



Inspiring All to Excellence



Anker Valley Primary Academy

Teaching and Learning Policy

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1. Aims

At Anker Valley Primary Academy, we are committed to acquiring excellence in quality first teaching and learning to ensure that we fulfil our key object; learning. This framed by the depth and breadth of knowledge of teaching staff, their pedagogy and the well-matched, knowledge rich and progressive curriculum that has been designed at Anker Valley Academy.

All teaching staff and governors have been consulted in crafting this policy, which summarises expectations and common working practices for our school. 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 aims to:

- Explain how we will foster the appropriate environment and culture for learning at our school, where every child can learn, achieve, and succeed;
- Clarify expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across the school that continues as it grows;
- Promote high expectations and aspirations for all. Consequently, achievement will be exemplary;
- Engage pupils, parents, and the wider school community in understanding how the school undertakes pupils' learning and development and how this may be optimized through effective alliances.

2. Our guiding principles

At Anker Valley Primary Academy, we recognise the essential nature of partnerships between school, parents, and the wider community; a priority that is real and responsive to need.

Our vision is underpinned by key principles for every child to be equipped with the knowledge and opportunities they need both in school and beyond so that they can forge successful lives and careers as responsible, healthy citizens prepared for life in Modern Britain. We will therefore:

- Offer 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 maximise opportunities for every child to make the best possible progress and attain the highest personal achievements;
- Ensure children can flourish as educated, informed and well-rounded individuals, with excellence in reading, writing and mathematics as firm foundations;
- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- Present 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;
- Nurture and instil values of respect, honesty, equality, integrity, tolerance, fairness, and trust;
- Facilitate 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;
- Assist children to become active and responsible citizens, contributing positively to the community and society.

Ethos

The ethos and culture for learning underpins the shared aims of the school. In the course of their daily work the staff will influence the development of this ethos through:

- Presenting a calm, well-resourced and effective working environment, in which each child can produce their best work;
- A determination and commitment to create effective environments for learning;
- Ensuring a welcoming environment, in which character virtues are fostered;
- Acting as positive role models in all aspects of school life;
- Enabling a fair, consistently applied and disciplined environment, in line with the school's Behaviour Policy;
- Effectively managing professional time allocations both as class teachers and subject leaders;
- Maximise opportunities for 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.
- Preparing pupils at the school for the opportunities, responsibilities, and experiences of later life.

3.Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have collective accountability to support this. (See Home-School Agreement).

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning for example via Tapestry, newsletters, website, letters, open days/mornings, parent workshops, including clearly communicating the purpose of home learning.
- Update parents/carers on pupils' progress through Tapestry and termly parent's consultations, sharing books during assessment weeks and producing an annual written report on their child's progress.
- Meet the expectations set out in Curriculum Policy, Behaviour and Relations Policy, Assessment Policy and Marking and Feedback Policy.

- Apply impactful pedagogical approaches e.g., activating prior knowledge and retrieval, explicit instruction, modelling of learning (I do, you do, We do...), guided practice, cold calling and chunking of learning to support learners.

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs;
- Support teaching and learning with flexibility and resourcefulness;
- Use agreed assessment for learning strategies;
- Use effective marking and feedback as required;
- Engage in providing inspiring lessons and learning opportunities that build on knowledge;
- Feedback observations of pupils to teachers;
- Ask questions to make sure they've understood expectations for learning;
- Identify and use resources to support learning;
- Have high expectations and celebrate achievement;
- Demonstrate and model themselves as learners;
- Apply impactful pedagogical approaches e.g., activating prior knowledge and retrieval, explicit instruction, modelling of learning (I do, you do, We do...), guided practice, cold calling and chunking of learning to support learners;
- Meet the expectations set out in Curriculum Policy, Behaviour and Relations Policy, Assessment Policy and Marking and Feedback Policy.

Subject Leaders at our school will:

- Help to create well-sequenced, broad, and balanced curriculum plans that build knowledge and skills;
- Sequence lessons in a way that allows pupils to make good progress from their starting points;
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning;
- Drive improvement in their subject/phase, working with teachers to identify any challenges;
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth.
 - Fully understand the topic
 - Demonstrate excellence.
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data;
- Improve on weaknesses identified in their monitoring activities;
- Create and share clear intentions for their subject/phase;
- Encourage teachers to share ideas, resources, and good practice;
- Meet the expectations set out in subject Specific Curriculum Policies, Behaviour and Relations Policy, Assessment Policy and Marking and Feedback Policy.

