

TEACHING AND LEARNING POLICY

Last reviewed: September 2015
Date for next review: September 2017



Ashton Hayes Primary School
Church Road, Ashton Hayes, Chester, Cheshire CH3 8AB



1. Aims

Every child in our school is entitled to the best possible education that we can provide. We ensure that all our pupils have every opportunity to unlock their full potential and gain the skills and knowledge necessary to become successful in the future.

High quality teaching and learning is key to achieving this aim and this policy reflects our high expectations of all staff and children who work in our school.

The purpose of this policy is:-

- To ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement
- To embed an agreed range of good practice across the school
- To ensure consistency throughout the school
- To provide new staff with a clear vision of the school's expectations
- To provide agreed focus for monitoring learning and classroom practice

2. At Ashton Hayes we aim to nurture the potential of every child, developing enquiring individuals who embrace a love of learning and life. We provide a vibrant and stimulating curriculum through a skills-based, topic centred approach, offering quality, inclusive learning opportunities for everyone in a family orientated and inspiring environment. At Ashton Hayes we, "Aspire to be Amazing!"

Our Aims

- For children to operate as independent learners and thinkers
- To inspire a love for learning and enquiring minds
- To provide a relevant curriculum for all, ensuring that it is broad and balanced in a skills based, topic centred approach
- For children to value themselves
- To prepare pupils for the next stage of their education and adult life.
- To foster a sense of belonging to a community
- To provide a happy and caring atmosphere where each member of the school family is known and respected
- To develop social, moral, spiritual and cultural values, showing respect and an understanding of the lifestyles of others and the diversity of the world
- To work in partnership with parents, governors and other professionals to deliver the agreed aims of the school.
- To provide an environment where children feel safe, happy and secure
- To embrace technological advances whilst staying true to the core values of the school

This is our school

A place where everyone is safe, valued and respected, a place where all efforts and achievements are celebrated, a place where we make healthy life-choices and where everyone can make a positive contribution.

3. School Expectations

- Come to school! Be on time!
- Treat everyone, including yourself, with respect including each other's cultures and beliefs
- Always listen to others and tell the truth
- Work hard and do your best at all times
- Help staff and others to help you learn

This Teaching and Learning Policy deals mainly with Key Stages 1 and 2. Teaching and Learning in the Early Years is detailed in a separate policy.

Provision for children with additional learning needs is detailed in a separate policy.

4. Teaching

We expect:-

- Staff to have secure subject knowledge and understanding – when support is needed teachers can seek advice from Senior Leaders or subject coordinators.
- Staff to plan appropriately for all groups of children and access high quality resources.
- That every lesson has a clear Can I (learning objective) which is explained to the class and is clearly evident in books for Maths, English and Science. They must also be shared and on display in lessons.
- That all lessons demonstrate key elements of good Assessment for Learning practice; see separate policy.
- That activities are differentiated to ensure that children explore, develop and practice new skills/ concepts
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, talk partners.
- Staff to provide appropriate resources, which support learning outcomes and provide challenge for the more able.
- That time targets are set within lessons to ensure pace is maintained.
- That staff have high expectations of presentation, quality and quantity of work and adhere to the school's handwriting and presentation policy.
- Staff to assess children regularly; reshape tasks during sessions where appropriate. Staff are encouraged to annotate their weekly plans and adapt planning where necessary.
- That staff are not chair / desk bound for the entirety of lessons. Furniture is flexible and can be moved for purpose.

- TAs to be fully involved in whole of lesson. Also, used to impact on the teaching and learning of **all** pupils and not just SEN.
- Staff to regularly mark children's work following the school's agreed marking code and effective feedback policy.
- Staff to encourage children's independence in their learning.
- Majority of lessons to have a plenary when the learning during the lesson can be reviewed and assessed against any Success Criteria using engaging AfL techniques.

5. The Learning Environment

- The physical environment, in which children's learning takes place, should be one which supports and enhances their learning and reflects the ethos of our school
- The creation is fundamental to the learning process. It is crucial in helping children to enjoy learning, to reflect and grow in confidence
- We believe that children should be taught to take care of and have pride in the school environment and be encouraged to take responsibility

We will ensure that each KS1 and KS2 classroom has:-

- Clearly labelled resources and draws for the pupils.
- Where possible, each classroom should have a Reading Corner where books and authors are celebrated.
- School rules displayed and behaviour policy implemented.
- Procedure for Fire drill / staff responsible for first aid clearly displayed.
- A Planning File containing the term's planning.

