



Teaching and Learning Policy

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Teaching and Learning Policy

Teaching and learning are the fundamental work of our school. This policy sets out how we will teach children and how we will facilitate not only their learning but continued learning for every member of the school community.

Our Staff, Governors and pupils always ensure they work within our school motto:

SHINE BRIGHT ★ REACH FOR THE STARS

Everyone at our school has the chance to shine and be recognised and rewarded for what they do. We all strive to be even better and to challenge ourselves to reach that bit further.

Our whole school community created our vision statement:

Our vision is to enable all children to **reach their full potential**. To provide **academic excellence** and **skills for life** which **prepare children for modern Britain**. We will instil a **love of learning** in a happy, stimulating environment which **inspires challenge**, and **independence**; where children feel secure to take risks and learn from their rich experiences. Their journey through school will be **underpinned by Christian values** whilst being **inclusive** of all. Our school will be a place that the **whole community is proud** of.

At AKPS, we value team work and it is a place where our pupils



Think
Enjoy
Amaze
Manners

Achieve
Kindness

Values : Our worship council working with the Reverend Shirley defined our core Christian values:

‘We **persevere**, we are **creative**, we **trust** one another and we are **friendly**.’

Context

We seek to create a positive climate for learning so that all pupils:

- Value learning both for itself and what it can unlock
- See themselves as successful learners
- Are clear about the purpose of learning and how to go about it
- Take responsibility for their own learning and learning behaviours
- Work collaboratively with staff and each other making good use of feedback
- Understand and apply ‘Growth Mindset’ to their learning

Rationale

At Ashton Keynes CE Primary School we believe that effective assessment and effective learning go hand in hand, raising the standard of individuals and school performance as a whole.

Like learning, effective assessment is based on clear objectives. Whenever possible assessment includes pupils this can be pupil driven and can include self and peer assessment.

Assessment covers a broad range of activities, some of which take place on a daily basis, some of which are less frequent and some on an annual basis. In every case effective assessment enables pupils and teachers to identify next steps in learning and provides strategies on how to achieve these. It highlights progress and attainment.

Summative, formative and diagnostic assessment is planned for and used over the school year in forms that are consistent, manageable and informative, with a rigorous tracking process in place.

Parents

Assessment where possible is shared with parents through parents evenings and in mid-year and full end of year reports. Staff are always prepared to chat both formally and informally with parents on a regular basis due to our Open Door policy. We offer curriculum evenings for our parents where appropriate and a comprehensive and informative website with links and resources to support learning at home.

Governors

Information is also shared with Governors, outside agencies, where appropriate, and specialist support such as the school SENDco.

Learning Environment

We believe that children working within a happy, structured and calm environment are motivated and eager to learn. To increase children's self-esteem we encourage mutual support, respect and consideration for self and others.

The learning environment is supported by the school's Behaviour policy. School and class rules are agreed and displayed in classrooms. Positive behaviour and learning is consistently encouraged by all staff.

Children are encouraged to develop enquiring minds and to ask questions to extend their knowledge and reinforce their understanding.

Resources are clearly labelled to encourage and develop independence. Key words and information are on display to support learners on a daily basis. Children's work is displayed on the walls, our website and in special class books which are shared with the community.

Displays may be interactive. They are used to celebrate children's work and help to provide a stimulating, vibrant and creative learning environment.

We have a 'Shine Curriculum' which we have designed to incorporate the National Curriculum 2014 and our AKPS priorities in order to provide a creative and broad curriculum and develop learners to their full potential. Subject leaders are responsible for areas of the curriculum, policy writing, action planning, monitoring and feeding back to staff and Governors.

Learning Behaviours

The school encourages children to develop their learning behaviours. The Top Ten Tips for learning are used within the school:

Tip 1 At the start of every lesson... Sit up, look, listen, engage

Tip 2 Take a risk and take part- get fully involved, show you are interested and engaged

Tip 3 Be independent learners. Quickly get the information, get organised, get on with the task

Tip 4 Rewards

Tip 5 Move your own learning on

Tip 6 When you are stuck...

1. Look at the whiteboard/ resources
2. Use prior learning (thinking books etc.)
3. Ask a friend
4. Ask the teacher again

Tip 7 Teach one another- Peer coaching

Tip 8 Never waste a second

Tip 9 Distractions - don't make them, manage them

Tip 10 Talk about your learning- star challenge

Children have a 10 point criteria in order to earn their learning star (See website for criteria). This criteria includes a key set of learning behaviours. Once the child has earned their star, they become an AK Learning Ambassador and model excellent learning to others.

Growth Mindset

We are constantly developing children's ability to discuss their learning and helping them develop a language to talk about their own learning. The children in school today are going to be facing a variety of challenges in the wider world and we are working with them to develop skills and attitudes that will help them be successful.

