



Ark Ayrton  
Primary Academy

TEACHING AND LEARNING  
POLICY

2017/18



Name	Tag
<b>The Headteacher of the academy</b>	Anne Hibberd-Chapman
<b>Chair of Governors</b>	Canon Peter Leonard
<b>The Local Authority</b>	Portsmouth
<b>Policy Review Date</b>	September 2018

## POLICY INFORMATION

### Named personnel with designated responsibility for Teaching and Learning

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2017/18	S Bennett-Acres			Canon Peter Leonard
2016/17	S Bennett-Acres			Michael Gallagher

### Policy review dates

Frequency of review: TBC

Review	Changes made	By whom
Sept 17	None	Sophie Bennett-Acres
March 17	Policy updated	Sophie Bennett-Acres

# Teaching and Learning Policy

Excellent learning is a direct result of excellent teaching. This policy outlines how teaching and learning are at the core of ARK Ayrton Academy's ambitious vision to **inspire excellence** and to develop confident and competent learners.

## I. Aims

- (i) To ensure that all our pupils make excellent progress and achieve above age related expectations.
- (ii) To ensure pupils develop the social skills to communicate effectively with others.
- (iii) To provide a safe, stimulating and motivating learning environment for all.
- (iv) To tailor our provision to meet the needs of every pupil so that all achieve our shared ambitious goals.
- (v) To continually seek to research, innovate and improve the learning experiences of our pupils.
- (vi) To ensure standards of teaching are rated as good or better (internal and external judgements and accreditation)

## 2. Effective Learning

- (i) In order to help our pupils develop as effective learners, lessons at Ark Ayrton will ensure that all pupils:
  - a. are fully aware of the purpose for their learning
  - b. are active participants in their learning
  - c. are able to find and process information independently
  - d. can work effectively as individuals or part of a team
  - e. develop as proficient and enthusiastic readers
  - f. use ICT confidently, knowledgeably and proportionately
  - g. develop higher-order thinking skills which allow them to synthesise and evaluate effectively
  - h. look for the 'big picture' and seek patterns in the information presented to them
  - i. make links across the curriculum
  - j. can communicate effectively through speaking and writing
  - k. can apply their learning in unfamiliar situations.

## 3. Responsibilities

- (i) All members of the Academy community must:
  - a. Aim high, work hard and play fair
  - b. value pupils as individuals and respect their entitlement to be educated in a caring, secure environment
  - c. foster good relationships and a sense of belonging within the school
  - d. provide a well-ordered environment in which everyone is fully aware of behavioural expectations
  - e. ensure equality of opportunity in all aspects of Academy life
  - f. encourage, praise and reinforce good relationships, behaviour and work
  - g. work as a team, supporting and encouraging each other.
  
- (ii) Teachers must:

- a. make lessons **purposeful** by:
- managing the learning process through carefully planned and well-paced lessons
  - organising the class to maximise the effectiveness of learning partnerships
  - making learning intentions and success criteria explicit to pupils and using assessment for learning strategies to evaluate and improve learning
  - having high expectations of all pupils
  - evaluating all lessons to inform future teaching
  - delivering schemes of work which incorporate spiritual, moral and cultural aspects
  - delivering schemes of work which incorporate the development of young people's independent learning skills
  - creating opportunities for pupils to work collaboratively both with their learning partner and in larger groups.
- b. make lessons **inspiring** by:
- showing enthusiasm for their teaching and for pupil's learning
  - having a thorough and up-to-date knowledge of all subjects they teach
  - helping pupils to make connections within and across subjects
  - varying teaching styles, learning activities and the learning environment to meet the needs of different types of learner
  - giving pupils the opportunity to discuss their learning with each other
  - effectively using ICT and multi-media presentations when appropriate to enhance pupils' learning experiences and outcomes
  - using praise, positive reinforcement and display of pupils' work
- c. create a **focused learning environment** by:
- being consistent about class rules, including the setting and completion of homework
  - ensuring, through accurate assessment and record keeping, that learning is progressive and continuous ensuring that all tasks and activities performed by pupils are safe
  - ensuring that the classroom environment remains free of clutter, clean and tidy at all times
  - ensuring practical tasks such as giving out resources are swift, maximising learning time.
- d. match lesson activities to **pupil abilities** by:
- ensuring pupils have a clear and common understanding of the high expectations held of them individually and collectively
  - using data within and between lessons to gauge pupils' individual achievement so that lessons are well planned for all
  - using appropriate differentiated materials and tasks to ensure pupils' active participation in lessons
  - planning opportunities to give constructive verbal feedback for all pupils
  - having a full understanding of the extent to which pupils have met the planned learning outcomes
  - having an intervention plan for all pupils who are not making the progress that is expected of them
  - working pro-actively with teaching assistants to support all pupils
- e. develop **positive and productive working relationships** with pupils by:

