



Ashton West End Primary Academy

Teaching and Learning Policy

Approved by:	Curriculum and Standards Committee	Date: 13 th November 2025
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Mission Statement:

‘Today I am proud of my school,
tomorrow my school will be proud of me.’

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This policy is designed to:

- Set out guidelines for the agreed principles and approaches which underpin teaching and learning in our school
- Promote consistency of approach and expectations, and continuity and progression, in order to improve the quality of teaching and learning
- Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically

The policy takes account of:

- The nature of our school community and the context in which teaching and learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge about children and education

Our curriculum:

At Ashton West End Primary Academy, we encourage children to think about the world around them by asking questions about what they see, hear and experience. We have a very exciting and engaging curriculum at Ashton West End Primary Academy – our children tell us they love to learn! Above all other things, the curriculum is the heart of the school: the skills, knowledge and understanding our children gain, and the ways in which the children are taught and learn, make each school day vibrant and engaging for pupils and teachers alike. The school curriculum at Ashton West End Primary Academy is arranged around a bespoke 'knowledge based' curriculum, which has been developed in line with the National Curriculum and considering the 'cultural capital' of our children.

At Ashton West End Primary Academy, a large percentage of our children have English as an additional language, therefore the practice of reading and using vocabulary is extremely important to us and is woven through our curriculum. To cater to the needs of our children, and taking on board the area around us, our curriculum is designed to ensure that reading and vocabulary development is a thread constantly running throughout each topic/subject. Alongside this, our knowledge-based Curriculum has been written with the express intention of ensuring that knowledge is retained, alongside developing the cultural capital of our children. What do our children need to know in terms of both the National Curriculum and preparing them for the world outside of school? In our school we encourage alternative methods of recording understanding to help to broaden children's thinking process, to develop their speech and language skills, and to build confidence in their ability to express themselves using words without the constraints of a written response each lesson. This approach, paired with a thread of reading and vocabulary development running throughout each subject, helps our school to ensure that all of our children are given the opportunities to reach their potential.

English lessons are all text based and these texts have been carefully selected to ensure that they are pitched accurately, and are academically and culturally enriching. From reception to year 6, we follow Pathways to Write ('Pathways'), which ensures consistency of approach in terms of pedagogy and quality of texts across the school. Our approach to Pathways is to engage it as a methodology and not a scheme, meaning that each year group's teachers carefully modify and adapt each unit to suit the needs of the children in that year group. Additionally, supporting lessons are added in where needed to ensure that children are able to keep up with the lesson content and develop their knowledge and skills at a good pace. We also teach reading discretely and have two approaches to the teaching of reading in our school. In Early Years and Key Stage 1, pupils are taught reading via 'Read, Write, Inc.' phonics. The vast majority of pupils then move onto 'Read, Write, Inc.' comprehension in year 2. This is in order to aid the transition into Key Stage 2. Our Key Stage 2 reading curriculum, like our foundation curriculum, is also bespoke and has been designed in-house to suit the needs of our pupils. In these lessons we use the Collins 'Big Cat' books as the lesson texts to ensure progression across colour bands as pupils move up through the school.

The Maths curriculum starts fundamentally in the Early Years setting and children are given the opportunity to be introduced, explore and understand number, measurement, pattern and shape and space through a combination of short, formal teaching. Structured play scenarios are thoroughly planned for children in the Early Years to access mathematics. In KS1 and KS2, the Maths curriculum follows the White Rose overview, but is supplemented with further work to meet the needs of our children. Maths lessons in KS1 and KS2 follow the structure of My Turn Your Turn (MTYT) and include fluency, problem-solving and reasoning tasks. Teachers provide variation in how learning is presented, such as concrete, pictorial and abstract representations. This is to allow children to understand concepts fully and then develop a mastery approach. Mental maths is followed throughout the Key stages and children build on their number bonds, times table facts and development of methods of the four rules of number (addition, subtraction, division and multiplication).

Language and discussion in maths is key with our learners at Ashton West End, as it allows children to understand the vocabulary and involve in vital mathematical conversations. Language and vocabulary are displayed in the classroom and teachers use this within their practice. Encouragement and praising children in maths provides communication with learners to understand maths fully and clarify their thoughts. The nature of maths lessons varies depending on the objective of maths being taught or the needs of the class; nonetheless, lessons should be active and allow practicing of new skills which they haven't yet mastered or learning something new or learning to apply the knowledge to different concepts. All apparatus and resources are easily accessible for children to use within maths lessons, to help aid children with developing maths skills and strategies. Additionally, teachers allow time for the children to look over previous learning to try to correct misconceptions and consolidate learning to provide future progress amongst the individual learner.

