

Ashford CE Primary School



Teaching and Learning Policy

Updated Policy: January 2024

Approved by FGB: 26 March 2024

Signed: __P Wells_____

Chair of Governors

Teaching and Learning Policy

Our School Vision

We are a caring Christian community where everyone adopts an “I can” attitude; everyone feels valued, safe and loved by God. We celebrate our God-given individuality, achievements and talents and we aspire, with God’s help, to become the best that we can be. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

I can do all things through Christ who gives me strength.

Philippians 4v13

Aims

This policy aims to:

- Explain how we will create a high-quality learning environment at our school, providing experiences which enable children to develop a love of learning and achieve the best possible outcomes.
- Summarise expectations to embed a consistent approach to teaching and learning across our school.
- Explain how we promote high expectations and focus on raising standards of achievement for all pupils in our school.
- Involve pupils, parents and the wider school community in pupils’ learning and development

Our Key Principles

Teaching and learning at Ashford is driven by our school Christian vision and our belief that each child will flourish, achieve, develop resilience and experience ‘life in all its fullness.’ This ensures that there is always a focus on encouraging all within our school community to ‘**be the best that we can be.**’ This vision is reflected in our key learning principles which are as follows:

- **Connect** with each child as an individual to ensure that we understand their interests and aspirations to help us enable all children to discover their unique talents.
- Enthuse and inspire pupils to **love learning, develop their talents and challenge themselves** with the highest expectations for all.
- Equip pupils to be **secure with the gateway skills** they need in speaking, reading, writing and maths, and instilling a life-long love of reading and stories.
- Facilitate **purposeful and meaningful learning** which builds progressively on starting points and explicitly draws links between concepts.
- Provide a range of **inclusive learning experiences** using a range of adapted resources to ensure that our provision meets the needs of all children.

- Ensure consistent, **high-quality learning environments** in and beyond the classroom to inspire excellent outcomes.
- Foster **resilience and a growth mindset** in our pupils so they are proud of themselves, recognise their achievements and are supportive of others' success. Develop an understanding that mistakes are an important part of a learning journey and are how we continue to learn and grow.
- Centre all learning around our **Christian values** and enable children to develop a sense of their own identity and spirituality.

Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers

Teachers at our school:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Plan engaging and inspiring lessons which follow the National Curriculum and school curriculum plans, setting high expectations for all learners. (See planning section of policy for more information.)
- Use the agreed school marking and feedback policy when responding to children's learning
- Actively engage parents and carers in their child's learning by setting weekly home learning which reinforces classwork and half termly projects to support with pre and post learning of a particular subject.
- Lead annual 'Meet the Teacher' meetings and provide half termly curriculum maps to parents and carers.
- Update parents and carers on their child's progress at termly parents evenings and share learning with parents during termly open afternoons. A written report is produced annually and shared with parents.

Support staff

Support staff at our school will:

- Know pupils well and provide adaptive resources and support to meet individual learning needs
- Support the provision of inspiring learning opportunities with flexibility and resourcefulness
- Give feedback to teachers on children's responses to tasks
- Use the agreed school marking and feedback policy when responding to children's learning
- Seek support from teachers and / or subject leaders to enable them to hold the highest expectations of all learners

Subject leaders

Subject leaders at our school will:

- Work collaboratively with the Senior Leadership Team (SLT) to develop well-sequenced, broad and balanced curriculum plans which progressively build knowledge and skills and cover all requirements of the National Curriculum.
- Sequence lessons in a way that allows pupils to make good progress from their starting points and understand links between concepts.
- Use subject resources effectively, ensuring teachers have sufficient good quality resources to support learning.
- Drive improvement in their subject, working with teachers to identify and address any challenges.
- Monitor effectiveness and standards within their subject through monitoring and analysis of whole school assessment data.
- Lead Continuing Professional Development (CPD) sessions for all staff.
- Provide regular whole school subject overviews to parents using the 'ACE's Spotlight on a Subject' and lead workshops for parents as necessary.

Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education for all
- Celebrate achievement and have high expectations for all children
- Manage resources to support high-quality teaching and learning
- Monitor the quality of teaching and learning across the school, giving appropriate feedback to staff and providing coaching and mentoring as necessary
- Input and monitor the impact of CPD opportunities to improve practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Lead termly Pupil Progress Meetings and address areas of concern in a timely manner.
- Act as appraisers for all teachers and support staff, setting and reviewing annual objectives based on teaching and learning and pupil progress.

Children

Children at our school will:

- Take responsibility for their own learning and engage in peer learning opportunities
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn.
- Be curious, ambitious, engaged and confident learners.
- Put maximum effort and focus into their work.

Parents and carers

We believe that parents and carers have a responsibility to support their child's learning and we work with parents and carers to enable them to:

- Encourage their child as a learner and value learning opportunities

- Support good attendance and time keeping to ensure their child is ready to learn every day.
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Ensure all school policies promote high-quality teaching, and that these are being implemented

Planning

Lessons are planned to build on prior learning and fully reflect the content of the National Curriculum. All lessons are planned with clear learning objectives which are taken from long term, subject specific planning. As part of the planning process teachers reflect upon and make suitable adaptations to resources and planned support to enable all children to access the learning.

