



# Ashdon Primary School

## Teaching & Learning Policy

Date adopted by  
Governing Body:

**February 2021**

Next Review:

**February 2024**

### **SAFEGUARDING STATEMENT**

Ashdon Primary School takes seriously the responsibility to protect the welfare of the children in its care, believing that “The welfare of the child is paramount” Children Act 1989.

This policy plays an integral part in our aim to safeguard the children and ensure their wellbeing in order to promote optimum development.

### **Aims of the Policy**

At Ashdon Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our policies on Marking & Feedback, Curriculum, Homework, EYFS, SEND, Assessment and English.

### **Principles of Teaching and Learning**

Learning, and enjoyment of learning, is the purpose of the whole school and is a shared commitment. At Ashdon Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children’s confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

## **Effective Learning**

Teachers at Ashdon feel that pupils learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve e.g. appropriate time scale

## **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

### *Staff*

Our staff will contribute to the children's development through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

### *Pupils*

Pupils are encouraged to support the school's aims by:

- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

## *Parents*

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

## **Curriculum**

Please read our separate Curriculum Policy for further details on how we organise our curriculum coverage at our school.

## **Organisation**

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

## **Differentiation**

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

## **Learning opportunities**

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of learning opportunities. This may include, but will not be limited to:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions (open and closed);
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition and reinforcement;
- problem-solving;
- making choices and decision-making.
- providing opportunities for reflection by pupils;
- demonstrating high expectations;

## **Assessment**

Successful teaching takes account of children's prior learning and must ensure continuity and progression. Therefore, regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. For further details, please read our Assessment Policy.

## **Monitoring and Evaluation**

Pupils' work will be monitored regularly in each of the curriculum areas by the subject leaders. This may be through work sampling, lesson observation, learning walks, pupil perception interviews and meetings with staff members.

## **Review**

This policy will be reviewed every 3 years by the staff and Governing Body of the school, or sooner if deemed appropriate.

**Signed:** \_\_\_\_\_ (Chair of Governors)

**Date:** \_\_\_\_\_