Display

- Teaching staff are responsible for classroom displays and displays in shared areas of the school
- Display should be of a high standard and all children should have the opportunity to have their work displayed either in the classroom or shared areas around the school. Displays should be well maintained
- Key Stage 1 classrooms should have a phonics display that reflects the current teaching in this area.
- All classrooms should have a Literacy and Numeracy working wall. This is changed regularly and should reflect the current teaching and focus. This is included in their teaching and is a resource the children can access throughout the sessions.

- All classrooms should have the school rules displayed and traffic lights with gold circle also displayed.
- There **must** be writing displayed and celebrated in each of the classrooms.
- We encourage staff to at least one display area that reflects the class's current topic. However, the majority of the thematic display is in the corridors and hall, along with examples of the pupils' topic books.

6 The Curriculum

Ashton Hayes Primary School has implemented the new National Curriculum, which was launched in 2014. More details can be found in the separate Curriculum Policy.

The whole curriculum should enable learners to:-

- Acquire knowledge, skills, understanding and practical abilities with the motivation to use them
- Develop qualities of mind, body, feeling and imagination
- Extend the effective use of language
- Develop the effective use of number
- Appreciate human achievement in all areas of activity including art, music, science, literature, history and technology
- Acquire British Values of Democracy, Tolerance of other faiths, Rule of Law, Individual Liberty and Mutual Respect
- Help develop the full potential in individuals for their lives at home, at work, at leisure, in the community and as active empowered participants in society
- Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences amongst others

With the help of the whole school community Ashton Hayes has developed a curriculum, which is relevant and exciting and addresses the aims above. It is a skills-based curriculum, which aims to draw curriculum links in a meaningful way and takes into account the new national curriculum introduced in September 2014. For more detail on our school curriculum and the 2 year rolling programme, the school's Curriculum Policy has more detail.

7. Planning

Effective and robust planning and assessment systems and the delivery of a creative, broad and balanced curriculum aim to ensure the inclusion and achievement of all children in our school,

Planning is structured in 4 phases;

- The Skills and Knowledge continuum outlined in the revised national curriculum. (Statutory in 2015)

- Medium term planning
- Weekly planning

Subject managers and the Senior Leadership Team monitor planning regularly.

Long Term

- Teachers plan the year through topics which include the spectrum of expected skills in their year group cohort, reflect the pupils interests and which capture rich and meaningful learning opportunities.
- Maths follows the National Curriculum programme of study and uses the White Rose planning and teaching system. In addition, regular planned opportunities to apply skills across the curriculum use the Nrich materials and Beam Maths.
- Phonics is taught from Reception to Year 2 through a daily phased programme.
- Evidence of coverage of the statements within the new National Curriculum are stored in planning folders.

Medium Term

- The medium term plans outline the scope and sequence of teaching over each half term for all subject areas.
- Within their Key Stage teams and year groups teachers work to embed key skills and learning outcomes across curricular areas with clear outcomes.
- Links between curricular areas are made explicit through topic web planning. Themes usually centre around a book (book as a hook) or a collection of texts.
- Opportunities for learning outside the classroom are explored within units of work to deepen learning. This includes at least one educational visit outside the classroom.
- Staff plan for enhancement opportunities which include special days, trips or guest speakers.
- Opportunities are established for display, assessment and the celebration of pupils work within the Medium Term Plan.

Short Term

- Teachers provide detailed weekly plans for both English and Mathematics
- Learning outcomes and success criteria are identified and demonstrate clear differentiation for groups and individuals within the class.
- Deployment of additional adults is made explicit
- AfL opportunities are made explicit.
- Weekly planning identifies independent activities and guided sessions. This is where a group of children work for part of the lesson with the teacher or another adult.

Medium term, weekly and daily plans demonstrate evaluation through annotations and notes.

8 Assessment

At Ashton Hayes Primary School we share the belief that consistent use of assessment for learning should:-

- Enable children to demonstrate what they know, understand and can do.
- Be used to make children aware of the level at which they are working.

