

APRIL 2023

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FOR REVIEW IN APRIL 2026

ANSON PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

AIMS

Learning at Anson Primary School is designed to be in line with our ethos of happy, confident and creative children with a lifelong love of learning. The policy aims to establish how our Teaching and Learning is underpinned for all children from Nursery to Year 6. The follow is imperative:

- To ensure the highest standards of teaching across the school, to enable children to learn most effectively.
- To take account of individual needs and children's stages of development and build on knowledge and experience within a context of equality of opportunity for all regardless of class, race, creed, gender or ability.
- To have a consistent approach to classroom management and organisations.
- To provide a positive and stimulating work environment for all users of the school.
- To equip children with the skills to become enthusiastic and independent learners.
- To help children develop skills, knowledge and concepts relevant to everyday life.
- To ensure effective planning, delivery and evaluation of the curriculum throughout the school.
- To provide a curriculum that takes into account the diversity of interests of children attending Anson Primary School and recognises the knowledge and experiences that children bring to the school.

EXPECTATIONS

Our curriculum is predominantly delivered by qualified teachers who understand the ethos of the school and the vision for our children.

Each of the teachers are encouraged and supported to develop throughout their time at Anson. We invest time and resources in each of them to ensure that the provision for our children is the best it can be.

We give them time to lead their subject areas, plan effectively and assess accurately. We place their well-being as a top priority and develop a good work/life balance. In return there are high expectations.

At Anson we expect teachers to:

- be a positive role model.
- ensure that learning is progressive and continuous.
- provide a challenging and stimulating programme of study to all children in their care.
- recognise and plan for the individual needs of each child, with support where appropriate.
- uphold professional standards, including being punctual, well prepared and organised.
- manage change and the development of their own professional expertise.
- maintain an up-to-date knowledge of the National Curriculum and Early Years Foundation Stage Statutory Framework and any educational developments
- work collaboratively and share expertise.
- attend school regularly and be punctual for lessons.
- take increasing responsibility for their own learning.
- contribute and enjoy a positive attitude towards school life.

However, they cannot do this on their own and so they work closely with senior leaders, support staff, agencies and parents to get the best for every child.

PARENTS

We are a school that understands the valuable role a strong partnership around a child can have. The relationships with parents are critical.

We attempt to build relationships with parents to ensure clear communication, an understanding of how they can help their child and the ways we can work together to give every pupil a joy of learning.

At Anson we expect parents and carers to:

- ensure their children attend school regularly, arrive on time and are in good health.
- notify the school immediately of the reasons for any absences.
- participate in discussions concerning their child's progress and attainment.
- be aware of and support the school's behaviour policy.
- support the teaching and learning in school by offering encouragement and praise to their children, supporting them at home by working on areas identified with the class teacher, such as hearing them read, helping them to learn spellings and maths tables, and understand the importance of homework*.

Indeed, we expect all members of the school community to:

- support a positive school environment.
- work as a team, motivating, supporting and encouraging each other.
- offer equal opportunities in all aspects of school life.
- provide an environment in which everyone can feel safe, secure and valued and have high expectations of behaviour.
- promote positive relationships and a sense of belonging to the whole school community.

*see appendix 1

OUR APPROACH

When we receive visitors to the school our ethos and atmosphere is one that resonates. We are a positive school with a feeling of energy, enthusiasm and engagement. Classes should ooze the values of the school and allow for children to live the vision of the school and behave well in their learning.

In order to foster creativity, curiosity and a love of learning we use a variety of strategies to encourage children to work to the fullest potential. They are underpinned by our 6 learning behaviours:

- Resilience
- Risk Taking
- Independence
- Thinking
- Aspiration
- Collaboration

Understanding how they learn, which is supported using the strands of these six elements, means the whole school can be developing these characteristics in our pupils.

In lessons we employ further pedagogical skills to draw out learning, including:

- questioning
- explaining
- instructing
- observing
- assessing and diagnosing
- encouraging & praising
- target setting
- recording
- listening
- giving feedback
- marking work
- encouraging collaboration and co-operation

Classes are organised in a variety of ways to allow children to work individually, in small groups, or contributing to whole class activities. Children are encouraged to work collaboratively, co-operatively and independently (reflecting our learning behaviours). Teachers provide children with activities designed to be interesting and challenging which will introduce them to new concepts and consolidate previous skills and knowledge. The types of activity are developed from our schemes of work and topic based approach. The schemes include:

- CLPE to develop a deep pleasure in reading and high quality writing.
- White Rose Mathematics to ensure a continuous progression through the school.
- Jigsaw Education PSHE to ensure well-being and personal development of pupils.
- PPP PE Curriculum with Kingsbury School Partnership enrichment.
- Anson Big Curriculum to wrap foundation subjects around an engaging context supported by several schemes of work.

