



# Ark Ayrton Primary Academy

## TEACHING AND LEARNING POLICY



Name	Tag
<b>The Headteacher of the Academy</b>	Anne Hibberd-Chapman
<b>Chair of Governors</b>	Katie Oliver
<b>The Local Authority</b>	Portsmouth

## 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
<b>2015/16</b>	Sophie Bennett-Acres	Anne Hibberd	M. Gallagher	Michael Gallagher
<b>2016/17</b>	Sophie Bennett-Acres	Anne Hibberd	M. Gallagher	Michael Gallagher
<b>2017/18</b>	Sophie Bennett-Acres	Anne Hibberd	P. Leonard	Peter Leonard
<b>2018/19</b>	Sophie Bennett-Acres	Anne Hibberd	L. Clarke	Mike Pye
<b>2019/20</b>	Sophie Bennett-Acres	Anne Hibberd	L. Clarke	Katie Oliver
<b>2020/21</b>	Sophie Bennett-Acres	Anne Hibberd		Katie Oliver

### Policy review dates

Frequency of review: Yearly

Review	Changes made	By whom
<b>March 17</b>	Policy updated	Sophie Bennett-Acres
<b>Sept 17</b>	Policy review	Sophie Bennett-Acres
<b>Sept 18</b>	Policy review	Sophie Bennett-Acres
<b>Sept 19</b>	Policy review	Sophie Bennett-Acres
<b>Sept 20</b>	Policy review	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.

### 1. 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, Teaching Assistants and Learning Support Assistants receive bi-weekly access to professional development through classroom visits and feedback. Weekly staff meetings also support professional development. 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.