- respecting pupils, recognising that they are individuals with different needs, treating them fairly, and giving them equal opportunities to take part in class activities
  - supporting pupils when necessary and appropriate outside lesson times
  - providing quality feedback, verbal and written, to move pupils forward in their learning
  - valuing each child as a unique individual and being familiar with the relevant equal opportunities legislation covering race, gender and disability
- f. create **extended opportunities** for learning by:
- viewing themselves as learners and using action research within the classroom, as well as using professional development, observations, discussions and INSET to improve and share good practice
  - treating all interactions in the Academy as learning experiences
  - using enrichment activities to provide opportunities for extending learning beyond the classroom
  - making sure classrooms are motivating and purposeful learning environments establishing links with the local and wider community and using external partnerships to enrich pupils' experiences.

#### **4. Monitoring and Evaluation**

Teaching and Learning will form part of the Academy's Monitoring and Evaluation Cycle. This includes formal and informal systems including lesson observation, peer observation, work sampling and feedback from pupils and parents. Findings will inform the Academy's ongoing development planning.

#### **5. Instructional Lead Coaching**

At Ark Ayrton Academy, Teachers and Learning Support Assistants receive bi-weekly access to professional development through classroom visits and feedback. Feedback involves an evaluation of previous targets and setting of new goals. Before a teacher/LSA returns to the classroom they take part in a process of practice and planning ahead. Weekly coaching is a fundamental tool in improving the quality of learning and teaching at Ark Ayrton Academy.

Appendix A: Lesson Observation Feedback form:

