

ASHTREE PRIMARY SCHOOL & NURSERY

TEACHING & LEARNING POLICY

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Ashtree Primary School & Nursery.

It was developed during the Autumn of 2018 through a process of consultation with teaching staff.

It was approved by the governing body on 5th November 2018.

This policy will be reviewed in the Autumn of 2019. A schedule for the review of this, and all other, policy documents is set out in the School Improvement Plan.

TEACHING

At Ashtree Primary School we believe that our teachers teach best when there is: -

- effective lesson preparation and planning including the Mastery, Fluency approaches and Challenge and Choice where appropriate
- a high level of subject knowledge leading to agile teaching
- a range of effective teaching styles including appropriate use of cross curricular Computing
- effective communication
- an insistence on high standards of behaviour
- effective use of homework, to reinforce and extend what is learned in school
- good classroom management
- effective marking, assessment and monitoring of pupils' work and progress.

At Ashtree Primary School we believe that teachers teach best when there is effective lesson preparation and planning, therefore, you should see short, medium and long term plans with: -

- clear learning objectives and success criteria across all subjects
- planned opportunities for cross curricular links including taking account of British Values and cultural diversity in our community and the wider world
- a range of activities to develop pupils' skills supported by a broad curriculum
- differentiation for a range of abilities including Most Able pupils and pupils with SEND.
- no cap on pupil learning
- a note of resources, as applicable
- opportunities for assessment
- long term, medium term and short term planning with reference to the 2014 Primary National Curriculum in England and the Early Years Foundation Stage Curriculum and which reflect the school's policy statements
- planning informed by assessment tools including HfL assessment criteria and Early Years Outcomes
- staff having opportunities to plan and work with colleagues.

At Ashtree Primary School we believe that teachers teach best when there is good subject knowledge, therefore, you should see: -

- clear, well paced teacher input throughout the lesson
- a good balance of challenging and appropriate questions and discussion points for all pupils
- misconceptions being addressed
- teachers attending courses and cascading to colleagues
- staff meetings and INSET which develop teachers' expertise and which provide opportunities for staff to discuss ideas with each other
- co-ordinators leading INSET to develop staff knowledge and supporting colleagues as required
- regular monitoring of subject areas by co-ordinators, phase leaders or the Leading Management Team
- utilisation of teacher expertise across the whole school – e.g. Golden Time opportunities/ Team teaching.

At Ashtree Primary School we believe that teachers teach best when there is good lesson presentation and teaching method, therefore, you should see: -

- a range of teaching styles to match subject content and needs of all pupils
- lessons well structured to include appropriate time for introduction, teacher-pupil interaction, task and extension, and for plenary discussion/reflection
- a range of visual / concrete stimuli provided as appropriate
- clear modelled strategies and thinking
- opportunities for pupils to engage in practical activities, investigations, problem solving and testing as fostered by cross curricular, fluency and mastery skills in Maths
- pupils supported in their learning through Computing and through manipulatives, dictionaries and word banks
- teachers providing appropriate extension material/tasks including challenge questioning
- well informed Nursery Nurses and Teaching Assistants with clear objectives
- teaching assistants effectively supporting pupils, guided by teaching staff and the SEN team
- opportunities for pupils to practise and reinforce skills
- teacher direction to ensure pupils know what to do and how to do it.

At Ashtree Primary School we believe that teachers teach best when there is effective communication, therefore, you should see: -

- teachers providing clear explanations and using appropriate vocabulary matched to the pupils' ability
- teachers utilise verbal and non-verbal communication methods
- tasks and activities that are pitched at the correct level and suitably differentiated
- tasks and activities that are pitched appropriately to diminish gaps in pupil learning
- interactive discussion and a focus on next steps
- pupils actively involved and on task
- a good balance of challenging, appropriate questions and discussion points
- teachers able to respond perceptively to pupils' questions.
- a stimulating classroom with wall displays incorporating challenge
- effective dialogue between all members of staff, pupils, parents/carers, external agencies and other settings.

At Ashtree Primary School we believe that teachers teach best when there is an insistence on high standards of behaviour, therefore, you should see: -

- lessons well paced so that pupils are encouraged to remain on task
- strategies for behaviour management resulting in high standards of discipline and pupil motivation
- reward/ praising systems as per “Step On” ethos

At Ashtree Primary School we believe that teachers teach best when there is effective use of homework, therefore, you should see: -

- the use of homework to reinforce/extend learning in school, in accordance with our homework policy.

At Ashtree Primary School we believe that teachers teach best when there is good classroom management, therefore, you should see: -

- whole class teaching, group teaching, individual teaching
- pupils organised to work individually, in pairs and collaboratively
- flexible grouping with pupils working in mixed ability and ability groups (and with teacher awareness of character mismatches amongst pupils)
- pupils encouraged to work independently
- a well organised classroom with resources clearly labelled and available for pupils
- well equipped libraries
- staff aware of the resources for specific subject areas
- co-ordinators organising, obtaining and reviewing resources for their subjects
- staff having access to a range of media (e.g. interactive whiteboard, word processor, clip art, photocopier, visualiser, laminator) to produce high quality teaching aids.

