

# Ashford CE Primary School



## Learning and Teaching Policy

**Updated Policy: February 2020**

Signed: \_\_\_P Wells\_\_\_\_\_

**Approved by FGB: 27 February 2020**

Chair of Governors

# Learning and Teaching Policy

**“Education is the most powerful weapon which you can use to change the world.”  
(Nelson Mandela)**

## 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*

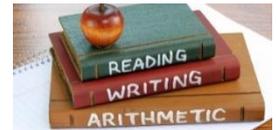
## Our Curriculum Intent

Our curriculum intent is based around our Six ACE learning principles:



1. Enthuse and inspire pupils to **love learning, develop their talents and challenge themselves** with the highest expectations for all

2. Equip pupils to be **secure with the basic skills** they need in talking, reading, writing and maths, and instilling a life-long love of reading and stories



3. Facilitate **purposeful and meaningful learning** through rich talk, discovery, practical experiences, enabling children to develop new skills and knowledge

4. Ensure vibrant **high quality learning environments** in and beyond the classroom to inspire excellent outcomes



5. Foster **resilience and a growth mindset** in our pupils so they are proud of themselves, recognise their achievements and are supportive of others’ success

6. Centre all learning around our **Christian values** and enable children to develop a sense of their own identity and spirituality



## **Aims and Key Principles**

Our Learning and Teaching policy aims to ensure that the children at our school are provided with high quality learning experiences in line with our Curriculum Intent statement that lead to a consistently high level of pupil achievement. We strive to provide our children with an education that is both enjoyable and inspirational; it is tailored to the children's needs and interests, providing them with a skill set that will make them a life-long learner.

This policy sets out clear expectations and provides a consistent approach, which can be easily monitored and is aimed at ensuring equal opportunity for all our pupils.

We will ensure that our curriculum is memorable and relevant. Through our planning, engagement with children, creative use of resources and personnel, professional development and training, we will aim to make learning and teaching at Ashford CE Primary School of a consistently high standard. By adopting a whole school approach to learning and teaching across our school we aim:

- to provide consistency of teaching and learning across key stages
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry-based approach to learning and teaching, where good practice is shared.

There is no single recipe for effective learning and teaching in our school and in providing our children with amazing learning experiences, but our Curriculum Intent statement outlines the broad principles which guide our planning and sequencing of the curriculum and our lesson planning.

## **Learning and Teaching at Ashford CE**

At Ashford CE School we truly believe that being able to learn is the greatest gift that humans possess. We are preparing children to be adults in a world that we don't understand yet. We fully acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different learning styles and each teacher strives to ensure the needs of individual pupils are met in each lesson. At Ashford CE our teachers are facilitators of learning opportunities.

### **Through our teaching we aim to:**

- Meet the needs of all learning styles i.e. visual, auditory and kinaesthetic.
- Take into account prior learning and start new learning based on what they already know and what they are interested in finding out.
- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people.

- Provide environments that are engaging, safe and purposeful and that the behaviour for learning is embedded in every classroom.
- Plan a progressive skill set, to prepare the children for adult life and the world of work.
- Enable children to understand their community and help them feel valued as part of this.
- Help children grow into reliable, independent and positive citizens.

### **Learning Objective-led Lessons with clear Success Criteria**

All lessons should be planned with clear learning objectives. These objectives should focus on what is to be learned and should not be an identification of tasks to be completed by children. Learning objectives should where possible highlight a skill that is being, so children can make links between study skills being acquired in other subject areas. Learning objectives should make a clear distinction between skills being developed and the acquisition of subject knowledge.

Learning objectives will usually be written on the board, and explicitly and regularly referred to orally throughout the lesson. Children should know the purpose of their learning and be able to verbalise their new learning related to the learning objective throughout and at the end of the lesson.

Setting success criteria is an essential part of the learning objective setting process. Success criteria should inform children of what they need to do in order to meet the learning objectives. Good success criteria are an essential part of the formative assessment process as they allow children and teachers to judge how well children have performed and highlight what they need to do to make progress. As such, success criteria provide the framework for providing effective feedback.

### **The Role of Feedback**

Children learn and develop best when they:

- Know they have succeeded.
- Feel they can do more.
- Explain what they have learned.
- Understand what their next steps for improvement are.
- Apply their knowledge to other situations.
- Teach what they have learnt to someone else.
- Feel good about themselves.

We, as teachers, facilitate this by powerful feedback and challenge to extend learning. In order to become independent learners, children need to be informed about their learning. The teacher plays a crucial role in this process. By ensuring a child has a clear understanding of the learning objectives and the success criteria, the teacher can then help guide the child through the next stage in their learning journey. This advice can take many forms, for example, general class feedback, a personal discussion or comments written on a piece of work, in line with our Marking and Feedback policy.

