

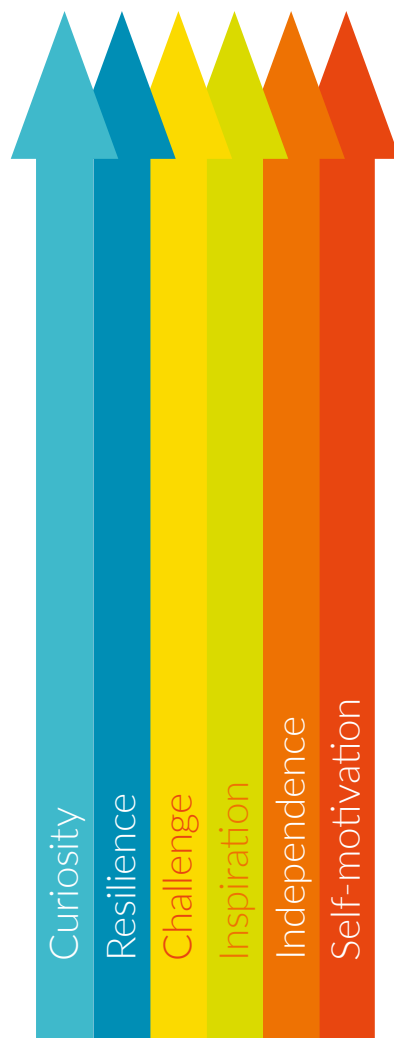
NEW ASH GREEN PRIMARY SCHOOL

TEACHING AND LEARNING POLICY 2023



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Our Vision Statement

At New Ash Green Primary School, our outstanding levels of teaching and a dynamic curriculum inspire our children to develop their **curiosity** for a love of learning. This allows them to achieve their full potential. We thrive on enthusiasm. Through **inspirational** leadership, children are encouraged to excel and develop **resilience** and **self-motivation** while learning how to **challenge** themselves within a safe and caring environment. The well-being of all our children is paramount. Our children and adults inspire each other to achieve their goals. At New Ash Green Primary School we celebrate cultures, diversity and individuality. We promote **independence** so that our children and community can flourish.

Curiosity	To have excellent, passionate staff and high quality learning, developing the pupils' curiosity .
Resilience	For pupils to develop enhanced emotional resilience through nurturing and support.
Challenge	To be an outstanding school with high standards of education, challenging all the pupils.
Inspiration	To ensure effective leadership promotes and inspires staff and pupils.
Independence	Implement the relevant and needs-led curriculum developing the pupils' independence and self-motivation .
Self-motivation	For pupils to love learning and aspire to be the best they can be.



1. Aims

This policy aims to:

- Explain how we will create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development



2. Our beliefs about teaching and learning

Our Core Values underpin our approach to teaching and learning:

- Curiosity
- Inspiration
- Resilience
- Independence
- Challenge
- Self-motivation

Pupils learn best at our school when they:

- Have their basic physical needs met and feel secure, safe and valued
- Feel a sense of belonging to the group and are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended and can link what they are doing to other experiences.
- Have access to the necessary materials needed
- Are able to focus and concentrate, and can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning and can apply the learning in both familiar and new contexts
- Can persevere when learning is hard and manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn



3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is how we will create the above conditions for pupils' learning at all times:

Teachers

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 e.g., informal catch-ups, termly newsletters, stay and learn sessions including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress and produce an annual written report on their child's progress
- Meet the expectations set out in our curriculum policy, behaviour policy and feedback on learning policy

Support staff

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
- Feedback observations of pupils to teachers
- Ask questions to make sure they have understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in our curriculum policy, behaviour policy and feedback on learning policy



Subject leaders

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
- 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 our curriculum policy, behaviour policy and feedback on learning policy

Senior leaders

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 our curriculum policy, behaviour policy and feedback on learning policy



Pupils

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
- Use our core curriculum values
- 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 our behaviour policy

Parents and carers

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

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented



4. Planning

Intent

Our curriculum is driven by the need to prepare our children for lifelong learning. At New Ash Green Primary School, we offer a rich and vibrant curriculum, which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding, which are the building blocks for later life.

Implementation

Our curriculum encompasses not only the formal requirements of the National Curriculum but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where children are encouraged to succeed and be the best they can be. At New Ash Green Primary School, we work hard to ensure our children understand their own cultural capital to prepare children with the essential knowledge and skills for their future and appreciate the diversity of our world. The curriculum is underpinned by our Core Curriculum Values and British Values.

Impact

We aim to foster the children's understanding of and how they connect to the past, live in the present and look to the future; encouraging curiosity and a passion to learn. Our curriculum aims to promote a 'be the best you can be' attitude towards learning, so that all children enjoy coming to school and embrace new challenges and possibilities; pushing their own boundaries to achieve academic excellence. We enable children to develop their knowledge, understanding and skills; to become resilient and become independent thinkers and questioners and to acquire a solid basis for lifelong learning. The curriculum promotes our Core Curriculum Values and British values, so children take responsibility for themselves and their actions. It fulfils all the requirements of the National Curriculum and the Kent Agreed Syllabus for Religious Education. Lessons will be planned well to ensure good short-, medium- and long-term progress.



Rosenshine's Principles of Instruction

Planning lessons takes into account the understanding and implementation of Rosenshine's Principles of Instruction. Rosenshine's principles have a solid evidence base to support their effectiveness. Some or all the strategies may not be effective in certain situations, for example, if you are looking for a creative, unique response to a problem. Therefore, as with any educational strategies, it is down to the professional judgement of the teacher to decide how and when to apply them within their classroom

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.



These can be organised into 4 strands:

REVIEWING MATERIAL

1 Daily review

10 Weekly and monthly review



QUESTIONING

3 Ask questions

6 Check for student understanding



SEQUENCING CONCEPTS & MODELLING

Present new material using small steps

4 Provide models

8 Provide scaffolds for difficult tasks



STAGES OF PRACTICE

5 Guide student practice

7 Obtain a high success rate

9 Independent practice



5. Learning environment

The learning environment will be managed to facilitate different learning styles

Opportunities will be made for

- whole class teaching;
- group work, organised according to appropriate criteria (i.e., ability, mixed ability, friendship, etc.);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, outdoor learning, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence.

For example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- in the early years and in KS1, areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources;
- ensure it is accessible for all.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and inspiring displays.

- All adults think carefully about how to display learning following our display policy.
- All adults consider the best seating arrangements for their children.



6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account.

We will differentiate 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 most able

Specify the strategies you will use to do this, for example:

- Using support staff effectively to provide extra support
- Working with our Inclusion Manager, 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
- Using adaptive teaching
- Differentiated input



7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

- All home learning will be made available either through Purple Mash, Teams or a physical paper copy.
- Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.
- Any necessary equipment or resources will be provided, loaned or made accessible.

8. Feedback on learning

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

All staff will follow the school's feedback on learning policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment.

- We will provide regular targets for pupils, and provide verbal reports against these at parents' evenings.
- Pupils will receive a written report on an annual basis.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Senior leaders and subject leaders monitor and evaluate the impact of teaching on pupils' learning through:

- Deep Dives
- Conducting learning walks with a clear focus for observation
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies
- Peer observation



11. Review

This policy will be reviewed every 3 years by teaching staff.
At every review, the policy will be shared with the full governing board.

12. 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
- Feedback on learning policy
- Home-school agreement
- Assessment policy
- Equality information and objectives
- Appraisal Policy

