



*“Enabling life in all its fullness”*

**“I came that you may have life, life in all its fullness” (John10:10)**

## **Teaching and Learning Policy**

**Reviewed: September 2022**

**Adopted by Learning, Education and Development Committee**

**Review Due: September 2025**

## 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



**T**hink  
**E**njoy  
**A**maze  
**M**anners  
  
**A**chieve  
**K**indness

*We work within our Christian vision of life in all its fullness for every pupil at our school and high-quality teaching and learning is integral in providing this.*

*"Enabling life in all its fullness"*

**"I came that you may have life, life in all its fullness" (John10:10)**

**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**.'**

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### 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 and know how to challenge themselves and seek support
- 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. Please see our Assessment Policy for further details.

## **Parents/Carers**

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. 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 standards, delivering training and feeding back to staff and Governors.

## **Learning Behaviours**

The school encourages children to develop their learning behaviours. Children understand that it is important to use good learning behaviours. Our 10 point criteria is used across the school where children can 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 and can wear their star with pride to model these behaviours and inspire others. Every child has a star waiting for them, they just have to earn it.

## **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.

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 as long as we learn from them 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. Consistent expectation and use of these behaviours embed within the pupils during their time at primary school and we see these being transferred into secondary education where our pupils make smooth transitions and continue to apply these behaviours successfully.

## **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). All of our lessons are graded with stars and we train our pupils to be able to self regulate and select stars which will challenge them but also provide support where required. This develops independent learners who are empowered to challenge themselves and results in many children exceeding academically from their starting points. We identify this as part of our 'culture of challenge' at AKPS.

## **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. Staff will support one another and share their specialism, experience and skill to help other staff grow and develop. This is particularly important with new staff or staff who are early in their career and is part of ensuring the spread of best practice and consistency of teaching quality across the school. For pupils, we often use peer to peer support and coaching to challenge pupils through giving instruction and to support people by working with peers.

## **Learning Conferences**

For support with learning, children can have conferences as part of tutoring or small group time with teaching staff. Pupils are scaffolded to review, identify successes and improvements and check to see that the improvements learned are applied to future learning. These style of conferences, help pupils focus on

what they need in order to make more progress and are done in their books at the point of learning so are relevant and can be applied to future learning. A learning mentor when tutoring or having 1:1 with a pupil will meet with the child to talk with them and positively to support them and to help them see how to move forward. Our internal staff team do these conferences so the pupils are well known to the staff and have strong relationships to avoid barriers to learning.

## **Daily Assessment**

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

Learning objectives and the star challenge board for each activity are always shared with the pupils and in child-friendly language so they understand what they are working to achieve. Objectives are displayed and or verbally shared in the classroom when age appropriate. A range of methods are used to daily assess the learning against the objectives. 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. Also opportunity for children to assess and use their pink progress pen to assess or review their learning.

A range of questioning techniques, including open ended questions and questions to deepen thinking, are used by teachers and planned for.

We use the *star challenge* system across the whole 'Shine Curriculum' 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 and feedback form 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/feedback 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 and pupil response is in pink. (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 progress 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 internal tracking and pupil progress meetings where the staff take ownership and accountability for their data and progress of all of their pupils and subject leaders and senior leaders track, monitor and oversee this data. Disadvantaged pupils, SEND and other groups are tracked to ensure any gaps are being closed and they are making sufficient progress. From starting points targets are set for children using our 'power of three' and then 'power of ten' targets to ensure pupils are challenged to exceed in all subjects across the 'Shine Curriculum' to achieve the best progress they can during their time at our school. Interventions are timely and put into place to support pupils as areas for improvement or reinforcement or further challenge are

identified and the impact of these monitored regularly to ensure they are timely and not done at detriment to the learning (i.e. avoiding withdrawal so that the pupil misses curriculum teaching). We use 'pre' and 'post' teaching intervention sessions to support pupils before a lesson to give confidence and clarity and post lessons to reinforce any areas from the lesson required to support learning for the next lesson or to extend learning. Our culture of challenge, through the star challenge, ensures that all of our pupils have the opportunity to excel from their starting point and make exceptional progress. For our pupils with high learning start points, they are extended and challenged through use of the three-star Greater Depth challenges across our Shine curriculum. These challenges broaden children's learning and extends and deepens their thinking.

We rigorously track pupil progress through our pupil progress tracker and through termly pupil progress meetings, where the staff take ownership and accountability for their data and progress of all of their pupils.

## **Assessing Objectives**

During the Foundation stage children are assessed at the start against the EYFS Baseline, during the year through continual close observation and small tasks and at the end of the year against the EYFS Profile Judgements.

Children's progress through the National Curriculum within our 'Shine Curriculum' is closely monitored and assessments are used where appropriate; this ensures teaching is appropriately matched to the learner's needs for maximum progress.

Hot and cold writing tasks are given in English to help show the progress children have made whilst learning about a particular genre of writing. Examples of this writing are added to each child's writing portfolio which contains writing samples from class R to 6.

Assessments are structured around class teaching to judge whether our children are working at the various stages for their year group. E.g. below age related (BARE), just below age related (ARE-) age related (ARE), Just above age related expectations (ARE+) Greater depth (GD) Ongoing teacher as well as tests are used to assess our pupils from Year 1 to 6 and close observations are used within EYFS.

Attainment, progress and learning behaviour are reported to parents in parent consultation meetings and targets shared with a brief mid-year visual report given in March and a full annual report in July. If we notice any changes to progress and behaviour we will call parents for a conversation and encourage parents to do the same so we can work together to support our children to ensure they reach their full potential and make the best progress possible across the Shine curriculum from their individual starting points.

Teachers and teaching assistants are reflective and take part in continuous staff development to ensure they reflecting and aiming to deliver the highest quality teaching and learning for all of the pupils in our school. We have high aspirations for each and every pupil, a 'finger on the pulse' approach which ensures we know our pupils very well and can quickly identify if there are any barriers. Our in-house trained team of highly skilled staff can offer quick support and intervention on many levels including: pastoral support, emotional and mental health, speech, language and communication needs. All staff are committed to our vision of enabling our pupils to '*shine brightly*' and achieve their full potential, "*I came that you may have life, life in all its fullness*" (John 10:10) but also keep reaching '*reach for the stars*' to challenge themselves out of their comfort zone, try new things in order to grow and thrive as learners and young people.

To support this policy please read on ([www.akps.org.uk](http://www.akps.org.uk)) our:

- Assessment policy
- Behaviour and Anti-bullying policy
- Shine Curriculum policy
- Subject policies and information in the curriculum area of our school website.