Feedback should provide information about generic study skills as well as the acquisition of subject knowledge. Feedback will usually relate to the learning objective/success criteria of the lesson. **Most**

**importantly, feedback should provide guidance on how to make progress.** We use 'two stars and wish' to celebrate achievements, ask questions and give SMART targets for improvement. Children should be given time to reflect over feedback and marking and self-evaluate. Teachers may also encourage response to marking through questions or © [challenge] activities (see Marking and Feedback policy).

## **Engineering Effective Discussions, Tasks and Activities That Elicit Evidence Of Learning**

In order to learn effectively it is important that all children are actively engaged in tasks that stretch and challenge them. Some principles are outlined below; however, the list is not exhaustive and the application of strategies is at the professional discretion of the teacher.

- **Engineering effective discussions;** careful thought needs to be put into planning the role that talk has in lessons. Techniques such as no-hands questioning, employing wait time or asking for a child to summarise a discussion can support whole class engagement.
- **Engineering effective tasks and activities;** careful thought needs to be put into planning the work that children will do to ensure it is purposeful and challenging. For example, carefully organised co-operative group work can ensure that all children are engaged.
- **Eliciting evidence of learning;** a key challenge for teachers is to ensure that classroom activities provide opportunities for children to exhibit their learning so that teachers and children can make informed decisions about the form and amount of progress being made.

## **Expectations**

We know that effective learning requires effective teaching. When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. For effective teaching to take place, there are a number of 'ingredients' that we feel are needed and that all teaching staff at Ashford CE should utilise and ensure are features of their teaching and lessons;

- Effective prior preparation and planning (shared with TLAs) resulting in a purposeful, well prepared learning journey.
- Clear steps to success that are shared with the children both visually and auditory.
- A clear link to previous and future learning.
- A review of the learning throughout the learning journey.
- Sufficient challenge and high expectations for children of all abilities throughout the lesson.
- Teacher modelling through effective use of 'teacher talk' time.
- Quality Interaction between teacher & pupil and pupil & pupil.
- Appropriate pace of learning.
- Enthusiasm and engagement for all.
- Fun and memorable delivery, content and outcome.
- Excellent behaviour management.
- Opportunities for independent learning.
- Follow up feedback through effective, interactive marking.

- Lesson entry points that hook children in swiftly and promote their curiosity (see Lesson Entry Points ideas document).

## **Our Approach to Effective Learning and Teaching**

- Our teaching is based on our knowledge of children's level of attainment, previous experiences, interests and skills.
- We have high expectations of all children and ensure all learning is pitched well and challenging for all abilities.
- We take into account ability and any additional educational needs, and ensure tasks are differentiated and scaffolded appropriately.
- Lessons are planned with clear learning steps that form part of the overall learning journey and we evaluate all lessons so that we constantly look for opportunities to improve our teaching.
- We treat all children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities, and promote a growth mindset and 'I can' attitude in line with our school vision.
- All our staff follow the school policy with regard to school discipline and pupil behaviour, and promote our school rules in their teaching.
- We deploy Teaching and Learning Assistants (TLAs) to maximise outcome for all pupils, and ensure the TLA team have regular professional development to support their practice
- All our staff reflect on their strengths and areas of development through annual appraisal cycle and both teachers and TLAs attend regular INSET focused on developing good practice.
- Staff have leadership responsibility for key areas of learning through subject leadership and support other staff to develop their skills in these areas.

## **Our School Curriculum**

At Ashford CE Primary School we aim to enthuse, excite and challenge our pupils with rich and varied educational experiences, in line with our Curriculum Intent statement. A fundamental part of our curriculum is our 'thematic curriculum' which includes learning in science, history, geography, art and design, design technology and sometimes music and computing. This curriculum is taught alongside our core subjects of English, Maths and RE, as well as PSHE, PE and French in Key Stage 2.

### **Our Thematic Curriculum aims to:**

- Set high expectations of our pupils
- Enthuse and inspire children and staff
- Give children a sense of enjoyment, achievement and pride in their work
- Make learning for a purpose through discovery, practical, active and exciting experiences
- Develop a progressive skills set for each child in specific subject disciplines

*Further details of our curriculum and our mapping of the progression of skills are available on our website.*

## **Our Learning Environments**

At our school we provide a rich and varied learning environment that allows both children and teachers to develop their skills and abilities to their full potential. We believe that a stimulating and exciting classroom environment sets the climate for learning, it should promote independent use of resources and high-quality work by the children. We aim to make our whole school environment attractive and conducive to learners and users. Each classroom has well-ordered clearly labelled resources. We change displays regularly to ensure that the classroom reflects the themes studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms also include a reflection area, working walls to supporting writing and a working wall and maths hub to support maths learning.

