



“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: May 2026

Adopted by Learning, Education and Development Committee

Review Due: May 2029

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.

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**.'**

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.

Summative, formative and diagnostic assessment is 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 information sessions (e.g. Stay and Share, Phonics and Early Reading, Induction) 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 via 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/charters are agreed and displayed in classrooms. Positive behaviour and learning are consistently encouraged by all staff and pupils.

Children are encouraged to develop enquiring minds and to ask questions to extend their knowledge and reinforce their understanding. They are also encouraged to challenge respectfully and articulate their reasoning.

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 in school, in the community (church, phone box gallery and village and parent newsletters) and on our website.

In EYFS, we have a 'Start to Shine Curriculum' and a 'Shine Curriculum' from Year 1 upwards which we have designed to incorporate the National Curriculum and our AKPS priorities. We endeavour to provide a creative and broad curriculum and develop learners to their full potential e.g. including the following: Forest School and Sustainability, Global Advocacy, Wellbeing, Pupil Leadership. Subject leaders are responsible for areas of the curriculum, policy writing, action planning, monitoring, delivering training and feeding back to staff and Governors.

Learning Behaviours

The school positively encourages children to develop their learning behaviours. Children understand that it is important to use good learning behaviours. Our 10 point learning behaviour criteria is used across the school, from Year 1, where children can earn their learning star (see website for criteria). Once a child has earned their star, they become an AK Learning Ambassador 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 develop the language to articulate 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 to be successful e.g. resilience, independence, challenging respectfully, clear articulation to a range of audiences.

Through teaching and leading by example, we encourage our pupils 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.

In their lessons, pupils are expected to be supportive of one another. Their respectful and thoughtful behaviour is an outstanding factor in their successful learning. Their learning behaviours should contribute to good learning in lessons and they are expected to show responsibility for responding to expectations and set consistent standards for themselves. At all times, pupils should apply themselves wholeheartedly, listen carefully and show respect whilst encouraging others to conduct themselves equally well. Consistent expectation and use of these behaviours are embedded during their time here. As a result, we see these behaviours being transferred successfully into secondary education where our pupils make smooth transitions.

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 our school website). All of our lessons have starboards and we train our pupils to be able to select a star 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. In EYFS, children are encouraged to attempt star challenges as part of their continuous provision.

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 high quality and reflective practice. We believe that open, honest and reflective dialogue is key to improving teaching and learning 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.

Learning Discussions

For support with learning, children have discussions as part of 1:1 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 discussions help pupils focus on what they need in order to progress and are often recorded in their books at the point of 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 starboard for each activity are always shared with the pupils and in child-friendly language so they understand what they are working to achieve. 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 mistakes 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 assessment via the starboard. Also, there are opportunities for children to assess and use their pink progress pen to review their learning.

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

We use the *star challenge* system across the whole 'Shine Curriculum' with our children where tasks are differentiated by stars. This shows visible progress within the lesson and provides challenge and support 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 (see Marking and Feedback Policy) form a key part of the daily assessment process. Marking can be verbal 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. Marking is completed in purple pen (positive) and green pen (for growth).

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. Subject leaders and senior leaders track, monitor and oversee this data. Disadvantaged pupils, SEND and other groups are tracked closely to ensure 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. These are 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. 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, extend and deepen their thinking.

Assessing Objectives

In EYFS, children are assessed at the start of the year using the Development Matters 2021 guidance and using the RBA Baseline. Further assessments are made throughout the year through continuous observation and at the end of the year against the EYFS profile judgements (see EYFS Policy).

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

Three times a year, examples of writing progress are added to each child's writing portfolio which contains writing samples from EYFS to Year 6.

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

Attainment, progress and learning behaviours are reported to parents/carers and targets are shared with a brief mid-year report and a full annual report. If we notice any changes to progress and behaviour, we discuss this with parents so that we can work together.

Teachers and teaching assistants take part in continuous staff development to ensure they are reflecting and aiming to deliver the highest quality teaching and learning for all of the pupils. We are relentless in our high aspirations for each and every pupil. We also have a 'finger on the pulse' approach which ensures we know our pupils very well and identify needs to overcome or barriers to learning. Our 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.