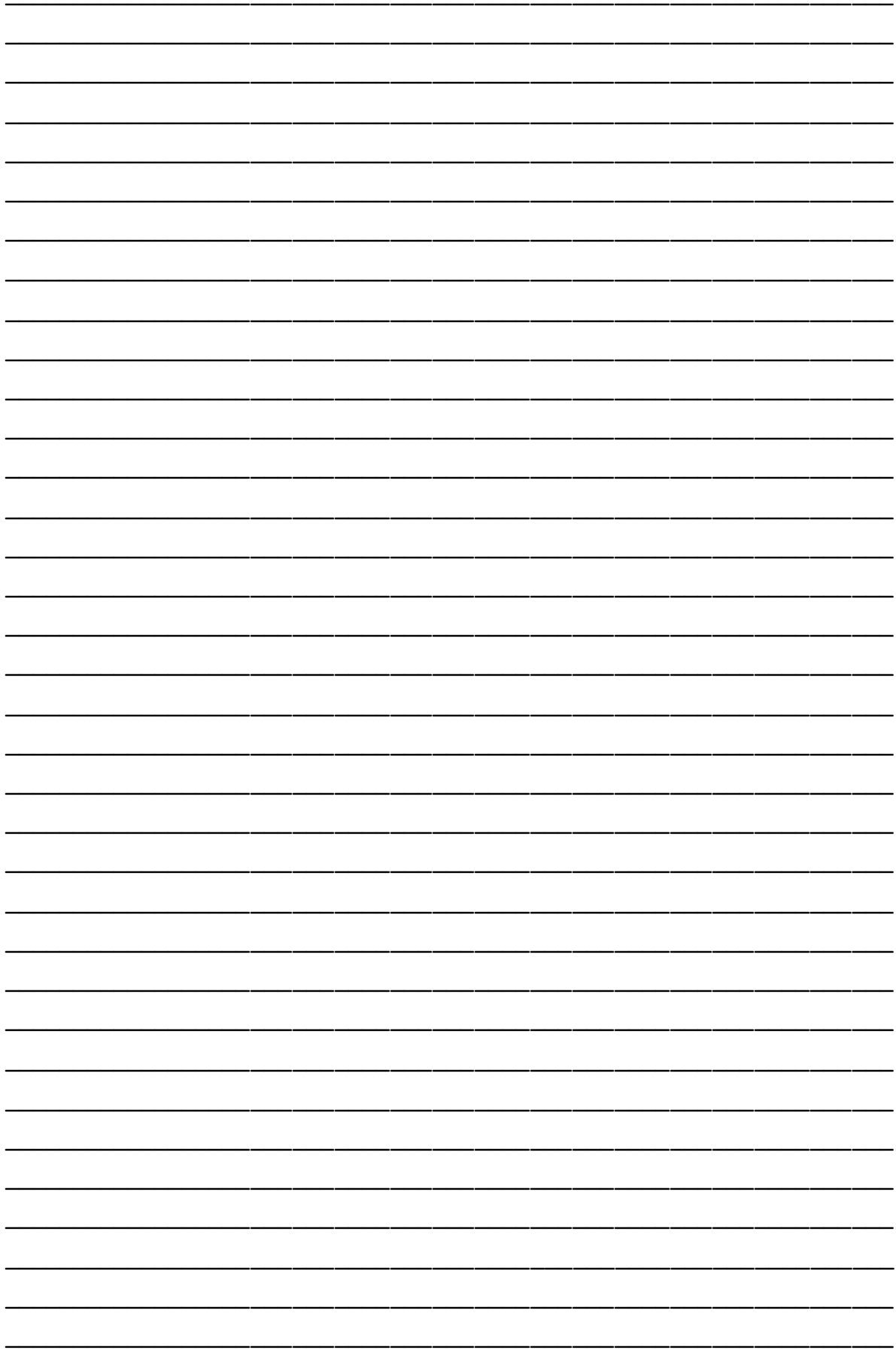


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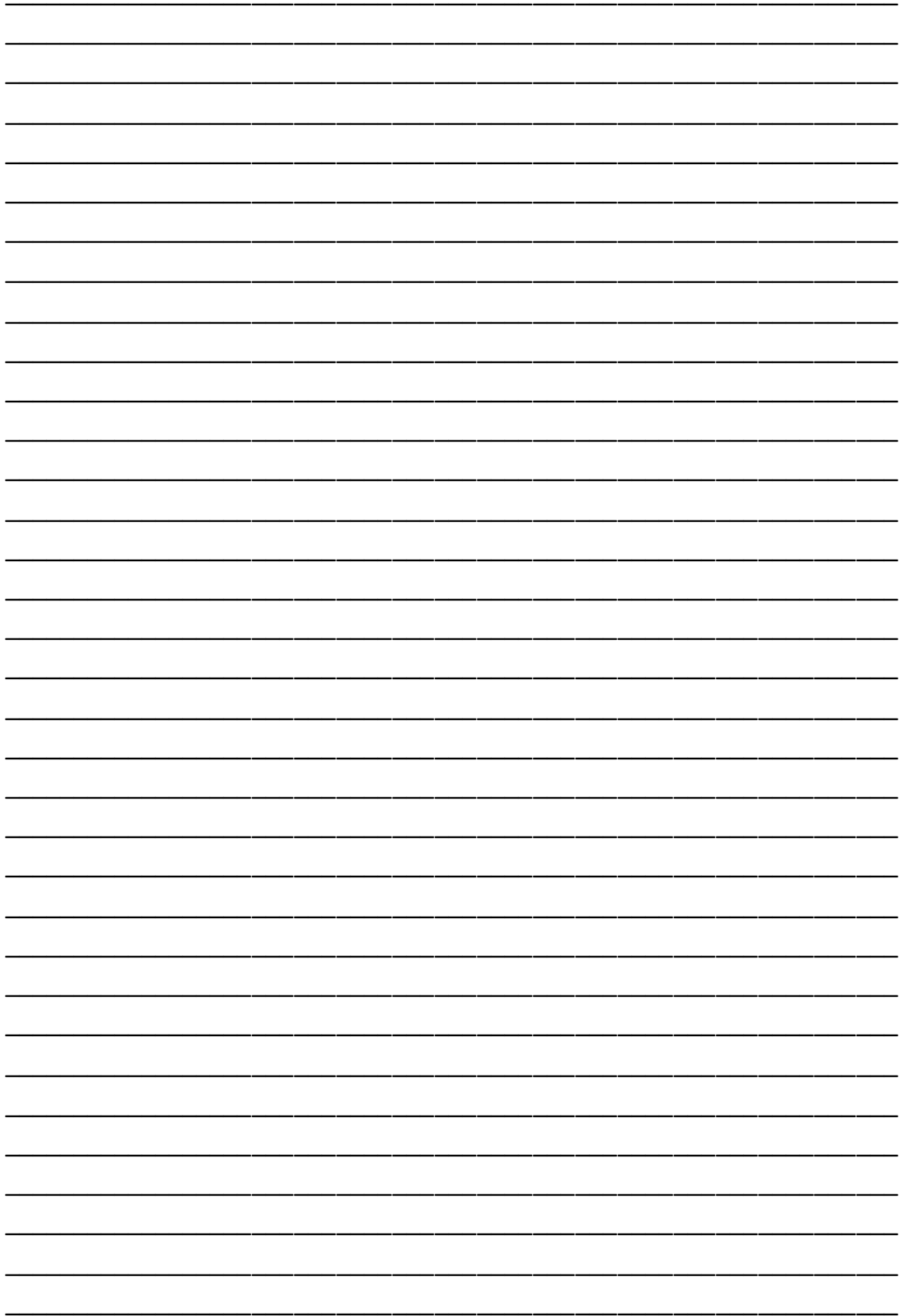


