



Teaching and Learning Policy

“For learning, smiling and remembering”

At Avondale, we recognise that all children learn best when they are happy and confident. We believe that learning should be a lifelong process, and a rewarding and enjoyable experience for everyone. It is the mission of our staff to plan and deliver a curriculum which is ambitious and will enable our children to become successful learners, who lead rewarding lives as responsible citizens.

We are committed to achieving high standards for all our children and we see the development of basic skills as the responsibility of all staff. Our Equal Opportunities Policy sets out our principles in relation to inclusion and equality for all.

The purpose of this policy is to provide guidance for practitioners to promote high standards of teaching and learning for all. It should be read in conjunction with the following policies -

- Curriculum Policy
- Internal Consistencies Policy
- Marking and Feedback Policy
- Presentation Policy

Our Curriculum Intent

Our children's needs and backgrounds, and the school values underpin all our teaching and learning.

At Avondale, our teaching and learning supports our school motto **“Learning, Smiling and Remembering”** and the needs of our children. Effective teaching and learning meets the needs of all Avondale children from Reception to Year 6 and ensures our learners are ready for the next stage of education.

These values are embedded throughout all teaching and learning. They reflect the needs of our children and a shared commitment to equip our children with the essential skills for lifelong learning. These values also link closely to our British Values and are also promoted throughout our curriculum, our classrooms, our ethos and the general interaction between all of the Avondale family.

- To develop a community of learners where learning is valued and children are proud of themselves, Avondale Primary School and the community they serve.
- To ensure children learn in an environment that has a positive ethos, which includes mutual respect, supportive relationships and encourages pupil voice.
- To ensure reading and language are at the heart of our teaching and learning.
- Children are provided with memorable learning experiences through an ambitious, balanced and progressive curriculum.
- Teaching and learning promotes our “Avondale Adventure” and consistently promotes high expectations for behaviour and achievement.
- For our pupils to be educated citizens, thus making a positive contribution to the community.
- To ensure our teaching and learning develops pupils who are ready for life in a diverse, developmental and ever-changing world.

Central to our curriculum is **“The Avondale Adventure”**. These values sum up the distinctive nature of Avondale School:

- Respect – Treat all people with respect and look after property and equipment
- Resilience – If at first you don't succeed, try, try and try again!
- Learning – Allow everyone to learn without interruption
- Do your best – Always set high standards in your work and behaviour
- Make the right choice – Understand how your choices affect you and others
- Kindness – Show kindness to others

Our Non-Negotiables for teaching and Learning

Embedded throughout all our teaching and learning we have a set of non-negotiables – our expectations for all staff and pupils. We understand that a child's potential for learning is limitless and it is our responsibility as educators to unlock this potential. Avondale is a caring and supportive community,

which helps develop pupil confidence and enables them to become better learners, both in school and in life.

Our teaching and learning non-negotiables are as follows:

1. Positive relationships amongst all

We will endeavour to uphold and sustain practices that foster the values of:

- mutual respect and responsibility;
- a commitment to co-operation, consideration, courtesy, care and engagement in service to the community.

These principles support the development of high-quality interpersonal relationships between teachers, students, parents and staff.

2. Safe, language rich learning environment in which clear routines are established

- Practitioners have a good understanding of child development and use effective strategies to promote every child's communication skills.
- Daily read aloud sessions which help pupils increase vocabulary, create a shared literary experience, evoke discussion, and model fluency.
- Class word walls - to help pupils make meaningful connections between words and concepts.
- Diverse school and classroom libraries.
- Class word of the day & word hoards - these words and their meanings are viewed consistently while they are up.
- Practitioners engage in daily conversations with pupils - practising the art of conversation. Modelling skills like making eye contact, talking *to* and not *at* someone, appropriate responses, etc.
- Practitioners speak to pupils like an adult - using correct words and terminology.
- Practitioners and pupils keep a clean and orderly classroom.
- Practitioners encourage pupils to be openly expressive and supportive to others.

