



Ashleworth C of E and  
Churcham Primary Schools



## Learning & Teaching Policy

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| Approved by:         | Teaching & Learning Committee |
| Reviewed:            | 11 March 2020                 |
| Date of Next Review: | March 2022                    |

## **Ashleworth C of E and Churcham Primary Schools Learning and Teaching Policy**

The aim of this policy is to ensure that the children at Ashleworth C of E and Churcham Primary Schools receive consistent, high quality teaching to enable them to learn effectively. It will provide a framework for monitoring the quality of teaching and learning; it will help teachers and other adults to evaluate their practice. It will provide a calm, safe learning environment where everyone feels valued.

All staff have been involved in the formation of this policy; this has insured ownership.

It identifies our beliefs about what constitutes quality teaching which will promote learning and raise standards throughout the school.

### **At Ashleworth and Churcham we believe children learn best when:**

- They are positive, are self-motivated, happy and have the confidence to take risks
- They feel that they are all treated as equals
- They acquire mutual respect, value the work of others and the environment in which they learn
- They have clear expectations of work and behaviour; including intended outcomes and how these can be achieved
- Lessons are stimulating, exciting and engaging – having purpose and pace.
- Work is challenging, but achievable
- The learning environment is stimulating, calm and secure with interactive accessible resources
- They are encouraged and praised
- They are given meaningful feedback on what they are doing and how they can improve - verbally and through the marking (see marking and presentation policy)
- They engage in self-evaluation, making choices where appropriate and play an increasing role in organising their learning
- They are given the opportunity to talk and discuss their learning
- They behave appropriately
- They have clear targets, which they are able to explain
- Teaching is focussed on their individual needs
- Parents are involved and supportive

**To allow this to happen in our school the classroom climate needs to be embedded with the belief that all pupils can learn and improve. Successful learning occurs when children understand the goals they are aiming for and when they are motivated and have the skills to achieve these goals. To ensure that this happens and to support our commitment to high standards in our school GOOD or better teaching must take place in all our classrooms.**

**At Ashleworth and Churcham Primary Schools we believe EFFECTIVE teaching is demonstrated by:**

- Good or better subject knowledge of the teacher
- Teaching, over time, is well structured
- Opportunities are planned for key concepts to be embedded in long term memory
- Lessons that are well planned and objective led with a clear learning outcome
- Lessons are differentiated to match the ability of all the children
- The pace of lessons ensure learning is optimised and no time is wasted
- The learning objective is shared with the children and is referred to throughout the lesson and the plenary to assess learning
- Information is clearly presented
- Previous learning is reviewed and referred to
- A range of teaching methods to foster different ways of learning is used ensuring a good balance between instruction, demonstration, modelling, discussion, questioning
- A range of learning styles are used
- Key vocabulary is displayed and used accurately
- The method and organisation of the lesson supports the learning intention
- Teachers have high expectations of all pupils achievement
- Success criteria/Steps to Success is used and understood
- Teachers have high expectations of behaviour
- Teachers make use of praise and encouragement throughout the lesson
- Pupils understanding is checked and misunderstandings are addressed
- Teachers use their daily assessments and observations to adapt and modify future planning and learning
- Teachers use a range of effective resources
- Teachers use a range of questioning techniques and allow time for responses
- Children are given the opportunity to talk and discuss their learning
- Time is managed effectively – good organisation, smooth transitions
- Feedback is provided for children which is constructive and enables them to move forward (see Marking policy). Pupils respond to and act upon the feedback they have been given
- Teachers show enjoyment and enthusiasm
- Effective deployment of Teaching Assistants to ensure rapid learning takes place

**To be successful teachers we need to be able to identify and recognise learning that is taking place within the classrooms. ‘Learning can be considered as the process by which skills, attitudes, knowledge and concepts are acquired and understood, applied and used or advanced and extended. It should not be confused with the mere completion of tasks.’**

**At Ashleworth C of E and Churcham Primary Schools we believe EFFECTIVE learning is demonstrated by:**

- Children who are motivated and enjoy learning
- Being able to talk about what they are learning *not* what they are doing

- Children having a clear understanding of the learning objectives and what is expected of them
- Children are on task and able to maintain concentration
- Children listen and are able to follow instructions
- Children are able to work well in a variety of ways – in pairs, groups, individually
- Children are independent learners and draw from a range of strategies when needed e.g. know what to do when they are 'stuck'
- Children use appropriate vocabulary connected with their learning
- Children ask relevant and appropriate questions
- Children are well organised with their time and equipment and are able to select their own resources when appropriate
- Children are able to take risks, they are not afraid of making mistakes and recognise that this is part of their learning process
- Children are able to use success criteria/steps to success to evaluate their work
- Children show pride in their work and its presentation
- Children who are able to reflect and refine their thinking – sharing and building upon the ideas of others (collaborative)
- Children who respect the ideas, beliefs and cultures of others

**To enable good teaching to take place the teacher must be organised and well planned.**

**Effective planning will include:**

Long term planning – giving a clear overview of subjects and key stages to ensure coverage of the National Curriculum, a progression of skills, continuity and securing a broad and balanced curriculum.

