

ASHTON WEST END PRIMARY ACADEMY



TEACHING AND LEARNING POLICY

**Today I am proud of my school, tomorrow my
school will be proud of me**

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Teaching and Learning Policy

Teaching and Learning is the business of the whole academy.

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Section 1

Aims

At Ashton West End Primary Academy we undertake to:

- **Raise levels of attainment for all pupils, enabling them to achieve their personal best.**
- **Develop confident, disciplined and enquiring learners, able to make informed choices.**
- **Foster a love of learning.**
- **Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.**
- **Facilitate considerate and positive relationships between all members of the academy community.**
- **Ensure equal opportunities in relation to gender, race, class, sexuality, special needs and belief.**
- **Value and respect all cultures.**
- **Provide a safe and happy work place.**
- **Promote a thoughtful attitude towards the immediate and wider environment.**

Section 2

Ethos:

The ethos and atmosphere underpin the agreed aims of the academy. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in line with the academy's 'Discipline for Learning' behaviour policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the academy's record keeping and assessment policy statement.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Desirable Learning Outcomes.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming, supporting and teaching of teaching and non-teaching students.

Equality and Diversity

In accordance with the academy's Equality and Diversity Policy (see academy policies folder), all children at Ashton West End Primary Academy must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, sexuality, age or ability.

Section 3

Management of the Academy Day:

1. The Academy Day 0840-1535

Total Hours per academy day: 6 hours 10 minutes

Total Hours per week: 30 hours and 50 minutes.

Lunch break (staff) 50 minutes. KS1 and FS
50 minutes KS2

2. Time Allocation

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Work will be planned using the Whole Academy Long Term Curriculum Map. Teachers will follow the agreed Schemes of Work* with reference to whole academy planning to ensure that programmes of study are effectively covered.

*At Ashton West End Primary Academy we are committed to following the programmes of study as required by the National Curriculum 2014

We are committed to raising standards of *Basic Skills* at Ashton West End Primary Academy. By *Basic Skills*, we mean the ability to read, write and speak English and to use mathematics and computing at a level necessary to function and progress at work and in society in general.

Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through:

- the provision of appropriate resources
- Planning extension activities, which can be carried out by individuals or groups of pupils?

Time Allocation per Week:

- Literacy
- Extended Writing
- Numeracy
- Phonics
- Science
- Computing
- Geography
- History

- Art
- Music
- P.E.
- P.S.H.E.
- MFL
- R.E.
- D.T.

The allocation of time for the computing will be incorporated into the planning for other areas of the curriculum, alongside planning of explicit computing lessons and Basic Skills lessons.

Classroom Management and Organisation

1. Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs and for pupils for whom English is an additional language.

- whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest 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 skills, concepts and knowledge.

Learning support assistants, learning support teachers and external agencies will be employed to support children with Special Educational Needs, as outlined on their Individual Education Plans.

2. Behaviour Management

As outlined in the whole academy 'Discipline for Learning' Behaviour Policy. Each class will display the Ashton West End Primary Academy Behaviour Policy poster.

3. Organisaton

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources in each area will be grouped according to curriculum subject and clearly labelled.
- Writing resources will be available for use at all times, and will be centrally accessible.
- Book corners will be comfortable and attractive.
- Labels and posters should wherever possible reflect the language diversity in the academy.
- In Reception areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner.
- Pupils will be involved in the maintenance and care of all equipment and resources.

Planning:

Planning will take place termly in year group teams, with reference to the National Curriculum 2014, Foundation Stage curriculum, the whole Academy Long Term Plan and the Schemes of Work produced by the DfE and academy.

Teachers and support staff will meet weekly in year group teams or individually to plan. The agreed weekly planning documents will be submitted to the Headteacher at the beginning of each week to be monitored. An agreed Individual Lesson Plan sheet is available for teachers to use if they wish.

Differentiation:

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher/adult support.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching. Detailed reference will be made in weekly plans to Individual Education Plans, and to EAL support for children with English as an additional language.

Record-keeping and assessment:

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy.