Lessons are planned to incorporate all elements of the ACE Lesson Structure, see appendix 1. This lesson structure is based on reducing cognitive load and reflects Rosenshine's Principles of Effective Practice.

A range of stimuli are used to introduce learning to children to encourage maximum engagement and spark children's curiosity and thirst for learning.

See our EYFS policy for more details on teaching and learning in our Reception classes.

Learning Environment

The learning environment at our school goes beyond the classroom and we recognise that all areas of our school have a unique contribution to make to a child's learning.

Classroom learning environments are consistent across the school to support transition and are mindful of the need to reduce cognitive and sensory overload. Displays in class are tools to support learning, for example modelling maths learning and showing the learning journey towards a final written outcome in English. More information is provided in our classroom environment expectation document which is included as appendix 2.

Corridor displays celebrate children's recent learning in class as well as drawing together learning from whole school focus weeks, such as our annual anti bullying week. Learning from worship and our Christian values are displayed to encourage children to reflect upon this as part of daily school life.

Outdoor learning is an important part of children's overall development and we strive to continue to develop our outdoor space so that children have the opportunity to learn in a well-resourced outdoor space. Examples of these activities are linked to our science curriculum where we learn about seasonal changes and fieldwork activities in geography. Being outdoors has a positive impact on children's mental health and well being and engaging in large scale activities also supports wider physical development.

Our curriculum is enriched by a wide range of first-hand experiences both in and out of school. A plan for educational visits across the school enables us to ensure that these are purposeful, timely and act as a vehicle to inspire learning at the beginning of a half term or to consolidate and deepen learning towards the end of a taught unit. We encourage visitors to school and have established a programme of in school workshops to support learning further.

Adaptive Teaching and Learning

As referenced in our positive behaviour policy, developing relationships with children is at the heart of all that we do. Through these relationships, teachers gain a deep understanding of children's interests and needs. This is used positively to plan teaching and learning to ensure that it takes account of the backgrounds, needs and abilities of all children.

We adapt our teaching and provision to cater to the needs of all children, including:

- Children with special educational needs and disabilities (SEND)
- Children with English as an additional language (EAL)
- Disadvantaged children
- More able children

In order to achieve this we:

- Use support staff effectively to provide extra support
- Work with parents to share and plan appropriate support
- Use flexible seating arrangements linked to ongoing formative assessment
- Use pre-teaching as part of our ACE lesson structure, appendix 1, to support children with having the prior knowledge needed to access teaching inputs
- Use a range of resources in class such as word banks, scaffolded models and examples and ICT based tools.

Please refer to our SEND policy for further information.

Home Learning

Home learning is most effective when it is completed in a safe, secure environment with focused time set aside for its completion. We use online platforms to set weekly maths and spelling home learning and also offer the opportunity for these to be completed as written home learning should it be preferred by the parent and child. Each half term children are set two project-based activities. These link to learning in class and act as opportunities to complete either pre-learning tasks or tasks to consolidate learning from class. These projects are open ended and can be presented however the child or parent prefers. Home learning achievements are regularly celebrated in class where children have the opportunity to talk about their learning with adults and peers.

Marking and Feedback

We recognise that feedback is one of the most impactful strategies to support pupil progress. Our feedback process includes the use of clear verbal and written feedback so that children have a good understanding of their achievements and next steps on their learning journey.

Please refer to our marking and feedback policy for further information.

Children's learning achievements are celebrated widely by all staff and a weekly celebration worship is held.

Assessment, Recording and Reporting

We track children's progress across the curriculum using a combination of formative and summative assessment. Summative data is collected at the end of each term, this is supported by the use of standardised tests from year 2 to year 6. Pupil Progress meetings are held after each data collection and focus on children's progress towards targets in English and maths, highlighting areas where additional support is needed. Verbal reports are provided to parents at the Autumn and Spring term parents evenings and a summary written report is provided at the end of the academic year.

Monitoring and Evaluation

We monitor teaching and learning in our school to ensure that all of our children make the best possible progress from their starting points. Termly monitoring schedules link CPD for staff with ongoing monitoring by the senior leadership team, subject leaders and external consultants supporting our school. Outcomes from monitoring are discussed with teachers and areas for development are used as a basis for the planning of future CPD and coaching activities.

Monitoring activities include:

- Learning walks
- Reviewing children's learning in books
- Regular pupil voice activities
- Termly Pupil Progress meetings
- Termly analysis of pupil data

Review

This policy will be reviewed every 2 years by the Headteacher and Senior Leadership Team.

Links with Other Policies

This policy links with the following policies and procedures

- Positive Behaviour Management Policy
- Early Years Foundation Stage Policy
- SEND Policy
- Marking and Feedback Policy
- Equality Policy