



Anchorholme Academy Teaching and Learning Policy



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Adopted by Governors/HT: HT
Review period: 3 Yearly
Last review date: April 2024
Next review due by: 30 April 2027
Person responsible for policy: Mr A Woodward

Principles

At Anchorsholme Academy, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. We aim to create **confident**, **collaborative**, **curious** and **communicative** learners. Through our teaching we focus particularly on developing children's curiosity, equipping them with the skills, knowledge and understanding necessary to be confident, autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

1. Learning Culture

1.1. To enable children to learn well, the school will work to develop a culture where children:

- enjoy learning
- feel **safe** – respect, value and support each other as learners
- **respect** that making mistakes and errors is a learning opportunity
- **care** about high expectations set for them: this may be demonstrated through – learning behaviour, progress in learning, presentation etc.
- develop a 'Can do' growth mindset attitude

1.2. In our school we will work to develop a culture where adults:

- establish positive working relationships with all children in the class
- model learning and expected behaviour for the children
- treat all children fairly and with kindness and respect with encouragement, praise and rewards for all

2. Effective Learning

2.1. People learn in different ways. 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

- 2.2. 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.

3. Effective Teaching

- 3.1. 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 lessons with a clear progression in skills.

- **Anchor questions (lesson foci)**
 - clear and focused
 - displayed
 - discussed and explained to the children
 - based on prior attainment, knowledge and understanding
- **Ripple (prior learning recap)**
 - Based on prior learning
 - discussed and/or recorded
- **Plenary**
 - planned times during, and at the end of, the lesson
 - 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
 - time to reflect on the 'how' of learning in addition to 'what' has been learnt
 - should be used during lessons only when the progress of the class, group or individuals will be furthered
- **Outcome**
 - classes will discuss whether (and how) the children have been curious, collaborative, communicative and confident learners during the session
- **Challenge for All**
 - takes place throughout the lesson
 - is matched to children's 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, targets and expectations will consider the children's individual needs
- **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
 - is flexible according to the learning taking place eg.
 - different inputs for different groups

- different start times for different groups
 - input – activity – input – activity
 - guided groups etc.
 - **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 matched to the children's understanding and ability
 - opportunities will be planned for children to develop their own questions and questioning
 - **Feedback & Marking (See marking Policy)**
 - regular feedback will be given to the children
 - identifies, if appropriate, success and areas for improvement/next steps in learning
 - refers to Anchor Questions, 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 their targets
 - easily accessible and referred to regularly
 - are related to children's next steps in their learning
- 3.2. Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

4. Learning Environment

- 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
 - encourage a growth mind-set approach to learning – best fail, EBI's etc
 - 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

5. Teaching Assistants

5.1. Teaching Assistants and other adult helpers are deployed throughout school to support 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

5.2. 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, such as ICT expertise.

6. The Role of Curriculum Co-ordinators

- monitor progress and attainment in subject areas and action plan to address areas of need
- support colleagues to develop practice and subject knowledge to maximise progress
- take the lead in policy development
- have responsibility for the purchase and organisation of resources
- keep up to date with developments in their particular subject area and are responsible for sharing this with colleagues

7. Role of Parents

7.1. 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 an annual report to parents explaining the progress 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.

8. Role of Governors

8.1. 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 subject leaders and the termly Leadership Report to governors, as well as a review of the in-service training sessions attended by our staff.

9. Monitoring & Evaluation

9.1. Staff will be observed regularly as part of a staff coaching cycle for monitoring and professional development purposes.

9.2. 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
- data analysis
- book/planning scrutiny
- assessing the quality of the classroom environment
- professional conduct
- marking and feedback
- pupil conversations

10. Review

10.1. This policy was reviewed in April 2024 and will be reviewed in April 2025.