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all;
- Celebrate achievement and have high expectations for everyone;
- Hold staff and pupils to account for their teaching and learning;
- Plan and evaluate strategies to secure high-quality teaching and learning across the school;
- Manage resources to support high-quality teaching and learning;
- Provide support and guidance to other staff through coaching and mentoring;
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge;
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate;
- Address underachievement and intervene promptly;
- Meet the expectations set out in Curriculum Policy, Behaviour and Relations Policy, Assessment Policy and Marking and Feedback Policy.

Pupils at our school will:

- Take responsibility for their own learning and support the learning of others;
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn;
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson;
- Be curious, ambitious, engaged, and confident learners;
- Know their targets and how to improve;
- Put maximum effort and focus into their work;
- Complete home learning activities as required;
- Meet the expectations set out in Curriculum Policy, Behaviour and Relations Policy, Assessment Policy and Marking and Feedback Policy.

Parents and carers of pupils at our school will:

- Value learning;
- Encourage their child as a learner;
- Make sure their child is ready and able to learn every day;
- Support good attendance;
- Participate in discussions about their child's progress and attainment;
- Communicate with the school to share information promptly;
- Provide resources as required to support learning;
- Encourage their child to take responsibility for their own learning;
- Support and give importance to home learning.

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning and key priorities;
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment;

- Monitor the effectiveness of this policy and hold the Head of School to account for its implementation;
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

Our Curriculum

Our curriculum is ambitious because it follows the National Curriculum and provides an 'outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

Through our curriculum, learning is equally ambitious in design, so that it meets the needs of disadvantaged pupils and those with special educational needs and disabilities; their entitlement is the same as that for all learners.

4.Planning and preparation

Lessons will be planned well to ensure good short-, medium- and long-term progress with reference to the National Curriculum 2014, Early Years Foundation Stage, and the Whole School Long Term Curriculum Plan.

Termly plans are submitted to the Executive Headteacher and Head of School and weekly plans for English, Mathematics and foundation subjects are uploaded on to an Anker Valley Team site at the beginning of each week. Plans are based upon previous assessment data; pupil need and subject expectation.

Learning time can be planned as continuous study throughout the term, or as blocks of study. At Anker Valley Primary Academy, we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

5.Learning Environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, the school hall, library, and technology room.

These spaces will be kept safe, clean, and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas;
- Posters of material pupils have previously learned about and can identify;
- Accessible resources for learning such as books, worksheets, and other equipment;
- A seating layout that allows everyone to see the board and participate;
- Displays that celebrate and support pupils' learning.

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will appropriately adjust learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND);
- Pupils with English as an additional language (EAL);

- Disadvantaged pupils;
- Pupils that are more able.

Our strategies include:

- Using support staff effectively to provide extra support where appropriate;
- Working with our SEN coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress.
- Using ability groupings for certain subjects where appropriate;
- Providing writing frames and word banks.

These are referred to in our SEND Policy and Information Report and Statement of Equality Information and Objectives.

6.Home Learning

Home learning is considered to be a valuable element of the learning process (See Home Learning Policy.) At Anker Valley Primary, we use Tapestry to encourage parents to work with their children at home.

We believe that home learning should:

- Encourage parents' involvement in their children's learning;
- Help parents keep abreast of what their child can and cannot do;
- Help to take advantage of the home context to apply learning;
- Encourage children to talk about their work to their parents and explain what they are doing and how;
- Extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to view learning as a lifelong process and not just restricted to school hours.

7.Marking and Feedback

Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work.

It will be given in accordance with the schools Marking and Feedback Policy, which shares the range of approaches recommended by the EEF e.g. Where marking will be live, providing feedback that is age appropriate and responsive to need.

8.Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e., in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Optional tests are also taken in Years 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

9. Monitoring and Evaluation

Pupils' learning will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Head of School. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings, which includes discussions around our whole school Provision Map and the impact of the interventions that are used.

Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks;
- Reviewing marking and feedback;
- Termly pupil progress meetings;
- Gathering input from the Pupil Governors;
- Planning scrutinies;
- Book scrutinies.

10. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy;
- Curriculum policy;
- Early Years Foundation Stage (EYFS) policy;
- SEN/SEND policy and information report;
- Marking and feedback policy;
- Home-school Agreement;
- Assessment policy;
- Non-examination assessment policy;
- Equality information and objectives.