Within lessons teachers employ a number of approaches to deliver their lessons. In order to foster the creativity we desire we ensure that the follow occur from Nursery to Year 6:

- practical investigations and experiments.
- creative activities.
- open-ended investigations.
- predicting outcomes.
- embedding of technology.
- use of audience for their work.
- performance.

Children's progress is evaluated on an ongoing basis. The ways we do this include:

- Baseline assessment at the beginning of the child's school career.
- Pupil Progress Meetings.
- Regular teacher assessments and samples of work.
- End of unit and year tests.
- Marking of children's work where necessary.
- Reports to parents.
- Target setting and review of targets.
- Standard Attainment Tests (SATs).
- Ongoing verbal feedback

PLANNING

In order for children to have an effective learning experience, each lesson must be well-planned. Like most schools, at Anson we use long-term, medium-term and short-term planning to cover all that will be taught within the classroom.

Long-term plans will set out the subjects and topics that will be covered over the whole school year for each year group.

Medium term plans are produced setting out in more detail the work to be covered over a term or half-term period. Teachers will then produce weekly plans setting out exactly what work is to be done each day. The teachers consider the best way to be prepared each week. Their boards and interactive resources will include clear learning objectives, activities will be well thought through and assessment opportunities will be embedded in the learning.

How teachers produce this planning is up to them. Some teacher will create resources to showcase the planning, others will use notebooks or files. Individual planning is left to the teacher but can be called upon at any time in case of absence.

Long Term and Medium Term Plans are regularly checked to ensure that they allow for continuity and progression throughout the school. Short term planning is checked through observations, drop-in sessions and book trawls. If teaching and learning is not up to standard then staff may be asked to provide more rigorous short-term planning.

HIGH QUALITY

All children have the right to receive high quality teaching experiences during their time at Anson. Teaching is a complex skill and our teachers have a firm understanding of the pedagogical skills that they need to get the most from our pupils. Some of the main factors that contribute to effective teaching and learning in the classrooms of Anson include elements which must be considered before, during and after the lesson.

All lessons should try to match the vision of generating happiness, confidence and creativity. Not all the elements need to be present all the time, but the overall aim should be to promote those characteristics.

Before the lesson, the teacher will have:

- relevant knowledge of the subject.
- planned activities that take account of the needs of each individual child.
- identified the aims and intended learning outcomes of the lesson.
- the relevant resources available and accessible.
- planned the role of the teacher.
- planned the use of other adult roles.

During the lesson, the teacher will:

- give clear information and explanations to the children.
- tell the children the aims of the lesson and how these relate to previous and future learning.
- ensure that the children know what is expected of them, both in terms of work and behaviour.
- inform the children about the way they will work (groups or individually)
- interact effectively with the children.
- act positively and with appropriate humour.
- have an awareness of the whole class.
- manage the children well, using clear and orderly routines with consistency, so as to achieve high standards of discipline.

- match work accurately to the children's abilities.
- develop children's language and social skills.
- give appropriate opportunities for the children to extend their learning.
- take steps to motivate and inspire the children.
- evaluate and assess the lesson as it progresses.

After the lesson, the teacher will:

- assess the lesson in light of what happened.
- evaluate the teaching and learning that took place, and make any necessary changes to future planning that might be appropriate.
- mark work consistently and appropriately, depending on the work done.
- give verbal feedback and praise and written feedback where appropriate.

QUALITY LEARNING

When the quality of learning is good, the children will be displaying good collaboration, high levels of aspiration and independence. They will be thinking creatively, taking risks in their learning and trying their best to stay resilient.

We should also observe the following in the classroom:

- children on task, knowing the time available to complete work.
- children able to explain the purpose of their task.
- children involved in the decision making and learning process.
- children displaying positive attitudes.
- quality outcomes in the work produced.
- evaluations and positive feedback.
- a safe, stimulating and comfortable work environment.

ROUTINES

Our classrooms should be stimulating environments for our children. The following are features of a well organised classroom:

- The classroom has consistent routines, which children are aware of, including such rituals as the taking off and putting on coats, storage of bags and lunchboxes etc.
- Entry and exit routes and routines to and from the classroom to outside areas, including the hall and playgrounds are well known to the children and used appropriately and consistently.
- Class rules are discussed, agreed and displayed, based on the school's behaviour policy.
- Clear rewards and sanctions are consistently applied.
- Children are informed about the timetable for the day, especially when there is a change to normal routines.
- Routines are in place for the start and end of lessons and activities, to maximise learning time.
- The classroom clock is set correctly and used by teachers and children to monitor the use of their own time, punctuality and pace of lessons.
- Children are clear about how to attract the teacher's attention.
- Routines for retrieving, using and clearing away resources are followed.