3. High expectations & challenge for all individuals, building on what the children already know

- We will provide appropriate and stimulating adaptive teaching to ensure all pupils are stretched, challenged and supported.
- Pupils will be encouraged to develop a thirst for learning and show a clear willingness to extend themselves at every opportunity.
- We will set high expectations of how pupils should present their work and challenge work that does not meet these high expectations.
- We will clearly define and articulate learning objectives that demonstrate high academic expectations for all pupils in every lesson.
- We will ensure that bespoke interventions are in place for target pupils and groups.

4. Effective and timely feedback that promotes self-reflection and rapid learning

- We will give precise and effective feedback and guidance so pupils know how to improve.
- We will make sure pupils have the opportunity to regularly act upon verbal and written feedback to close the learning loop e.g. dedicated improvement and reflection time.
- We will consistently provide feedback to pupils in accordance with our Feedback and Marking policy so pupils clearly know how to improve upon their work.

5. Varied delivery (format and style)

- Practitioners routinely plan engaging lessons that are matched to the needs of the pupils.
- Lessons will be delivered with a high sense of challenge, pace and purpose.
- We will give pupils appropriate time to time to embed knowledge, understanding & skills.

6. High quality questioning and dialogue from adults and pupils

- Practitioners understand that effective questioning is key because it makes thinking visible: it identifies prior knowledge; reasoning ability and pupil understanding – therefore it is the ultimate guide for formative progress.

- Practitioners use planned, systematic, targeted and skilled questioning to deepen pupils' learning and assess understanding, along with other assessment for learning strategies.
- Practitioners give pupils opportunities to talk about and discuss what they are learning - extended answers, presentations or demonstrating their learning.
- Practitioners are highly trained and committed to supporting speech, language and communication skills.

7. Pupil ownership of learning, which includes wow moments

- Practitioners are facilitators of learning, giving students the opportunity to take responsibility for their own learning.
- Practitioners plan learning for their pupils that allowed them to make decisions and choices on their own learning activities, choose resources and create presentations.
- Practitioners ask open-ended questions, with plenty of possible answers which lead to further questions.
- Practitioners model behaviours and attitudes that promote learning.
- Practitioners and pupils ask for feedback.

8. Resilient learners who take risks

- Pupils who are absorbed in learning.
- Pupils who can manage distractions - recognising and reducing distractions.
- Developing skills that help pupils to cope and be able to deal with failure just as equally as success.
- Pupils who persevere: keeping going on in the face of difficulties, channelling the energy of frustration productively.

Effective Learning

Effective Learning stems from high expectations and children learn in different ways. We acknowledge that children learn in different ways, therefore when planning we take into account the different forms of intelligence ensuring wherever possible there is a visual, auditory and kinaesthetic element to each of our lessons. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These 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
- 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

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.

Effective Teaching

Effective learning only comes about from effective teaching. Assessment for Learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Prior assessment of the pupils' understanding should be used to inform the planning of lessons with a clear progression in skills.

At Avondale Primary School, the pupils learning is improved when the teacher ensures the following:

- **Learning Objectives**
 - clear and focused
 - displayed
 - discussed and explained to the children
 - based on prior attainment, knowledge and understanding
- **Success Criteria**
 - break down the learning taking place
 - include the steps or 'ingredients' the children need to be successful in their learning
 - are identified by the teacher during the planning process
 - are usually generated with the children during the lesson
 - are written up and referred to during the lesson
- **Mini Plenaries**
 - planned times throughout the lesson
 - should be used during lessons only when the progress of the class, group or individuals will be furthered
 - reviews progress towards the learning objective and success criteria
 - allows adults, and children, to address misconceptions, make improvements and add further challenge
 - learning may be applied to different contexts
- **Outcome**
 - what will be achieved by the children by the end of the lesson
 - the learning activity/evidence of learning
 - sufficient time given to enable children to achieve meaningful learning
 - matched to the children's next steps in their learning
- **Challenge for All**
 - Takes place throughout the lesson
 - Is matched to children's levels and next steps learning
 - May occur through adult support; range and level of resources; time; task; different outcomes
 - When planning work for children with Special Educational Needs, information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed
- **Adult Input**
 - Engages children in the learning
 - Is active and interactive
 - Has 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
- **Questioning**
 - Questions will be asked to assess learning, challenge and deepen thinking and understanding
 - The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy)
 - Will be differentiated and matched to the children's understanding and ability

