



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

TEACHING & LEARNING

Commitment

Teaching and Learning Commitment

Teaching and Learning at MCPA, in all phases for all subjects, should always demonstrate the following non-negotiables:

1. Lessons are engaging, enthusing learning and igniting their curiosity.
2. Children are challenged by the work and as such enabled to make good or better progress.
3. Appropriate support is given for children who require it.
4. Resources are used which enable effective teaching, this includes aspects of the environment such as working walls.
5. Children understand what they are learning and how to improve.

The standards of teaching and learning are rigorously monitored across all phases and subjects at MCPA, they are supported to improve using the following approaches:

- Learning walks conducted by all members of SLT each week, feedback given to teams/individuals and actions discussed at SLT meetings.
- Regular formal observations, using experienced and observation trained staff, to observe, provide feedback and, where necessary, set targets and observe again in under 2 weeks.
- Scrutiny of children's work is regularly conducted by the phase leader/ subject leader/ member of SLT, often with a specific focus, for example, 'high attaining learners.'
- Scrutiny of planning is conducted by phase leaders informally on a weekly basis and formally on a half termly basis, staff are given formal feedback on their strengths and areas to develop.
- Progress plans & data are used to monitor the performance of all children including those who fall into a key performance group such as SEN/EAL/Disadvantaged/White British. Phase leaders review progress plans with their teams half termly and report back to the whole SLT on actions, areas for development and strengths so that good practice can be shared.
- Phase reviews – twice per year, the Headteacher or Vice Headteacher leads a full scrutiny of each phase with the phase leader; reviewing development of the phase, conducting extended observation/learning walks and scrutiny of planning and work. Following this, the development plan is updated and actions identified.
- Use of specialist MCA staff to support with planning.
- Assistant Headteacher for teaching and learning supporting in classes.

The above is supported by the timetabling of teachers' PPA, teachers who teach the same year group are 'free' at the same time in order to ensure that they plan collaboratively, they are supported by their phase leader for some, if not all of this time. In addition to this, extra time is allocated to help support teachers with their professional development.

Weekly training/meeting time is allocated on a Thursday afterschool, these sessions are planned based on the needs of staff and also in response to any arising need in the Academy (e.g. supporting the implementation of a new scheme of learning for maths). In addition to these training slots, staff are expected to engage with additional training in response to their own needs which are identified through Performance Development.

For NQT training, please see NQT training programme.

This statement was developed by all staff on the 4th of September 2017.