At Ashtree Primary School we believe that teachers teach best when there is effective marking, assessment and monitoring of pupils’ work and progress, therefore, you should see: -

- teachers assessing pupils’ individual needs in accordance with our assessment policy
- teachers recapping at the start of lessons to assess what pupils already know
- teachers using the plenary time to assess what the pupils have learned and whether the lesson objectives have been achieved
- pupils involved in self- assessment where appropriate
- pupils encouraged to look critically at their own work and to think of ways of improving it
- individual targets set for pupils
- pupils aware of individual targets and the progression towards achieving them
- appropriate homework being set
- teachers listening and responding to pupils talking about their work
- talk partners fully utilised
- verbal and/or written feedback to pupils in exercise books – recognition of goals achieved, setting next steps and implementation time
- teachers providing encouragement, challenge, praise and rewards.
- assessment used as the basis for future planning of work informed by HfL assessment criteria
- assessment used for the early identification of SEND/Most Able and Intervention pupils
- teachers liaising with the SENCo

LEARNING

At Ashtree Primary School we believe that pupils learn best when: -

- they are encouraged to be independent learners
- they are challenged and motivated to be partners in their own learning e.g. Challenge and Choice
- they are actively involved in the lesson
- the lesson is well structured and delivered
- the lesson achieves a good balance between content and skills progression
- there is effective differentiation
- they are encouraged to form positive relationships with the teacher, with classmates and with other adults
- they are working in an environment which is positive, safe, caring and stimulating.

At Ashtree Primary School we believe that pupils learn best when they are encouraged to form positive relationships with the teacher, with their classmates and with other adults, therefore, you should see pupils: -

- showing mutual respect
- in rapport with one another
- showing consideration for others
- reflecting on how their behaviour affects others (e.g. Circle Time and Golden Time)
- working with adults to establish rules and targets
- supporting, encouraging and praising each other
- taking pride in shared success (assemblies etc.)
- able to work in collaboration with each other and have an awareness of their place within the school and wider community
- following the therapeutic nature of “Step On.”

At Ashtree Primary School we believe that pupils learn best when they are actively involved in the lesson, therefore, you should see pupils: -

- enjoying their work
- eager to ask and answer questions
- making contributions to class discussions, sharing experiences
- learning from first hand experiences, experiments, practical tasks and appropriate activities including themed sessions
- concentrating and working “on task” over a period of time
- engaged in collaborative activities
- keen to talk about their activities and able to explain what they want to learn, what they have been doing and what they have learned.

At Ashtree Primary School we believe that pupils learn best when they are encouraged to be independent and so you should see pupils: -

- solving problems
- showing initiative and taking responsibility (e.g. asking/giving help to each other with spellings, checking their own work with reference to individual targets)

- having opportunities to act on marking comments
- having access to clearly labelled resources and using them (e.g. manipulatives and word mats)
- assessing and evaluating their own work and the work of others
- having opportunities to plan and direct their own learning (e.g., science investigations/music compositions)
- developing research skills
- able to organise their own equipment ready to start work
- selecting appropriate resources in order to carry out a task

At Ashtree Primary School we believe that pupils learn best when they are challenged and motivated so you should see pupils: -

- engaged in investigations and problem solving tasks
- aware of their individual targets and working to achieve them
- engaged in activities which match their ability, and which extend and challenge their thinking, their imagination and their vocabulary
- improving their original work, within lessons, in order to meet their next steps
- keen to complete their work and showing perseverance when tasks are difficult
- producing quality work in which they show pride and which they are keen to share with others
- producing work for specific purpose and audience.

At Ashtree Primary School we believe that pupils learn best when they are working in an environment which is positive, safe, caring and stimulating, therefore, you should see pupils: -

- who are relaxed and happy
- observing the Golden Rules and any class rules
- working safely in a purposeful working atmosphere
- observing the school rules and aware of safety issues (e.g. e-safety, science, technology, and P.E. lessons, on the playground)
- guiding the work of the School Council
- responding to praise and encouragement
- showing care for each other and respect for people's property
- able to explore ideas and feelings, feeling safe and confident, respecting the view of others (SEAL Resources)
- work displayed, celebrated and valued.

At Ashtree Primary School we believe that pupils learn best when the lesson is well structured and delivered, therefore, you should see pupils: -

- building on what they have previously learned with a positive attitude and disposition to learning
- developing their understanding and diminishing gaps in their learning
- acquiring knowledge
- developing new skills and applying them
- knowing what to do and what is expected of them
- working at good pace, aware of the time factor
- making good progress
- aware of the learning objectives and success criteria
- using a variety of speaking and listening techniques

- aware of their targets and of the steps needed to achieve them.

At Ashtree Primary School we believe that pupils learn best when there is effective differentiation, therefore you should see pupils: -

- engaged in activities differentiated to match their needs, but nonetheless challenging
- achieving success and being motivated by it
- accessing open ended tasks which do not cap learning.

At Ashtree Primary School, we understand that all pupils learn in different ways, therefore, you should see pupils: -

- learning through a variety of approaches
- learning through extended provision – e.g. clubs, workshops and Pupil Premium Initiatives
- learning through parent/carer partnerships e.g. “Stay and Play.”