Our school aims 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, 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

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

Teaching and Learning at Ashton West End Primary Academy

Our primary aim is delivering a high-quality education to all children by providing teaching that:

- Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self esteem
- Provide children with the essential basic skills and instil a love of learning
- Promotes high expectations celebrating both success and effort
- Challenges and supports to empower all children including those with special needs and of very high ability

- Enables children to take ownership of their learning with the confidence to question and be independent
- Supports the family learning together

Teachers and Teaching Strategies:

Teachers:

Teachers ensure that the children have a wide and engaging curriculum by:

- Planning exciting and engaging lessons
- Arranging educational visits off site, to places like Tatton Park and Portland Basin
- Providing access to in-house workshops
- Organising special guests and speakers
- Having a range of after-school clubs, lunchtime groups, sports, music and languages clubs

- At Ashton West End Primary Academy, we believe that teachers teach most effectively when:
 - They feel valued within the school community
 - They develop excellent relationships with the individuals in their class
 - The teaching style matches the learning style
 - They work as part of a mutually supportive team (whole school and within year groups)
 - They are able to work collaboratively with colleagues, planning and evaluating together
 - They have access to high quality professional development opportunities
 - They have regular release time out of the classroom to plan and evaluate the curriculum
 - They have good support from additional adults and other agencies
 - They are clear about their aims and share them with learners
 - Clear boundaries are set
 - They have excellent subject knowledge
 - They motivate, enthuse and engage learners
 - They develop effective relationships with parents
 - They have regular constructive dialogue about learning and self assessment with individual learners
 - A positive, purposeful, relaxed working environment is established and maintained

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
- Provision of an integrated curriculum both inside and outside the classroom
- The development of close links between year groups and key stages
- The involvement of subject leaders in the development of individual curriculum areas, in order to ensure continuity and progression between Reception, Key Stage 1 and Key stage 2
- Lesson observations and drop ins
- Discussion and questioning (open and closed as appropriate)
- Listening
- Modelling
- Coaching
- 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.
- Use of working walls to support children's' learning

Learning environment:

- Classrooms that provide stimulation and a high level of challenge
- Learners need to feel a sense of ownership and relevance. The motivation to learn is an essential part of the process.

- Welcoming – All areas of the school should be colourful and family friendly to enable children and parents to feel welcome in our school
- Use of space - accessible, labelled resources, outdoor areas and outdoor learning use where possible
- Use of time – Children and adults are expected to be punctual and to view time as a precious and limited resource which should not be wasted
- Resources – Classrooms should be well equipped with up to date and working technology
- Display – Should be lively, stimulating and exciting. It should reflect a range of learning and should celebrate both the achievement and creativity of all children
- Calm – Classrooms and other learning areas should be calm and learning focused

Children's learning:

At Ashton West End Primary Academy, we believe children learn best when:

- They are made to feel secure and confident
- They are involved in the learning process
- A variety of resources are used
- They are presented with learning tasks that are meaningful, relevant and appropriately matched
- Mixed pedagogy and lesson structures are used for purpose
- A menu of differentiation is used for purpose
- They are made aware of different learning styles and recognise those with which they feel most comfortable and enabled to learn
- They are skilled at self-assessment
- The classroom environment is extended to include the outdoor learning environment of the school, the immediate locality and the wider, surrounding area

Learning processes:

Children enter Ashton West End Primary Academy at different stages of development. The 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

Organisation and planning:

Management of the Academy Day:

The Academy Day:

- 08:45-15:15
- Total hours per academy day: 6 hours 30 minutes
- Total hours per week: 32 ½ hours
- Lunch break:
 - Ks1 – 1 hour
 - Ks2 – 1 hour

Time Allocation:

Curriculum time should be planned as continuous study throughout the term, or as blocks of study where this is not possible. Work will be planned using the Whole Academy Long Term Curriculum Overview and the Knowledge Based Curriculum Overviews, which form our medium-term planning. We use published schemes to support the more specialist teaching required in MFL (Language Angels), PE and Music (Charanga). Teachers will follow the agreed whole school overviews 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.

Subjects given teaching time each week:

- English – including spelling and handwriting
- Reading
- Phonics

- Maths
- Science
- Computing
- Geography (Rotated each half term with history)
- History (Rotated each half term with geography)
- Art (Rotated each half term with D&T)
- Music
- P.E.
- P.S.H.E.
- MFL
- R.E.
- D.T (Rotated each half term with art)

Each subject is timetabled in each week. History and Geography is timetabled half termly as well as D&T and Art. This meaning that in Spring 1 a class might do history each week and then in Spring 2 they might then do Geography.

