



AWGS Teaching and Learning Policy

Adopted: January 2017

Last reviewed/approved: May 2020

1. Unique policy design

The list below has been collated to show our view (as of January 2019) **of what teaching adults at AWGS should provide:**

- Range of delivery methods/stimuli/ tasks/activities for pupils to learn effectively
- Good subject knowledge
- Barriers, behaviour and environment well managed
- Clear, child speak, objectives are set
- Success steps known and owned by pupils (knows what success looks like)
- Time, quality resources, and other adults are utilised effectively
- Effective planning
- Thorough assessment (formative and summative)

2. Aims and objectives

At AWGS, we believe in lifelong learning, recognising that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills to make informed choices about the important things in their lives, encouraging them to become independent, confident young people. We aim to ensure that all children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil participation, enjoyment and achievement, as well as secure the progress of which they are capable.

We aim for our children to:

- Express their creativity and be inquisitive/enquiring
- Learn to take personal responsibility
- Achieve their best and strive for excellence
- Develop resilience, resourcefulness, reflectiveness and responsiveness
- Respect each other and themselves
- Become confident individuals
- Develop skills for a continually changing world

At AWGS, we believe it is essential that children are inspired and motivated to do their very best. To achieve this aim, it is important that children find their work both interesting and enjoyable, but above all, purposeful. We have the expectation across our whole school that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and progress.

3. Effective learning

We understand that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best.

We believe that children will be best placed to learn when they:

- Feel safe and happy
- Are confident, feel secure and know the boundaries
- Are interested and motivated, challenged and stimulated
- Are engaged in their learning
- Develop independent learning strategies
- Can feel proud of their success at all levels
- Clearly understand tasks and learning objectives/lesson enquiries which match their ability
- Know what success looks like

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of ICT and emerging technologies
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching media, responding to musical and recorded material
- Designing and making things
- Participation in athletic or physical activity
- After school clubs
- Guest visitors and performers
- Allowing them to access relevant resources

4. Effective teaching

We expect every teacher to deliver consistently good teaching and learning experiences. We have established an agreed set of Non-Negotiable expectations which outline ways in which we ensure that we provide a consistently high standard of provision for our children.

By adopting a whole school approach to teaching and learning across our school, we aim to:

- Provide consistency of high quality teaching and learning (consistently good/outstanding) across our school
- Enable teachers to teach as effectively as possible
- Enable children to learn as efficiently as possible
- Give children the skills they require to become effective lifelong learners
- Provide an inclusive education for all children
- Learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared

In order to create a positive learning environment teachers will ensure that:

- They create an ordered, secure and safe atmosphere
- Good quality resources are freely available
- Classroom rules and procedures are explained, understood and adhered to
- Classroom routines are well established
- The environment is clear, calm and attractive
- Their expectations are understood in relation to behaviour, working practices and the outcome of each activity
- They praise positive behaviour and working practices, modelling exceptional manners
- They differentiate tasks when appropriate according to abilities
- Classrooms have no invisible areas and there is clear access to equipment
- Children have opportunity to work in a variety of groups
- Children have their own private space, e.g. desk or tray
- Classrooms are kept tidy by the staff and children
- They demonstrate respect for the children's work, accepting their ownership of it
- Displays are of a high quality and regularly changed

In order to motivate pupils teachers provide:

- Stimulating experiences
- Differentiated work matched to previous learning experiences
- Appropriate tasks
- Praise and encouragement
- Acknowledgement of achievement
- Regular, positive and constructive feedback which helps pupils to progress in their learning
- Time to reflect and act upon the feedback given
- Positive interactions
- Tasks with clear objectives/enquiry and expectations which offer the possibility of success according to mutually understood criteria and maximise opportunity for open-ended investigations and independent learning
- Activities with meaningful and relevant contexts

When teaching we focus on motivating the children by setting exciting and enjoyable challenges and building on their skills, knowledge and understanding of the curriculum. We use the National Curriculum (2014), Early Years Foundation Stage Curriculum and Salisbury Diocese RE Agreed Syllabus (supported by Discovery RE and Understanding Christianity) to guide our teaching, ensuring progression throughout the school. Curriculum maps for each subject set out the objectives and details of what is to be taught to each year group.

We base our teaching on our knowledge of the children using assessment for learning strategies. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability with clear and shared learning objectives. When planning work for children with Special Educational Needs we give due regard to their individual needs and targets. Our lesson plans contain information about the tasks to be set, the resources needed (including adult support), and the way we assess the children's work. We have high expectations of all children and we aim to provide work of the highest possible standard. We aim to set challenging opportunities for more able pupils and support/scaffolds for those who find learning more difficult.

We formally review the progress of each child three times a year and set revised targets. Teachers provide constructive and supportive feedback to children and provide time for them to reflect upon it in order to improve their understanding. This is detailed in our feedback and marking policy.

Our teachers are expected to model our school's Christian values. We believe that strong and supportive relationships are key in ensuring children feel safe and valued at school in order that they are ready to learn.

5. Monitoring the quality of teaching and learning

The Head Teacher, SLT and Subject Leaders will regularly monitor the quality of teaching and learning through:

- Lesson observations
- Scrutinising planning
- Work sampling
- Pupil voice
- Learning walks
- Drop ins

The Head Teacher will also invite other professionals to the school to support high quality teaching and learning.

6. The role of governors

Our governors monitor and review the school policies on teaching and learning. In particular they:

- 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 self-review processes
- Ensure that school buildings and premises are safe and best used to support successful teaching and learning

7. The role of parents

We believe that parents have a fundamental role in helping children to learn and we aim to inform parents about their child's learning by:

- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- Sending annual reports to parents in which we explain the progress made by each child and indicate how a child can improve further
- Explaining to parents how they can support their children with Home Learning
- Providing regular parent workshops in Maths and English
- Inviting parents into school to discuss their children's progress on at least two occasions per year

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Ensure home learning activities are completed to their best of their child's ability and returned promptly to school
- Head their child read at home at least 5 times per week
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general

8. Monitoring and review

We are aware of the need to review our Teaching and Learning Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.