



Teaching and Learning Policy

Next review date July 2020

Agreed by School Development Committee – 11/9/18

Compassion
Forgiveness
Friendship
Trust

Ackworth Howard Church of England (VC) Junior and Infant School

Ackworth Howard School is rooted in Christian belief and principles and it is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

At Ackworth Howard, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences and high expectations contribute to children becoming successful learners, who lead rewarding lives as responsible citizens. We strive to provide an enabling approach to teaching and learning using a mastery approach.

Aims

- Ackworth Howard promotes high achievement and learning for life by enabling children to:
 - Achieve high standards in all they do and to have ever-developing aspirations.
 - Develop enquiring minds.
 - Maintain high self-esteem, whilst demonstrating concern and respect for themselves and others.
 - Embrace the opportunities of the future.
 - Channel their natural curiosity to become highly motivated and enthusiastic learners.
 - Have respect for their community and environment.
 - Develop an understanding of, and tolerance towards, the ideas of those from differing cultural and religious traditions.
- We believe that each child will succeed through experiencing:
 - A positive and stimulating learning environment.
 - A broad and challenging curriculum which encompasses the requirements of the National Curriculum.
 - High quality, innovative teaching.
 - An inclusive ethos of support and challenge, within which each individual is valued and encouraged to build upon their previous best.
- We demonstrate our commitment to working as a learning community by:
 - Ensuring ongoing, structured evaluation of school effectiveness and pupil attainment.
 - Continuous personal and professional development and support.
 - Working closely in partnership with colleagues, governors, parents and the wider community.

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of everyone.

Our curriculum is underpinned by philosophy and theology with Christian values a common thread throughout. We adopt Philosophy for Children (enquiry based learning) which offers a way to open up children's learning through enquiry and the exploration of ideas. Children learn that their ideas have value, and that the ideas of other children have value too. Through Philosophy for Children they realise that they don't always have to be right, but they gain the confidence to ask questions and learn through discussion.

Effective learning could include:

- Investigation and problem solving.
- Research.
- Whole-class work.
- Group work (in groups selected for different reasons).
- Paired work.
- Individual work.
- Independent work, which is child directed.
- Collaborative work.
- Selecting and using relevant resources to support learning.
- Asking and answering questions.
- Use of IT including visual images, film, interactive teaching resources etc.
- Fieldwork and visits to places of educational interest.
- Guest visitors and performances.
- Creative activities.

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- Debates, discussions, oral presentations and other speaking and listening strategies.
- Drama techniques.
- Designing and making things.
- Participation in athletic or physical activity.
- Setting challenges for themselves.
- Use of the Arts.

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Planning the Curriculum

- Planning is linked to the year group assessment outcomes as part of the wider national curriculum.
- The expectation is that the majority of pupils will work on the assessment stage relating to their year group at broadly the same pace using a mastery teaching approach. Pupils who grasp concepts rapidly are challenged through rich and sophisticated problems before any acceleration through new content takes place. Decisions about when to progress are based on the security of pupils' understanding and their readiness to progress. This enables high expectations for all.
- Opportunities are provided for children to apply knowledge and skills in other subjects in the curriculum, where appropriate.
- Teachers will identify and support any pupil or group of pupils who are falling behind or are in need of further challenge, enabling them to catch up rapidly through targeted support and intervention. Intervention, where possible, will take place on the same day.
- Pre learning tasks will be used to inform next steps in learning.
- Learning objectives and topic titles will focus upon an open question in order to empower learning skills. When starting a new theme in Science, Topic, RE and PSHCE a topic introduction page should be stuck into the children's books.
- Any sheets used must be trimmed and stuck in the correct exercise book.
- Teachers will plan collaboratively with their year group partners to ensure consistency and support colleagues.
- Early Year's curriculum will be guided by children's interests.
- A reflective log to review the impact of resources and intervention within provision to meet the needs and interest of the children will be regularly updated.

Differentiation

- Takes place throughout the lesson. Fluidity of sessions is key to ensuring pupils thrive on the challenge of learning and develop resilience to failure.
- Is matched to formative assessment and next steps in learning.
- When planning work for children with Special Educational Needs and Disabilities, information and targets contained in the children's SEND Portfolio are addressed.
- May occur through adult support; questioning; marking and feedback; range and level of resources; time; task; scaffolding/further structure.
- A mastery approach to teaching and learning will be undertaken.

Plenary

- Times during, and at the end of the lesson.
- Reviews progress towards the learning outcome and success criteria.
- Allows adults, and children, to address misconceptions, make improvements and add further challenge.
- Learning may be applied to different contexts.
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt.

Use of Classroom Professionals

- Teachers are responsible for directing their classroom professional. Deployment will follow the recommendations set out by the EEF.
- Teachers ensure classroom professional know the expectation of a lesson.
- Teachers continually communicate with classroom professionals.
- Intervention needs to be planned as a more immediate response to learning and addressed as soon as possible.

