What are we learning today? What is our key vocabulary? What do we already know about this learning we can build on? What is the real-life context for the learning? How does the environment prompt curiosity, creativity and challenge? How does this support children's interests / motivations? Does the planned provision *earn its place?*	What are the small steps of learning I need to model? How can I make concepts clear? What repeated opportunities can we provide? How will I make learning 'stick' How can we scaffold next step development?	What essential knowledge practice is needed? Which is the best way for children to practice? What questions / feedback can I use to move learning on? (stem sentences) What is the ***productive struggle? (challenge to overcome)***	How well can children explain their learning? What opportunities to 'teach others' can we create? What different context could we provide to deepen learning? Can we tap into a unique interest or magical moment for each child to extend thinking?	How can I use my knowledge next time / in another AOL? What can I try next time? What can I do differently? How will this benefit you (children) in the future? How does this help you to be Y1 ready? What are your strengths / uniqueness? What do adults need to adapt?

MORLEY FEELING!


TALK LED
APPROACHES
SHALLOW LEARNING
PLAY WITH IT
ACTIVE
APPROACHES
DEEP LEARNING
USE IT
COLLABORATIVE
APPROACHES
DEVELOP IT
PROFOUND LEARNING
CONNECT IT
EXPERIENCE IT
MODELLING
AND DEMOS