Curriculum Planning:

We aim to provide systems which enable:

- Full coverage of the National Curriculum, RE and Foundation Stage to be achieved throughout the school
- The best possible progress and highest attainment for all pupils by ensuring that consideration is given to how skills and understanding are built up gradually
- Teachers to provide for children's learning in a time-effective way
- The quality of lesson preparation to be maintained through agreed procedures

Long Term Planning:

- Breadth of Study for English.
- White Rose Overview for mathematics
- A curriculum breadth of study for our foundation subjects
- Plan It Overview for science
- Overview of which topics to teach across the year for PE, MFL and Music
- Key knowledge to be covered during the unit of work

Medium-Term Planning:

- For English medium-term planning will outline objectives on which weekly planning will be based
- The White Rose Document will form the basis of our Medium-Term Maths planning
- Topic Overviews for PE, MFL and Music

- Half Term planning documents are used to identify the weekly objectives for Foundation Subjects. This forms the weekly lesson plans and is a working document.
- Medium-term plans may be based on planning previously undertaken and will stand in place to be used in successive years, adapted and changed as necessary

Short-Term Planning:

This will be undertaken on a weekly basis for reading, English, maths and the foundation subjects. It will:

- set out specific daily objectives
- outline teaching input and key questions for each part of the lesson
- outline any concrete resources required
- outline differentiated tasks for groups of children
- include notes of teacher focus and use of support staff
- For foundation subjects, is amended as required, based on the previous week's learning

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.

Each subject has its own policy where curriculum coverage is discussed in detail. Please find each subject policy on the school website.

EYFS Curriculum:

See our EYFS policy for information on how our early years curriculum is delivered.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds

- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring and assessment:

Insight:

Insight is the system used at Ashton West End Primary academy to track progress of all pupils. The tracking begins the moment a child starts AWEPA (at whatever point this is) and gives a clear picture of their progress throughout their time in school. The system allows us to look the progress of all pupils and also to pinpoint that of specific groups of pupils (eg. By gender, SEN, disadvantaged) to ensure their needs are met. The data is available to teaching staff, subject leaders, Senior Management and is shared with Governors.

Assessment:

- All Nursery pupils will be screened using the agreed tracker within six weeks of starting academy. There will be ongoing assessment of the 7 areas of learning throughout the year using observations.
- Reception pupils will be screened using the EYFS profile. There will be ongoing assessment of the 7 areas of learning throughout the year, leading to Summer term assessment of the 17 Early Learning Goals.
- Y1 pupils will be screened using the Phonics Screening Check List. Teacher assessment will be used termly to inform Insight of progress in Reading, Writing and Mathematics. All Foundation subjects will also be assessed termly on Insight or at the end of a topic if this is more appropriate
- Year 2 pupils will be screened for Mathematics and English at the end of year, using NFER and Teacher Assessment. Teacher assessment will be used termly to inform Insight of progress in Reading, Writing and Mathematics. All Foundation subjects will also be assessed termly on Insight or at the end of a topic if this is more appropriate
- Years 3, 4 and 5 children will be screened for Mathematics, Reading and Writing using termly testing materials, currently NFER. This, together with teacher assessment will be used to inform Insight of their progress. All Foundation subjects will also be assessed termly on Insight or at the end of a topic if this is more appropriate.

- Year 6 children will be screened using termly assessments taken from past SATs papers. This, together with teacher assessment will be used to inform Insight of their progress. All Foundation subjects will also be assessed termly on Insight or at the end of a topic if this is more appropriate. In addition, 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 of both teacher assessment and formal assessment will be carried out by the senior leadership team. Assessment data will inform performance management targets to ensure pupil progress is at the heart of Teaching and Learning

Monitoring and Evaluation

- Pupils work will be monitored and moderated termly in each of the core curriculum areas by the Subject Leader and senior leaders
- A program of moderation will be included in the staff meeting timetable
- A termly 'Progress Report' is written and progress meetings 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 imputed onto Insight termly.
- Foundation Subject Leaders will monitor children's books alongside the senior leadership team, at least twice per academic year

Roles and responsibilities:

Governors' Role:

It is the Governors' role to monitor and review the policy and its practice 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 parents' evenings, parent workshops and other meetings
- Supporting their child and the teacher by becoming actively involved in the operation of the Person Centred Practice, 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' behavior 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

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

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.