Each class creates an environment in which the differences between a fixed and growth mindset are evident and learning powers are prominent so that both can be easily referred to, from Reception – Year 6. Through our teaching and through leading by example, we encourage our students to adopt a growth mindset approach to their learning. A Growth Mindset is about recognising it's ok to make

mistakes and that our brains grow when we try. It can help alleviate frustrations that some students experience in their learning and hence reduce the frequency of potential low-level disruption.

In their lessons, students are expected to be supportive of each other. Their mature, thoughtful behaviour is an outstanding factor in their successful learning. Their learning behaviours should make a strong contribution to good learning in lessons and they are expected to show responsibility in responding to expectations and set consistent standards for themselves. At all times, students should apply themselves wholeheartedly, listen carefully and show respect and encourage others to conduct themselves equally well.

Star Challenge

The AK star challenge enables children to make decisions about their learning and experience challenge on their journey to becoming independent learners. This unlocks potential and empowers our children to challenge themselves. (See star challenge document on school website).

Coaching and Mentoring

As a school, we have developed and embedded a robust, well-planned and reflective 'coaching and mentoring' programme. This has enabled us to continue to spread outstanding and reflective practice. We believe that open, honest and reflective dialogue is key to improving teaching and learning standards throughout the school.

Learning Contracts

For support with learning, children can have learning contracts/ conferences to help them focus on what they need in order to make more progress. A learning mentor will meet with the child to talk with them and positively support them to help them see how to move forward.

Daily Assessment

On a day to day basis pupils are actively involved with assessment, this is frequently of a formative nature.

Learning objectives for each activity are always shared with the pupils and in child-friendly language. Objectives are displayed and or verbally shared in the classroom when age appropriate. These objectives can be created by the pupils as can the success criteria. In Literacy immediate individual targets are clearly displayed in the front of exercise books as book marks/ rockets and in Maths as passports.

A range of methods are used to support this assessment. All of these are used within a positive framework which enables pupils to view their learning constructively, take risks and see failure as an important part of the learning process. An example of this is SIT (Success and Improvement Time), positive purple comment, green for growth and time given for children to respond to the marking with an improvement.

A range of questioning techniques, including open ended questions and questions to deepen thinking, are used by teachers and planned for. All staff wear key questions on their lanyards to encourage deeper thinking.

We use our own *star challenge* system with our children where tasks are differentiated by stars, and (in some year groups) a WOW. This shows visible progress within the lesson and provides challenge for all pupils. Children have some learning choice with the level of challenge but teachers ensure they are always challenging themselves and selecting appropriate tasks. Pupils indicate the stars so staff can monitor the variety of challenge they attempt.

Marking forms a key part of the daily assessment process. Marking can be oral or written. It provides constructive feedback for pupils and gives priorities for future learning. Marking takes place frequently and can be during or as soon as possible after a piece of work is completed. Work is always marked in purple pen (positive) and green pen (for growth), suggesting an improvement. (See our Marking policy for more detail.)

Marking relates to objectives and success criteria, it may not therefore always comment on other issues such as spelling and presentation. The degree of intensity to which a piece of work is marked will vary according to the set task and the age/ stage of the pupil. Marking will vary with the set task. In all cases however, it is essential that pupils are given time to reflect on marked work.

An effective method of marking at all stages within the school is the use of checklists listing success criteria and enabling pupils, peers and teacher to tick respond to the list.

As well as marking by teachers, pupils are also encouraged to engage in peer marking. The pupils use *pink polishing pens* to correct, edit and offer feedback on their work.

Ensuring all children make progress

We are committed to making sure that all of our pupils make progress. We use a rigorous data tracking system, 'Target Tracker', and pupil progress meetings where the staff take ownership and accountability for their data and progress of all of their pupils. Disadvantaged pupils, SEND and other groups are tracked to ensure any gaps are being closed and they are making sufficient progress. Interventions are put into place and the impact of these monitored regularly. Learning contracts are used for pupils who are identified as needing support to make more progress. Please see our SEND policy and pupil premium report on our website for more specific information. Our culture of challenge, through the star challenge, ensures that our pupils with high learning potential are extended and challenged through use of the 3 star and GD challenges. These challenges broaden children's learning and extends and deepens their thinking.

Assessing Objectives

During the Foundation stage children are assessed against the early learning goals. As of September 2015, our children are initially assessed using a baseline.

Children's progress through the National Curriculum is monitored with key objective assessments identified to indicate a child's level of attainment in accordance with National Curriculum levels. This ensures teaching is appropriately matched to the learner's needs for maximum progress. There is a whole school approach to writing assessment via First of the Month assessments which assist with the overall evidence.

Assessments are structured around class teaching and we are working within the statements from Target Tracker to judge whether our children are working at the various stages for their year group. E.g. emerging, developing, expected, exceeding or mastery. Ongoing teacher assessment against these target statements as well as tests - in line with the new Curriculum are used to assess our pupils from Year 1 to 6.

Attainment, progress and learning behaviour are reported to parents in a brief mid-year visual report linked to a parent consultation evening and target card and through a full report in July.