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- Interventions for a specific purpose will still be part of the planning and assessment cycle where appropriate.
- Teachers to develop their classroom professionals use of the marking policy.

Adults contribute to:

- Supporting learning and children's progress.
- Marking and feedback.
- Supporting assessments of children's understanding.
- Developing children's independence.
- Engaging children in learning.
- Being active and interactive.
- An appropriate pace to ensure maximum learning takes place.
- Responds to, and is adapted to, ongoing assessment during the lesson.
- Clearly models successful learning/the learning activity.
- Generates success criteria.
- Is flexible according to the learning taking place eg. Different inputs for different groups, different start times for different groups.
- Guided groups where appropriate.
- Identify pupils' common misconceptions and act to ensure that they are corrected.

Questioning

- Effective questioning demonstrates the teachers understanding of the ways pupils think about the subject content.
- Questions will be asked to assess learning, challenge and deepen thinking and understanding. This includes cross curricular questioning.
- The range will include open/closed; higher and lower order questions.
- Questioning will be differentiated.
- Opportunities will be planned for children to develop their own questions and questioning.

Feedback and Marking

Teachers will provide pupils with incisive feedback, in line with the schools policy and will consolidate learning, deepen understanding and prepare children very well for future learning. Please refer to the feedback policy.

Self & Peer Assessment

- Children are trained to self and peer assess.
- Guidelines are discussed, agreed and developed with the children. These are modelled by the teacher.
- Is used regularly to enable children to address misconceptions and make improvements to their work.

Targets

- Children are involved in setting and reviewing their targets based on the evidence in their books.
- Easily accessible and referred to regularly.
- Are related to children's attainment and next steps in learning.
- Are set for Writing, Reading and Mathematics.

Learning Environment

- A stimulating and tidy environment sets the climate for learning,
- An exciting, well-organised and clutter free classroom promotes independent use of resources and supports high quality learning.
- Staff and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Resources will be available to children such as dictionaries, thesauruses, word banks and resources to support learning in subjects across the curriculum.
- Classrooms should be bright and tidy, and should be word and number rich.
- Displays might be used to:
 - Celebrate success – achievement.
 - Support class organisation – visual timetables, clearly labelled resources.
 - Promote Independence by providing prompts – questions, support for when children are stuck, key vocabulary and Christian Values must be evident.

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- Support learning – working walls, presentation examples, interactive & challenging.
- Displays are changed regularly and reflect the current topic/themes/learning.
- The schools consistent behaviour policy is clear and evident in the classrooms.
- Displays must include:
 - Work that is mounted.
 - Displays with borders.
 - Year group/class stated if the display is outside the classroom.
 - Program of study / Stage expectations clearly labelled.
 - Questions where appropriate.

Assessment

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress. All staff are regularly trained in our approach to assessment and are responsible for the use of data to accelerate progress. We have a senior leader who is responsible for assessment.

Continuous formative assessment

Formative assessment should be used as a continuous method of recording assessment information. Any evidence whether it be from an observation in class, a marked piece of work or a formal test can be recorded to build a holistic overview of each pupil and their specific strengths as well as areas for development.

This assessment system is most effectively used when strands and elements are visited and assessed on a regular basis. The recording of evidence from class work, homework and everyday teaching will build strong evidence of the relative strengths and areas for development and should make reporting more meaningful to pupils and parents as well as making targeted intervention and support easier for teachers and middle leaders.

Each pupil will be assessed on a stage from 1-6 (Year 1-6). In most instances the stage will reflect the year group that the pupil is in. Any decision to deviate from the stage for that year group must be through consultation and at the agreement of the headteacher.

Guidance:

The school's assessment taxonomy is used as a tool to support our assessments

- Writing assessments:
 - Extended pieces of writing (used as writing assessments) will be assessed using the 'extended writing assessment criteria' grids. Teachers will delete the assessment outcomes not appropriate for the task being undertaken.
 - The school's taxonomy colours should be used to mark the relevant criteria on the 'extended writing assessment criteria' grid. (**beginning**, **developing**, **achieved** and **greater depth**)
 - Ongoing formative assessment will feed into a stage assessment grid in the front of every child's book that highlights criteria to show what children are consistently capable of. (***One sheet per term***)
- Reading assessments:
 - During Guided Reading and independent reads, teachers/teaching assistants plan to assess using the Reading assessment outcomes. Formative assessment will link to the school's assessment taxonomy. (**beginning**, **developing**, **achieved** and **greater depth**)
- Mathematics assessments:
 - A stage assessment grid should be in the front of every child's book and all completed objectives should be highlighted in relation to the school's assessment taxonomy. (**beginning**, **developing**, **achieved** and **greater depth**)
 - ***Once a half term***, another stage assessment grid should be stuck on top of the old grid. The **achieved** and **greater depth** objectives should be transferred across to the new grid only.

