

# ASHTON GATE PRIMARY SCHOOL



## Teaching and Learning Policy

### 1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

### 2. Our guiding principles

Pupils learn best at our school when they:

- Are happy
- Are interested and motivated
- Achieve success and gain approval
- Are given tasks which match their ability
- Clearly understand the task
- Are confident, feel secure and are aware of boundaries
- Are challenged and stimulated
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

### 3. 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. The home-school agreement provides further information on this. This is how we will create the above conditions for pupils' learning at all times:

#### 3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress and produce a written report on their child's progress
- Meet the expectations set out in the behavior, assessment and marking policies.

#### 3.2 Classroom Support staff

Classroom support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies

- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

### **3.3 Senior leaders**

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the behaviour, assessment and marking policies.

### **3.4 Subject leaders**

Subject Leaders at our school will:

- Create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Moderate progress across their phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

### **3.5 Pupils**

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the behavior policy.

### **3.6 Parents and carers**

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment

- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### **3.7 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 Executive Headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

## **4. Planning**

Teachers should plan together in their year group to ensure consistency. This does not mean that teachers in the same year group will be delivering exactly the same lesson; plans should be adapted to meet the specific needs of each class. Planning should be saved on the shared drive on the network.

Lessons will be planned well to ensure good short, medium and long-term progress.

See our EYFS policy for more details on our school's teaching and learning in the early years.

## **5. Learning environment**

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls, libraries and creative arts spaces. These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners
- Displays of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate

The learning environment will be organised to ensure that children have the opportunity to achieve academically by:

- Working individually, in groups and as a class
- Working co-operatively
- Solving problems
- Being creative
- Discussing their ideas
- Developing their social skills
- Developing their independence
- Using initiative
- Receiving support

Learning takes place in an environment which:

- Has expectations about learning behaviours that are clear and consistent
- Is organised so that all learners can access resources
- Is well-resourced
- Makes learning accessible
- Is encouraging and appreciative
- Is welcoming
- Provides equal opportunities

Children should be encouraged to develop organisational skills and independence through:

- Appropriate tasks
- Example
- Co-operation
- Provision of suitable opportunities
- Responsibilities

### **Displays**

Displays in the school should be used to create an attractive and stimulating environment. There should be a balance between displayed pupil work and learning walls. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed regularly. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Displays should, where possible, stimulate discussion and may be accompanied by children's questions and answers. Staff should refer to the Display Policy.

### **Routines and Rules**

Routines and rules in the classroom contribute to a good learning environment. To be effective they should be:

- Agreed with the children and be clearly understood
- Fair and consistent
- Realistic and positive
- Kept to a minimum but enforced

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour Policy.

### **Achievement**

Social, physical and academic achievements are celebrated in many ways as an on going process in all aspects of school life by:

- Verbal or written praise by teachers, peers, the school leaders and parents
- Displays of work
- Opportunities to perform or share
- Encouraging self esteem
- The awarding of house points and weekly praise certificates
- Sharing success with the community

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in the process by the use of age appropriate self-appraisal and in target setting. Assessment is an integral part of the teaching and learning process. Staff should refer to the Assessment, Equal Opportunities and SEND policies.

## **6. Differentiation**

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able
- We will use support staff effectively to provide extra support.
- Working with our SEND co-ordinator (SENDCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Providing manipulatives and resources to support children's learning.
- Differentiated curriculum where appropriate

- Targeted interventions
- Differentiated tasks within lessons.

Please refer to the SEND policy and PSED statement for further information.

## **7. Home learning**

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on the school website.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

## **8. Marking and feedback**

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given at least once every week there should be in depth, developmental marking in English and Maths and marking in non-core subjects is expected to focus on the subject specific skills being taught. If appropriate, the non-negotiables of writing-presentation, spelling, clarity and basic punctuation-must be challenged. The marking policy contains further information.

## **9. Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment. This will include formal summative assessment at the end of each Key Stage. Formative assessment in reading, writing and maths at the end of each term and daily formative assessment in all lessons.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

Pupil progress meetings with the Heads of school will happen 3 times a year and Pupil Premium Pupil Progress meetings with the SENCO and PP lead 3 times a year.

Refer to the Assessment policy for further information.

## **10. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

## **11. Review**

This policy will be reviewed every 2 years by the Local Governing Board.

## **12. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy

- SEND policy
- Marking policy
- Home-school agreement
- Assessment policy
- Public Sector Equality Duty Statement
- Assessment Policy
- Homework Policy