RESOURCES

We are a very well resourced school. Each classroom has a ready supply of resources which are vital to teaching and learning. Each classroom should have:

- sufficient resources, readily available and easily retrievable without disruption, in order for the planned lessons to take place efficiently and effectively.
- good quality, appropriate resources, relevant to the age group being taught and for the planned lesson.
- clearly labelled storage units for resources, specific to a subject and legible to the children.
- an attractive and well-resourced book corner and clean and tidy art area.
- a working computer.
- clearly displayed timetable/planning, accessible to supply teachers.
- safely stored technology with good routines to maintain it.
- iPad (in a ratio of 1:13 in Key Stage 2 and 1:8 in EYFS/Key Stage One)

Resources should be stored tidily, and children should be trained in their retrieval and putting away and their use.

In the wider school the Anson Primary School library supports our vision of reading for pleasure throughout the school.

DISPLAYS

Displays are an important part of the well-organised classroom. A good classroom has:

- adequate space for both 2D and 3D displays.
- a variety of work on display, reflecting the different curriculum areas.
- displays that are up to date and relevant to the work at hand.
- displays that are self-explanatory and informative, with clear labels.
- lively interactive and attractive displays with co-ordinated backing paper.
- displays that reflect the diversity of ethnic background in our school.
- working displays to support mathematics and English.
- displays which allow children to deeply understand the texts they are reading.

Children will understand the importance of display and value displays within the school. All children will have the opportunity to have their work displayed over time but not just in the classroom.

Displays along the main corridors represent the diversity of our school, celebrate achievement, encourage aspiration and keep children safe.

Trilby TV provides a way to display work beyond the classroom, along with digital displays on social networks and the school website. The school radio station also provides a vehicle to display further work.

All work displayed will be of the highest quality and irrespective of ability.

FURNITURE

Furniture at Anson Primary School is always something that needs to be reviewed. The quality of furniture can deteriorate over time and needs refreshing. It should be clean, undamaged and of good quality. It should also be:

- the appropriate size for the children using the classroom.
- the appropriate type for the needs of the children and their planned learning.
- organised to maximise the use of space within the classroom.
- able to support storage and display within the classroom.
- organised to facilitate the teaching style(s) being used in the lesson (e.g. whole class, small groups).

SEND

This policy ensures high quality teaching and learning experiences for all children. Anson Primary School welcomes children with a range of educational needs and the class teacher is responsible for ensuring that work is suitably differentiated for every child in their classroom.

Teachers work with the Inclusion team and specialist agencies to ensure that the content of lessons will help all children to may progress.

Children may be withdrawn for extra support, or receive support in the classroom, from TAs, HLTAs the SENCO, or EMTAP staff.

OBSERVATIONS

Work in the classroom is observed on a regular basis. The teacher will have the opportunity to discuss her/his professional needs as a teacher with the relevant people

The aims of these observations are to:

- promote the effectiveness of the teacher in the classroom.
- support the teacher's professional development.
- inform the senior management team of practice, enabling them to address issues relating to expectations, continuity, progression, policy and practice.
- allow time for reflection on personal practice.

Observations are also conducted to develop key school priorities with partners such as the Local Authority, Maths Hub or SEND agencies. We also celebrate learning by welcoming visitors to the school to showcase our teaching and learning.

CELEBRATING

At Anson we believe in celebrating achievement of all children. We do this through;

- displays in classrooms and around the school.
- performance of children's work on stage or on radio.
- encouraging children to draft and redraft work in order to raise standards.
- school assemblies and special events.
- stickers, certificates and badges for high achievement in work, effort or behaviour;.
- praise and encouragement.
- informing and involving parents in the good work their children do.
- Stars of the Week.

Our Learning Behaviours are celebrated each Half Term with special assemblies but we also celebrate writing, achievement, attendance and individual success regularly throughout the year.

All children are rewarded on their journey through Anson multiple times.

This policy is delegated to the Headteacher of the school. However, it is essential that Governors are informed about the effectiveness of the Teaching and Learning Policy and how it impacts upon raising standards. The Headteacher will be responsible for reporting such information to the Governing Body on a regular basis.

APPENDIX 1

At Anson we believe that homework should be limited to supporting key elements of learning. The main focus of learning beyond the school is to continue to foster the love of reading. Supplementing this is specific to year groups. Homework set through Seesaw should be accessible to complete online and offline.

Early Years

- Phonics activities
- Early Reading

Year One

- Phonics activities
- Early Reading

Year Two

- Phonics activities
- Reading
- Maths activity

Year Three and Four

- Reading
- Spelling
- Multiplication Tables (maths activity)

Year Five and Six

- Reading
- Spelling
- Maths
- SATs preparation (booklets and online portals)