Screening:

- All Nursery pupils will be screened using the agreed Tracker within six weeks of starting academy.
- Reception pupils will be screened using the EYFS profile.
- Y1 pupils will be screened using the Phonics Screening Check List.
- Year 2 pupils will be screened for Mathematics and English using the Key Stage 1 Statutory Assessment Tests and Teacher Assessment.
- Years 3, 4 and 5 children will be screened for Mathematics and English using the Optional SATs.
- Year 6 children will be screened for Mathematics and English using the Key Stage 2 Statutory Assessment Tests.

All results from these assessments will be analysed and used to inform future planning.

Monitoring and Evaluation

- Pupils work will be monitored and moderated termly in each of the core curriculum areas by the Curriculum Co-ordinator, SMT and subject leaders.
- A termly review of this monitoring is held with all members of the teaching staff, and individual targets are agreed for each child.
- Tracking data for cohorts and individual pupils will be produced by teachers' half term.
- Subject leaders and SMT will regularly monitor children's books.
- The Headteacher will observe each class teacher in a specified curriculum area at least once per half term.

Teaching Strategies:

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Meetings with parents to initiate contact and a relationship between parent, child and teacher in Reception class.
- Provision of an integrated curriculum both inside and outside the Reception classroom.
- The development of close links between Reception and the nursery.
- The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression between Reception and Key Stage 1.
- Teacher observation.
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work.
- Didactic teaching.
- Interactive teaching.
- Conferencing.

- Listening.
- Brainstorming.
- Providing opportunities for reflection by pupils.
- Demonstrating high expectations.
- Providing opportunities for repetition / reinforcement.
- Providing encouragement, positive reinforcement and praise.
- Making judgements and responding to individual need.
- Intervening, as appropriate, in the learning process in order to encourage development.
- Provide all children with opportunities for success.
- Use a range of communication strategies – verbal and non-verbal.

Teachers will use a range of strategies in any one session.

Activities should show a balance in terms on individual, group and whole class work. Teachers should use the diamond teaching structure of ‘whole class teaching – text level work – ability group work – whole class plenary’ in the teaching of English during the of literacy and Mathematics . Specialist teaching is available from subject leaders when they can be released from class and also in the form of visitors.

Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard / area, and will be regularly audited by the Curriculum Co-ordinator. Consumables will be replenished as necessary by the Deputy Head Teacher. Staff may contact the subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Section 4

Learning Processes:

Children enter academy at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision making

At Ashton West End Primary Academy opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Learning Styles

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning.
- Collaborative learning in small groups or pairs.
- One to one learning with adults, or more able pupil.
- Whole class.
- Independent learning.

Section 5

Governors' Role:

It is the Governors' role to monitor and review the policy and its practise through:

- Regular visits to oversee the delivery of their scheduled subject.
- Reporting to the Headteacher and teachers.
- Reporting to the curriculum sub-committee
- Reporting to the Full Governing Body.

And as detailed in the Governors' Document:

- To receive reports from the Headteacher and / or the Teacher Governor.
- To attend INSET

- To receive reports from the Headteacher on relevant issues, in particular Health and Safety, and to follow up any relevant issues.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' Role:

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

- Ensuring that their child comes to academy feeling confident and positive.
- Ensuring that their child arrives at academy punctually and regularly.
- Sharing with the teacher any problems in academy that their child is experiencing.
- Supporting their child by attending Open Evening and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at academy wearing the correct uniform and bringing the correct P.E. kit.
- Agreeing to the Parent / Teacher contract concerning their child's behaviour.
- Agreeing to, and supporting the academy's homework policy.
- Welcoming staff at home visiting times, such as before starting Reception.
- Contributing relevant information to base-line assessment.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from academy
- Informing the academy of reasons for their child's absence.
- Informing the academy of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to academy, concerts, visits and fairs.

Community Role:

The community is invited to support the academy by:

- Contributing to activities, such as assemblies, artistic events, specialist outings and clubs.
- Presenting themselves as positive role models to be emulated.
- Guiding pupils' behaviour as they play around the academy and providing positive role models with regard to behaviour.
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills.

- Supporting academy events.
- Voluntarily helping in the classroom.

The Academy's Role:

In relation to each of the above areas the academy will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and academy procedures.
- Setting up curriculum meetings.
- Displaying the Long Term Whole Academy Curriculum Plan, Schemes of Work and Medium Term Plans.
- Giving reasonable / appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

Review

This policy is a working document and therefore opens to change and restructuring as and when the need arises.

Reviewed Sept 2014.

Revised Sept 2017