



*Ashley is committed to safeguarding and promoting the welfare of children  
and expects all staff and volunteers to share this commitment.*

# Ashley Church of England Primary School

## Teaching and Learning Policy

Agreed Date: October 2017

Review Date: October 2018

**This policy stems from our shared vision and school aims. It is reviewed each October. The policy is a working document used to assist on-going monitoring schedules to ensure on-going improvements in teaching and learning.**

## TEACHING AND LEARNING POLICY AND PRACTICE

**At Ashley we believe that children learn effectively when the teachers and teaching assistants are motivated and committed to maximizing the children's potential, and have high expectations of them.**

### Teaching Implications

### How do we know this is happening?

Staff are valued and supported with realistic expectations made of them.

Subject leaders support teachers in the preparation and delivery of lessons.

Staff receive effective staff development to ensure secure knowledge and understanding of subject and teaching methods.

Support staff are clear as to their role and used effectively in the classroom to support the children's learning

The teacher is secure in knowledge and understanding of the subject being taught.

Staff are confident, happy, well informed and working well together. Staff are able to do what is asked of them within realistic time bands.

Subject leaders take a leading role in moving their subject area forward and monitor both planning, lesson delivery and assessment..

Teachers have access to training in a variety of formats; whole school Inset, twilight sessions, individual courses.

Support staff are actively engaged in the learning, they are using appropriate questioning and are clear about the lesson's learning question.

Skilful questioning is in evidence, alongside well researched and planned activities.

# TEACHING AND LEARNING POLICY AND PRACTICE

**At Ashley we believe that children learn effectively when they are given the opportunity to become critical learners involved in evaluating their own work.**

## Teaching Implications

## How do we know this is happening?

Children get regular, specific feedback about what they have learnt and what they need to do next to improve their learning. E.g. through verbal feedback, marking and peer feedback.

Children are given the opportunity to reflect on and discuss their own and others' work, and help each other to improve their work by critical analysis.

Targets are set by teachers and known by the children. Year 1 and Year 2 have Next steps in English. Year 3 onwards have Maths and Writing targets.

Work is checked regularly. Children know when what they have done is good and where they need to go next to improve their work further. Written and oral feedback is focused.

Children listen to one another and give positive comments and areas for improvement. Plenary time is planned into lessons and used for evaluating and reflecting on learning. This is indicated by the use of green pen from Year 2.

Time is given for children to review their targets / next steps in learning. Children know their targets / next steps and work to achieve them.

# TEACHING AND LEARNING POLICY AND PRACTICE

**At Ashley we believe that children learn effectively when there are opportunities to be creative and investigative.**

## Teaching Implications

## How do we know this is happening?

A variety of open ended and investigative questions and tasks are posed.

There is a multi-sensory, practical, hands-on approach to teaching and learning activities.

Teachers and pupils have access to necessary equipment to ensure tasks are successful.

There is a degree of flexibility within the timetable to allow for curriculum related activities to be further explored in creative and exciting ways.

Teachers plan a learning enquiry-based curriculum to enhance opportunities for creativity

Teachers use open-ended learning questions and engage the children in asking appropriate questions to deepen and extend their learning

Children's thinking is challenged; their knowledge is probed. Answers provide knowledge as to where the child is at. Children discuss the activity and pose their own questions in pairs, small groups and as a whole class.

Practical activities enable children to remember new knowledge; they are motivated, keen and involved, and they are confident about sharing their learning with one another.

Appropriate resources are updated and used. Staff ensure that worn out or broken resources are replaced.

Within a structured timetable, teachers use their time with a degree of flexibility to maximize the learning opportunities. In addition, there are part or whole days given over to creative activities e.g. Science Week and Book Week

Classroom practice demonstrates that a more cross-curricular, topic-based and creative approach to learning is in place.

The use of questions is evident in learning activities and can be seen to be challenging and extending learning in meaningful ways.

# TEACHING AND LEARNING POLICY AND PRACTICE

**At Ashley we believe that children learn effectively when good relationships exist between all members of the school community.**

## Teaching Implications

## How do we know this is happening?

Teachers set aside time to interact and talk to children, allowing them to express concerns and interests.

Teachers communicate with support staff and helpers. Support staff have their own weekly meetings

Teachers encourage and support one another.

Teachers encourage children to support one another.

Children have opportunities to interact within a variety of groupings and for a variety of situations and purposes.

Staff work positively to reinforce children's successes by use of on-going praise, display, House Points, DH & HT Awards, Achievers Certificates, Book Prizes, Art Prizes and Sports Award.