- Ensure children are aware of the Can I and success criteria to support their means of achieving success.
- Give children positive reinforcement that celebrates their achievements.
- Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each child
- Involve children and teachers in recognising what needs to be done to improve work
- Be used to provide information for parents during consultations and inform homework tasks to support their child's learning at home
- Provide information to inform whole school evaluation and strategic planning

Forms of assessment

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place.

Formative assessment involves both child and teacher in celebrating successes that have been achieved as well as identifying areas for development so that next steps can be carefully planned to meet individual learning needs. When formative assessment, or assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to children's needs. This will give individual children the opportunity to make good progress and unlock their potential. Assessment for learning involves sharing the Can I, effective questioning and use of oral and written feedback. To make clear pupils' next steps learning targets, teachers use a blue pen. Pupils then respond using their own writing implement.

Summative assessment involves making a judgement of a child's attainment at a point in time in order to assess their performance in terms of a particular standard.

A variety of assessment tools are used including past SATs papers, optional SATs and the new NFER tests that relate to the new curriculum. Teachers discuss children's assessments with parents on a termly basis. Teachers also have Pupil performance meetings with SLT after each cycle of assessments.

Children in Year 2 undertake end of KS1 tests and tasks in June to confirm teacher assessments which are then moderated by the local authority periodically. Year 6 children take statutory KS2 SATs tests in May – writing is teacher assessment and takes into account work within their books.

Diagnostic assessment is used when a child is identified as not meeting age related expectations. The assessments are used to find a child's learning strengths and difficulties so that the appropriate help and guidance can be provided. This may be in the form of additional interventions, e.g. wave 2 or wave 3 support. This is organised and led by the school's SENCo and may involve consultation with agencies working in partnership with the school to support individual children. This often informs the process of setting individual targets for children on the SEND register. The SENCo is responsible for deploying staff and planning an overview of intervention programs to meet the needs of children that require additional support.

Feedback

Verbal and/or written feedback will focus on the lesson's main learning target rather than constantly correcting technical inaccuracies. If there are too many comments or annotations the child may find it overwhelming, which may affect their motivation and self-esteem. Teachers therefore use their professional judgement to correct errors, e.g. spellings, grammar, punctuation, calculations and factual inaccuracies. We believe it is important to emphasise the positive aspects of a child's work to maintain their motivation.

Work must be marked promptly and discussed with the child where possible. Where verbal feedback is given, the teacher records it as VF.

Teachers use blue pen to mark work. Children respond to the teacher's feedback using the appropriate writing implement.

Children need to understand the marking criteria so they know what the teacher's expectations are. They are given opportunities to read their teacher's feedback in subsequent lessons and the opportunity to respond and improve work in "Read And Respond" time. Comments are written in language, which is easily understood by the child. It is not always appropriate or useful to mark every piece of work in depth but it is essential that the teacher acknowledges that the work has been viewed.

Assessment for Learning

All lessons should contain these AfL elements:-

At the planning stage:-

- Use assessments from the plenary of the last lesson assessment related to success criteria - are children secure / require reinforcement? Peer / self assessment.
- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary
- Use information from marking - responses from children to teacher's comments

During the Introduction

- If appropriate, spend time re-visiting feedback from the last piece of work marked.
- Recap on previous learning—What did you learn in our last lesson? What journey are we on?
- Share Can I for the lesson. What does this mean? What do you know already?
- Teacher modelling of the activity and what is expected.
- Use focused questions to check understanding.
- Ensure activities are engaging and varied.

Main Activity

- Identify in the planning a single focus group to work with for the duration of the main activity.
- Use mini plenaries for example to revisit the Can I and Success Criteria to share a good example - have they achieved all elements of the learning objective?
- Consider extension activities for those who complete early and also means for pupils to be independent/self checking whilst the staff are working with focus groups

Plenary

- Revisit Can I and Success Criteria — what have we been learning about today? Have we achieved all the success criteria?
- Peer/ self assess work against success criteria—make an improvement.
- Visual signs e.g. use of thumbs up / thumbs down.
- Use of “Learning/Talking Partners”.
- Use of random generators for when asking questions and “phone a friend” when stuck.

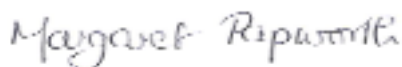
Policy Adopted September 2015

Signed Headteacher:



Date: September 2015

Signed Chair of Governors:



Date: September 2015