- Opportunities will be planned for children to develop their own questions and questioning
- **Feedback & Marking**
 - Regular feedback will be given to the children
 - Identifies success and next steps in learning
 - Refers to learning objectives, success criteria, children's individual targets and age related expectations in spelling, punctuation and grammar
 - Opportunities are planned for children to regularly respond to feedback and marking
- **Self & Peer Assessment**
 - Children are trained to self and peer assess
 - Guidelines are discussed, agreed and developed with the children
 - Is used regularly to enable children to address misconceptions and make improvements to their work
- **Targets**
 - children are involved in setting and reviewing targets
 - are related to children's next steps in their learning
 - are set for writing, reading and maths
- **Active Learning**
 - Children are given opportunities to be involved in the learning throughout the lesson
 - A range of strategies are used
 - There is an appropriate balance of adult/pupil talk

It is paramount to stress the position of the teacher as a leader and facilitator of learning; it is through the teacher's enthusiasm, innovation and vision that children will be equally enthused to develop as lifelong learners.

Adaptive Teaching

When delivering our curriculum, teachers respond and adapt their teaching for pupils who may need additional support in order for them to access the same ambitious curriculum and meet our high expectations.

Formative assessment is fundamental to the effectiveness of adaptive teaching in the classroom. Teachers check understanding, reflect on student understanding and respond in an effective way to ensure students are secure in their knowledge before moving on.

Teachers then effectively adapt their practice through the simplistic model 'Check, Reflect, Respond'. Check understanding through regular, effective formative assessment, reflect on pupils' understanding of the curriculum content and then respond accordingly, using subject and pedagogical expertise to ensure students are confident in their knowledge of this particular component.

Our knowledge of pupils along with regular formative assessments ensures teachers can anticipate barriers in advance of the lesson by identifying possible misconceptions and challenging concepts.

Scaffolding is an effective form of adaptive teaching. However, it should always be a temporary structure, which is gradually removed to allow the student to consolidate their own learning.

Target Setting

At Avondale Primary School we base our teaching on our knowledge of the children's level of attainment, our focus being to further develop the knowledge and skills of the children. We strive to set tasks appropriate to each child's level of ability. When planning work for our children with special educational needs we give due regard to information and targets contained in the children's Individual Educational Plans (IEP'S). We have high expectations of all our children and believe that their work should be of a high standard.

We set annual targets for individuals and classes and these targets are agreed with each class teacher. Targets are set based on areas that were highlighted as requiring improvement. Teachers

then plan their lessons to ensure progression. The targets are monitored closely by the SLT, and Numeracy and English curricular leaders, in conjunction with the class teacher to ensure there are ambitious and challenging.

Planning & Preparation

Good planning links together the long, medium and short term plans and at Avondale a consistent whole school approach is operated. A lesson plan is an intention and needs to remain flexible enough to respond to pupil need. All lessons are planned with clear learning intentions and build on prior learning and current knowledge. Our plans contain information about the objective to be taught, tasks to be set, the resources needed and the way we assess the children's work. All teachers are expected to reflect on evaluate lessons so that they can modify and improve teaching and inform future planning.

Good preparation for lessons means that; -

- Work from previous lessons has been marked and feedback has been given in line with our Marking and Feedback Policy.
- All necessary materials are ready, including necessary hardware and software for ICT.
- Support staff have had access to short term planning so that they are aware of the part they will play in the lesson and can contribute to the learning objective.
- Lessons start and finish on time.
- Teachers make optimum use of the time and space available.