School communicates regularly with parents by way of newsletters, Homework Diaries (in Year 6), Reports, Parents Consultations and Workshops, teacher letters, meetings, email, Great Works, Meet the Teacher at the start of the school year and website. There are parent reps in each class

Staff **know** the children. The children feel confident about raising concerns with staff. Teachers move around helping, prompting and checking.

Good relations exist where everyone is aware of daily events or future happenings. All staff feel valued and supported by one another.

Teachers feel confident and supported. Low staff turnover.

Children feel valued and happy. They evaluate and praise each other's contributions confidently.

Children are confident about communicating in different social groupings.

Children feel confident, valued and happy, and are making good progress.

Parents feel part of their child's education and that there is a genuine working partnership where their views and concerns are treated seriously. Staff feel supported by parents.

# TEACHING AND LEARNING POLICY AND PRACTICE

**At Ashley we believe that children learn effectively when structured planning is in place and is linked closely to agreed Policies and Schemes of Work.**

## Teaching Implications

## How do we know this is happening?

The teacher has ownership and a strong knowledge of School Policy and Schemes of Work through an on-going programme of development and review.

Established routines are in place.

Teachers use assessments to inform future planning.

Teachers plan thoroughly, showing clear objectives and differentiation at a weekly level. These are communicated effectively to the children, classroom support staff and helpers.

Lesson evaluations inform future planning.

There is continuity and progression through the school and clear objectives are closely linked to enquiries of learning and the National Curriculum..

Learning questions are shared with the pupils, support staff and parents. Termly and Weekly Planning is closely linked to the Learning Enquiry. There are 6 Twilight sessions per year used to plan half termly overviews which are then agreed with the Senior leadership Team.

Children are confident and secure with the routines. There are visual timetables to support children with SEND. Evidence from planning, observation books and other records shows this. Children are progressing well. Regular half termly summative assessments in maths and English

Classroom activities are appropriate; children are on task and suitably challenged by teachers and other adult support. Careful monitoring takes place by the Senior Leadership Team and subject Leaders.

There is effective monitoring of lessons evident in weekly planning.

# TEACHING AND LEARNING POLICY AND PRACTICE

At Ashley we believe that children learn effectively when they are taught in a well-managed, secure and happy environment.

## Teaching Implications

## How do we know this is happening?

Tasks are differentiated and challenging.

There is a clear progression in skills and delivery of agreed policies.

Children have clear agreed behaviour boundaries.

The day and lessons within it are well structured.

The lessons are well planned.

The teachers have a secure knowledge and understanding of the subjects they teach.

Children are stimulated, interested and making good progress. Value Added results are at least good.

There is clear progression across the curriculum.

Children follow agreed behaviour boundaries and show respect for the feelings, values and beliefs of others.

Routines are established, learning questions shared, expectations are clear, lessons have good pace and there is flexibility in ability groupings.

Monitoring highlights well planned lessons and a clear progression in learning and skills.

Effective planning, questioning and challenge is in evidence.

# TEACHING AND LEARNING POLICY AND PRACTICE

**At Ashley we believe that children learn effectively when they have clear and agreed behaviour boundaries.**

## Teaching Implications

All staff follow an agreed Behaviour Management Policy which emphasises praising positive behaviour.

Class Rights and Responsibilities are suggested and agreed by each class in September and displayed in the classroom in an age appropriate way.

Consequences of inappropriate behaviour are consistent and enforced throughout the school.

There are high expectations of behaviour by children and adults who act as positive role models.

Teachers encourage children to show initiative and take increasing responsibility for their actions and behaviour as they move up the school.

Children are aware of and confident in the procedures to report behavioural issues.

The Behaviour Management Policy is available on the school website.

## How do we know this is happening?

The behaviour through the school is excellent and the children are confident with a positive self-image. Children respect one another and their belongings.

Class Rights and Responsibilities are in operation and the children are secure in their classroom environment.

Consequences are in operation and staff are supported by one another in enforcing these consequences.

Adults clearly act as positive role models. Positive behaviour is acknowledged and celebrated. Unacceptable behaviour is managed and dealt with promptly and effectively.

Children's classroom and school roles and responsibilities are evident through the school with the children gaining more responsible roles as they move up. E.g. House Captains, Eco monitors, data feedback in assembly and Food Council.

Children are confident in school and know how to approach an adult if they have a problem, believing they will be effectively listened to.

School and Home work in partnership, one supported by the other. Parents sign Home/School Agreement.