## **Pupil Organisation**

Flexible table arrangements should be used for a range of activities, including those of groups and pairs, as well as individual working. All classroom organisations should ensure that children can focus upon a central point for lessons such as whole class English or Maths. The pupils should all have an unobstructed view of the white board.

## **Outdoor Learning**

The outdoor environment is a rich, dynamic and natural space for learning and development in children of all ages. We recognise its value as an essential learning resource. Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development. It offers opportunities for doing things in different ways and on different scales than when indoors. It gives children first-hand contact with weather, seasons and the natural world. Outdoor environments offer children freedom to explore, use their senses, and be physically active.

The outdoor environment is where children can come into contact with the ever-changing systems of nature and the four elements. It is the dynamic world of living and non-living things that endlessly interact through time and space. The outdoor environment usually offers more freedom and space to move, and inspires different movement from that indoors. This is vital for young children to develop their coordination, build muscle mass and experiment with moving their bodies.

## **Educational Trips and Visitors**

We believe that our curriculum is enriched by first-hand experiences, including visits locally and further afield, contributions from adults with knowledge and skills that can enhance pupils' learning, and an extensive range of extra-curricular activities. We fully recognise that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. We provide a wide range of experiences across the school and every year group takes full advantage of inviting visitors into school or taking children on educational visits to enhance the learning experience of every topic they cover.

We also recognise the many benefits gained by children who take part in educational and residential school journeys. At Ashford CE we provide an opportunity for our Year 6 pupils to visit an activity centre as part of a week-long residential trip. We believe that this opportunity is able to offer a range of new and unique opportunities that build self-confidence and self-esteem which is fundamental to

any young person's development. Outdoor activities provide valuable alternative, often non-competitive, avenues for achievement, as well as opportunities to develop independence and self-reliance. Through successfully facing up to the challenges which outdoor activities provide, overcoming fears and apprehensions along the way, we find that our pupils make major strides in confidence, with implications for all aspects of their development.

## **Celebrating Achievements**

We take every opportunity to celebrate achievement through 'WOW work' and celebration worship, handwriting awards, green cards and 'Gold Award' worship at the end of each half term period. Using these systems of celebration contribute to a healthy learning environment and the development of 'well rounded' members of our school community.

Each class/year group has allocated corridor and hall display boards. Corridor displays show the best quality work produced from a year group where other children can celebrate and aspire to being even better. Clear learning aids and reflective questions are clearly evident on all displays.

## **The Role of Senior Leadership Team and Subject Leaders**

- Lead the appraisal process, to ensure consistent application of ethos and agreed school practice.
- Monitor effective implementation and consistency of all policies and procedures linked to learning and teaching, *eg Marking and Feedback policy, Pride and Presentation guidelines, Teacher Toolkit, etc.*
- Review teacher's planning and undertake formal and informal lesson observations.
- Review children's work to ensure consistency of approach and challenging pitch of learning through the scrutiny of children's books.
- Ensure pupil voice is incorporated into school life, and children's views included in any policy or procedure around learning and teaching.

## **The Role of Governors**

Governors determine, support, monitor and review the school policies on learning and teaching. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are well maintained and best used to support successful learning and teaching.
- Monitor teaching strategies in the light of health and safety regulations.
- Work with the Senior Leadership Team and subject leaders to monitor how effective learning and teaching strategies are in terms of raising pupil attainment.
- Ensure that staff development and appraisal policies promote good quality teaching.
- Monitor the effectiveness of the school's learning and teaching policies through the school self-review processes.

## **The Role of Parents and Carers**

We believe that parents have a fundamental role to play in helping children to learn. We work in partnership to inform and support our parents in giving their children the necessary guidance at home.

We do this by:

- Sending home curriculum overviews at the start of each half term. These are also available on the school website.
- Holding Parent Consultation Evenings to share their child's targets with parents and to explain our strategies for teaching key areas of the curriculum.
- Provide regular workshops for parents to develop their own areas to need in supporting their children's learning.
- Offering 'Meet the Teacher' events at school.
- Provide detailed communication and up to date school events through handbooks and ACE'S HIGHlights.
- Sharing 'help' leaflets on different aspects of learning and clear guidance and support materials to support home learning on our website.

We believe that parents have the responsibility to support their children's learning and the school in implementing this policy.

### **We work with our parents to:**

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Keep their child healthy and fit to attend school.
- Ensure they inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil their obligations as set out in our Home School Agreement.

## **Safeguarding**

We recognise that our school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. Opportunities for safeguarding awareness are provided throughout the curriculum to equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. We will provide children with additional training in e-safety, anti-bullying and road safety. Year 6 also are provided with workshops and additional support for their transition to secondary school.

## **Equalities Statement**

Ashford CE School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that no one should receive less favourable treatment than another on the grounds of gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of the above policy as it is the governors' aim that no-one at Ashford CE school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

For more detail, see our Equality Policy.