**Observation Form**

**2017-18**







Teacher:		
Date:	Time:	Lesson:
Purpose of Observation:		
Learning	Specific use of TLAC Techniques/ LSA/ Circulation	
Teaching	Modelling/ input/ differentiation/ specific SC	

Supporting Learning	LSA deployment/ Addressing misconceptions/ Differentiation/ Mini plenaries/ working walls
Limiting Learning	What stopped the children from learning?

Teaching, learning and assessment	Inadequate	Requires Improvement	Good	Outstanding	Outcomes of each assessment O/G/RI/I
<b>Behaviour and welfare</b>	<p>Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.</p> <p>Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.</p>	<p>Pupils' personal development and welfare are not yet good and/or behaviour in the class is not yet good.</p> <p>Pupils are safe and they feel safe.</p>	<p>Teachers enable pupils' attitudes to all aspects of their learning to be consistently positive. These positive attitudes have a good impact on the progress they make.</p> <p>Teachers ensure that pupils respond quickly to instructions and requests from all staff within the classroom, which allows lessons to flow smoothly and without interruption. Low-level disruption is rare.</p>	<p>Teachers enable pupils to be confident, self-assured learners. The pupil's excellent attitudes to learning have a strong, positive impact on their progress and they are proud of their achievements and of their school.</p> <p>Teachers ensure that pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour, whereby pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p>	
<b>Knowledge and understanding</b>	<p>Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding</p>	<p>Teaching, learning and assessment are not yet good.</p>	<p>Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking.</p>	<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate</p>	

	and skills because they are unable to access the curriculum.			understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.	
<b>Planning</b>	Teaching is poorly planned.		Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.	Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.	
<b>Application and formative assessment</b>	Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.		In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. Teachers give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.	Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind and enable almost all to catch up.	

<b>Assessment within lessons</b>	Weak assessment practice means that teaching fails to meet pupils' needs.		They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.	Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.	
<b>Feedback</b>			Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve	Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.	
<b>Homework</b>			Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work.	Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.	
<b>Learning across the curriculum</b>			Teachers develop pupils' reading writing and communication and where appropriate, mathematics, well across	Teachers embed reading, writing and communication and where appropriate, mathematics exceptionally well across the curriculum,	

			the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.	equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.	
<b>Teacher expectations</b>	Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.		Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.	Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.	
<b>Resilience and Curiosity</b>			Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge.	Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.	

<p><b>Responding to feedback</b></p>			<p>Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretch their thinking in a wide range of subjects and to practise key skills.</p>	<p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</p>	
<p><b>Promoting British values</b></p>			<p>Teachers promote equality of opportunities and diversity in teaching and learning.</p>	<p>Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.</p>	



Lesson Observation Feedback

Lesson Summary:			
Using the grade descriptors, give a grade for the following categories:			
Observation Grade		Attitudes to learning/ behaviour guide	
Book Look grade based on subject managers reports (if available):			
Progress Data Grade (if available):			
Overall quality of Teaching:			

Reflection and next steps (teacher to complete)

To ensure I become a _____ teacher, I will
Tomorrow, I will
Next week I will
I know I have made progress when