Medium term planning – drawn from the long term planning. A (half) termly breakdown of objectives to be taught, into learning intentions in each subject area; identifying skills and the learning outcome. They should identify opportunities for children to carry out their investigations, research, engage in discussion and debate, carry out observations and communicate their findings. Identify opportunities where taught English and maths skills will be applied across the curriculum.

Short term / weekly planning – drawn from the medium term plans which contain key questions/learning objective, learning activities and organisation, grouping of children with differentiated activities when appropriate, assessment/evaluation opportunities.

All planning should:

- Be objective driven with clear learning outcomes
- Build on children's previous knowledge
- Provide a variety of learning and teaching styles
- Ensure the full participation of all the children
- Provide appropriate challenges for all children
- Reflect the requirements of the national curriculum
- Show that assessment and evaluation has been reflected in future planning.
- Show progress and continuity (learning steps/episodes)

- Promote cross-curricular links so that English, maths and ICT skills are embedded into other subject areas
- Identify opportunities for speaking and listening
- Identify key questions to be asked in the lesson
- Identify key vocabulary to be used
- Inform Teaching Assistants
- Reflect My Plans/My Plans+ (where appropriate) and identify support for Pupil Premium and Greater Depth

**The classroom environment has a great impact on the children's learning. The school and classroom environment should meet children's basic physical needs, their need to feel safe and secure; their need to feel personally valued and cared for. The physical setting, the quality of relationships in school, the lesson structures and classroom expectations, the language and communication used, all offer routes into designing school and classroom environments that will meet these needs.**

### **What does an effective learning environment look like?**

- Has a calm supportive atmosphere
- Is welcoming
- Is free from clutter, tidy and well presented
- Key vocabulary is displayed
- Furniture is arranged to aid learning including seating arrangement
- Displays are for (support) and of learning
- Ensures all the children's physical needs are catered for (water, warmth)
- Having a working wall for English and maths
- Has centralised resources for children to use (e.g. pencils and colouring pencils which should be sharpened, scissors, rulers etc) which are of good quality
- Provides access to curricular resources which are clearly labelled and organised ensuring easy access for children
- Has attractive displays that reflect current work and a range of curriculum areas with a balance between children's work, photos, prompts, information displayed. They should reflect themes and the year group
- Children can see how they are rewarded for their successes (in-class reward systems, celebrations in class of good work and effort)

### **Monitoring of Teaching and Learning**

**This policy will also provide the framework for monitoring the quality of teaching and learning at Ashleworth C of E and Churcham Primary Schools**

As stipulated in our yearly Assessment and Monitoring cycle the following will be used:

- Lesson observations
- Scrutinising planning
- Book Look
- Pupil Conferences

- Learning walks
- Pupil Progress Meetings

The Headteacher will also involve other professionals, where appropriate, invited to the school to assist with the monitoring of learning and teaching.

Teachers should also see themselves as learners, and have high expectations of themselves; they should constantly question how they could improve and develop their teaching. This policy can be used to support the process.

Monitoring will provide all stakeholders with appropriate information about the quality of learning and teaching in the school. Through this process strengths and weaknesses will be identified and addressed as part of the SDP linked to the school's overall drive to raise the achievement and progress of all learners.

The information will also be used to inform the SEF.

Targets will also inform the school's annual Performance Management meetings, an entitlement for all teaching staff.

Reviewed February 2020

Chair of Governors: Emma Middlecote and Shaun Pitt

To be reviewed: every 2 years

*In all aspects of life at Ashleworth Church of England and Churcham Primary School, the safety and well-being of our children is paramount. We expect all staff and volunteers to share this commitment.*

## APPENDIX A

### LESSON OBSERVATIONS – FUNDAMENTALS

#### The teacher:

- Sets clear objectives
- Shares learning intentions with the children (TBAT)
- Refers to learning intentions within the lesson
- Has high expectations of ALL children
- Uses a range of teaching styles / techniques
- Actively involves children during the lesson
- Uses a balance between teacher and pupil talk
- Uses a range of questioning - extend learning, assess
- Uses subject specific vocab.
- Manages behaviour well

#### Planning includes:

- Clear objective / learning outcome
- Age related expectations / high expectations
- A Clear sequence of learning
- How learning will be evaluated
- Links to previous / future learning
- Identifies role of teacher and teaching assistant
- Matched activities – identifies; SEN, Pupil Premium and GDS
- Key vocabulary
- Evaluation and assessment used to inform future planning

#### Teaching Assistant:

- Is clear of their duties / children's tasks
- Is actively involved in all parts of the lesson
- Supports pupils identified by the teacher
- Refers to objective during the lesson
- Manages behaviour and pre-empt/deal with low level disruption to allow teacher to carry on teaching
- Uses initiative!

#### Children are:

- Motivated to learn
- On task quickly (transition period)
- Actively involved in their learning
- Able to talk about their work
- Able to discuss their targets
- Able to access resources
- Working independently
- Working at a good pace
- Behave appropriately

**Classroom:**

- Tidy, attractive working environment
- Resources available for children
- Resources presentable
- Learning steps displayed
- Objective clear
- Subject specific vocab. displayed

**Displays:**

- Working wall for English and maths
- Evidence of children's work
- Balance between children's work, photos, prompts, information
- Information displayed is relevant to the children's learning
- Reflect theme
- Are organised and presentable
- Are age appropriate