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Summative Judgement

The overall summative judgement will use teacher judgement as an indicator as to whether a pupil is working towards, emerging, expected or exceeding their age related expectation for their year group. Ongoing formative assessment using the school's assessment taxonomy will inform summative judgements.

Guidance:

- At each data collection point, teachers will complete the progress trackers and submit these to the Headteacher.
- The Headteacher will then complete the summative assessment database and analyse the data. This will be shared with relevant stakeholders.

School's Assessment Taxonomy

The four levels (beginning, developing, achieved and greater depth) can be used to plan learning experiences and to assess the resulting learning outcome.

BEGINNING - The learning outcome shows the pupil understands one aspect of the learning task but their understanding is disconnected and limited.

DEVELOPING - The learning outcome shows the pupil understands several ideas about the learning task but they miss the relationship of the ideas to each other and to the whole.

ACHIEVED - The learning outcome shows the pupil has linked and integrated ideas to gain a deeper and more coherent understanding of the whole.

GREATER DEPTH - The learning outcome shows the new understanding at an extended, conceptual level. Deep learning takes place.

With the taxonomy as a model, learners can see that learning – be it through developmental play, problem solving or achieving a learning outcome – is not due to luck. They understand that all learning involves their efforts to bring ideas, their efforts to connect ideas and their efforts to extend ideas. They also understand that their teacher and their peers may hold effective strategies to help them.

The simplicity means learners can self assess their learning outcomes and make thoughtful decisions about their next steps and the strategies they need.

Using the taxonomy as a model for learning helps pupils to develop learning dispositions including a robust 'can do' attitude to learning. They are supported in this development partly because the school's assessment taxonomy is a mental model that represents knowing nothing, having a go and making mistakes as a natural part of any learning process. In doing this, it shows learners that their next steps to learning may well need effort and effective strategies but that those steps are accessible if they have a 'can do' attitude.

The process starts by indicating that every learner needs help to start. 'Knowing nothing' is an opportunity – a starting point for all learning and for every learner. This links with the school's mastery approach to learning.

PIRA/PUMA/GAPS Testing

To support teacher assessment and add an additional layer to our assessment system, the children take part in Mathematics, Reading and Grammar termly tests. These tests provide an opportunity to track progress and provide information that teachers can then incorporate into their planning.

EYFS

In Foundation Stage, the assessment procedures have been reviewed to feed directly into a whole school system. Teachers follow the same principals in relation to assessment.

SEND

- Adjustments to the curriculum are made to the children who are attaining significantly below what is expected for their age.

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- Portfolios are in place for SEND children which contain assessments, observation and feedback, SEND advice from professionals / support plans etc.
- Support plans in place and reviewed 3x per year with parents. More complex cases require attendance at TAC meetings.

Homework

Teachers set challenging homework appropriate for the age of the children that consolidates learning, deepens understanding and prepares pupils for work to come. A homework display in each Key Stage will be updated regularly to celebrate home learning.

Within each stage homework consists of:

- Nursery:
 - New topic related creative homework.
 - Reading.
- Reception:
 - phonics
 - New topic related creative homework.
 - Reading.
- Key Stage 1:
 - Alternate Mathematics and Reading homework.
 - Sentence of the week.
 - Reading and spellings,
 - Occasional research topic homework.
- Lower Key stage 2:
 - Each week children complete a topic based homework activity self-chosen from a half termly menu.
 - Weekly spellings and reading.
 - Weekly homework task set on Mathletics and Spelladrome.
 - Sentence of the week.
- In Upper Key Stage 2 homework consists of:
 - Each week children complete a topic based homework activity self-chosen from a half termly menu.
 - Weekly spellings and reading.
 - Weekly homework task set on Mathletics and Spelladrome.
 - Creative writing task.
 - Year 6 – Weekly SAT booster homework (From Spring 1).

Children also have the option of completing learning activities on Spellodrome and Mathletics.

The Role of Curriculum Co-ordinators

- Monitor progress and attainment in subject areas and produce an action plan to address areas of need.
- Support colleagues to develop practice and subject knowledge to maximise progress.
- Take the lead in policy development.
- Have responsibility for purchase and organisation of resources where appropriate.
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues.
- Raise the profile of the subject and ensure curriculum coverage.

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- Holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed.
- Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement.
- Explaining to parents how they can support their children with homework.
- Holding parent workshops to explain the work covered and the strategies and methods taught to the children.

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- Sending information to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term.
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.
- Involving parents in all aspects of SEND provision.
- Holding class transition meetings where parents have the opportunity to meet their child's next teacher and be provided with key information – class information packs, calculations policy, curriculum overviews, reading procedures etc.
- Hold events such as Inspire Mornings where parents are involved in their child's learning journey.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the schools' teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders, school improvement leaders and the Headteachers progress report to governors, as well as a review of the in-service training sessions attended by staff.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout the school in order to ensure consistent approaches to teaching and learning in line with the schools vision. It will be regularly reviewed with staff and will be discussed with new staff working in school.