



Ashby Fields Primary School



**TEACHING AND LEARNING POLICY
2023**



AIM OF THIS DOCUMENT

To ensure that all pupils have access to the same high-quality teaching and learning and that all pupils make good or better progress.

LEARNING ENVIRONMENTS

All classroom learning environments must have:

- a visual timetable;
- a 'safe place'
- a Maths working wall;
- an English working wall;
- vocabulary relating to the current project.

CURRICULUM

We follow the National Curriculum and have a subject specific curriculum. We have high expectations of all pupils and a belief that all can achieve. Specific differentiated activities are only expected where appropriate for pupils with an identified special educational need.

TEACHING AND LEARNING

All teaching and learning time throughout the school day is equally valuable and teaching and teaching support staff should be impacting on pupils at all times through the school day. Our most valuable resource is our teaching staff and as such they should be maximising opportunities to make a difference to the development of our pupils: constantly responding and adjusting to what is happening in lessons.



We define responsive teaching and learning as:

- clarifying and understanding learning and criteria for success
- engineering effective classroom discussions, questions and tasks that elicit evidence of learning
- providing live feedback that moves learners forward
- activating students as instructional resources for each other, and
- activating students as owners of their own learning.

Planning is completed in year group teams but should always be tailored by the class teacher to the needs of their individual class. Learning is always the priority, not the completion of a planned task.

ASSESSMENT

There are different layers to our assessment systems.

Classroom level:

- On-going AfL
- Foundation subject trackers

- PiXL testing and subsequent QLA information
- Independent retrieval tasks (entry and exit tickets)
- Reading ages and speeds
- Reading/Phonics book bands



Academy level:

- Target setting for individual pupils and for year groups.
- It is an InMat requirement that 'on track' judgements are submitted three times per year using the following codes:
GDS – Greater Depth Standard – Exceeds ARE (PiXL A1)
GDI – Greater Depth Intervention (PiXL A2) - at ARE and just below GDS
EXS – Expected Standard – Meeting ARE (PiXL E1)
INT – Intervention – just below current ARE (PiXL E2)
BLW – Below – well below the current ARE (PiXL B1)
OYG – Other Year Group – working in the curriculum of other year group (PiXL B2)
- Judgements are moderated within the academy in a regular cycle and judgments are moderated termly with local InMat schools.
- Comparative Judgement – national standardisation of writing
- Statutory national testing – June Phonics Screening Test for Year 1 and May KS1 SATs in year 2 and KS2 SATs in Year 6.

Marking tests is a vital part of the assessment process and must be completed by the class teacher to inform future teaching priorities.

Regular reviews of prior learning in the foundation subjects are built in through the year/s and these are planned into the staff meeting schedule.

MARKING AND FEEDBACK

Good feedback is the key to improvement and is best delivered as close as possible to the point of learning in order to drive further improvement. Our emphasis is on responsive teaching and learning, meaning the majority of feedback should be given within the lesson.



All work in pupils' books should be checked daily with the teacher acknowledging that

Maths should be marked in the lesson as much as possible so that misconceptions and errors can be addressed immediately. If pupils mark their own work/a peer's work, this MUST be checked by the teacher.

In writing,

Where appropriate, pupils self-assess against the success criteria at the end of the lesson using a tick and an arrow.

Stickers and postcards home are used for praise as per the behaviour policy.

PUPILS' BOOKS

High standards of presentation are expected from the pupils and teachers' writing should model this.

Each piece of work should have a date and title but should not contain narrow learning objectives.

If pupils are peer marking, then this should be done using a blue pencil/pen.

Pupils should edit and self-assess their work in blue pencil/pen.

CPD

Schools must 'create a culture where all teachers improve, not because they are not good enough, but because they can be even better.

Dylan Wiliam, 'Creating the Schools our Children Need' p.199.

Our most valuable resource is our teaching staff and as a professional learning community we believe in continually investing in developing our staff. This is done in a variety of ways:

- Training days and staff meeting CPD sessions
- All staff can access a wide range of CPD through the Every Learning Platform – www.everyeducation.co.uk
- InMat training

Staff are encouraged to keep up to date with current educational thinking through:

- Twitter
- Reading current educational authors – there are a range of books available in the staff room to borrow
- EEF Toolkit