Climate

At Avondale Primary School, everyone is treated with respect and trust. Special effort is made to establish good working relationships, both in the class and throughout the school. All the teachers have copies of the school policies and are expected to comply with the policies so that we can promote the best teaching and learning opportunities for all.

Classroom assistants and other adults who help in the classroom play an important role. As well as working with our children they help plan lessons with the teachers and assist in the evaluation of the children's work. They make an invaluable contribution to the learning environment of the school.

Learning Environment

To ensure quality teaching and learning takes place at Avondale we believe it is important to create a learning environment which is:

- peaceful and calm
- challenging and stimulating
- happy, welcoming and organised
- well resourced
- language / print rich, including learning prompts, high quality books, targets and key vocabulary;
- number rich, including learning prompts, targets and key vocabulary;
- bright, cheerful and colourful;
- secure and safe;

Classrooms are well organised to ensure children have the opportunity to learn in different ways:-

- A stimulating environment sets the climate for learning.
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning.
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be bright and tidy, and should be word and number rich.

Displays might be used to:

- Celebrate success - achievement, Star/Learner of the Day/Week
- Support class organisation – visual timetables, clearly labelled resources

- Promote independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, presentation examples, interactive & challenging
- Displays are changed regularly and reflect the current topic/themes/ learning

Our school has many attractive features which help create a lovely learning environment, large classrooms and display boards which are regularly updated.

Support Staff

Support staff and other adult helpers are deployed throughout school to support teaching and learning as effectively as possible. They are involved in:

- supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help.

Achievement

This is celebrated in many different ways:

- verbal or written praise by teachers, peers, principal and parents
- displays of work
- opportunities to perform and share (e.g. Assembly)
- positive notes
- reward points
- platinum awards
- pupil of the week
- reader of the week
- weekly classroom prizes

The Role of Curriculum Leaders

At Avondale the role of our curriculum leaders is to ensure high standards of teaching and learning for all our children. They ensure this by:

- Monitoring progress and attainment in their curriculum area
- Devising an action plan to address areas of need
- Supporting colleagues to develop practice and subject knowledge to maximise progress
- Taking the lead in policy development
- Having responsibility for the purchase and organisation of resources
- Keeping up to date with developments in their particular subject area and sharing this with colleagues

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 pupil and his/her next steps in learning are explained and discussed
- sending out an interim report at the end of the Autumn and Spring term to inform of attainment compared to national expectations and attitudes to learning
- sending an annual report to parents explaining the progress and attainment 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 pupils.
- sending information to parents at the start of each term in which we outline the learning areas and topics that the pupils will be covering that term;

- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

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 school's teaching and learning policies through the school's self-evaluation processes. These may include reports from curriculum leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation

Monitoring focuses on the quality of teaching and learning in the lesson, whilst also taking into account pupils' learning, assessment information and behaviour over time.

Each staff member has a professional development folder. Records of performance management meetings, lesson observations, pupil progress meetings and the outcome of subsequent professional development opportunities will be recorded in this file.

Other monitoring to include within the triangulation of teaching and learning may include;

- Learning walks
- Senior leaders or subject leaders conducting brief observations for shorter sessions – for example, a guided reading session, fix-it time
- Data analysis
- Book/planning scrutiny
- Assessing the quality of the classroom environment
- Professional conduct
- Marking and feedback
- Pupil voice

Staff Development

- All teaching staff and support staff receive weekly CPD by attending weekly staff meetings.
- In service training is provided for staff. Staff are provided with useful teaching materials and offered guidance and support.
- All staff have a login to The National College website to support self-development.
- Teachers are actively encouraged to attend courses relating to the areas in which they are interested or would like to improve upon.
- Teachers are encouraged to reflect on the practice. An open door climate has been created and teachers are regularly invited to watch each other teach and to discuss and share ideas.
- Avondale has a coaching culture across school that enables staff to self-reflect and develop their practice.

Review

This policy was written by Jane Taylor and was approved by the Governing Body Autumn 2024

It will be reviewed Autumn 2026