



# **TEACHING FOR LEARNING POLICY**

ARDLEIGH GREEN INFANT & JUNIOR SCHOOLS  
October 2023

## Aims and Objectives

Through our teaching we aim to raise standards by:

- enabling children to become confident, resourceful, enquiring and independent learners;
- fostering a clear understanding of what is meant by success;
- developing self-esteem and self-respect, thus enabling the children to build positive relationships;
- encouraging children to respect the ideas, values, attitudes and feelings of others;
- celebrating the rich diversity of cultures within our school community and the wider world;
- helping the children to grow and develop into reliable, independent and positive citizens.

## Effective Learning at Ardleigh Green

As professionals we are aware of how children learn and that all children have their own particular preferred learning styles. We aim to deliver the curriculum using a wide range of strategies, class groupings and settings that ensure a positive learning outcome for the children of our school.

*We offer opportunities for children to learn in different ways through:*

- whole class, group, paired and individual work;
- active discussions and effective questioning;
- developing research skills;
- structured play;
- child initiated learning;
- cross curricular links (ensuring enrichment and enjoyment);
- multimedia activities;
- creativity;
- participation in physical activities;
- visitors to our school and local area visits.

For effective learning to take place learners need to be motivated and know what they are trying to achieve. We foster a clear understanding and commitment to learning by highlighting the successes of each child so making learning a positive experience. We allow time for children to reflect on their achievements, to be involved in self and peer-assessment and to take increasing responsibility for their own learning.

## Effective Teaching at Ardleigh Green

### Lesson Principles

1. Lessons are driven by challenging questioning, which sits within a coherent sequence of learning, so that lessons build depth, breadth and accuracy in knowledge and its application.
2. Lessons draw on subject specific and wider approaches to teaching, including memory and retention, so that learning time is maximised, and students can unlock and apply prior learning.
3. Lessons include well-planned explanations, modelling and independent practice (knowledge, understanding, application), so that students know more, remember more and can do more.



4. Lessons consider every learner, every lesson, so that all students have high expectations of what they can achieve and are supported in doing so.
5. Lessons connect learning to the wider curriculum through literacy, oracy, numeracy, SMSC and careers, so that learning is strengthened and supported by wider learning goals and students' schemata are developed.
6. Lessons use approaches to assessment to check the understanding of all students and respond appropriately, so that students can always move forward in their learning.

## **Effective Classroom Management at Ardleigh Green**

Our classrooms are stimulating, lively and attractive where the implementation of class rules and the school Behaviour Policy ensures a safe and secure environment for the children in our care. Children have the opportunity to learn both in classroom and the outside environment. By providing enabling environments, with many stimulating resources the children will be able to develop their individual learning preferences.

**Teachers will establish the right climate for high quality work and independent learning to take place by:**

- creating good working relationships with every child and member of staff;
- treating all children fairly so fostering an atmosphere of trust and respect;
- insisting on good order and behaviour at all times;
- having high expectations of all children;
- praising children for their best efforts;
- organising the classroom so that children can access visual aids and resources;
- training children to care for their class and school environment;
- displaying children's work with care;
- training children to access and use information from displays.

## **The Role of Governors**

**Our Governors support, monitor and evaluate effective learning and teaching in our school by:**

- actively reviewing the School Improvement Plan;
- supporting the allocation of resources;
- ensuring that school buildings and premises are used efficiently;
- monitoring learning environments with regard to health and safety regulations;
- examining the attainment of children at the end of this key stage;
- reviewing the raising of standards across all curriculum areas;
- ensuring that Staff Development and Performance Management Policies promote good quality teaching;
- monitoring our self-review process;
- receiving and discussing reports from subject leaders and the termly Head Teacher's report to Governors;
- visiting classes in a supportive role;
- attending relevant training and specific courses.

## The Role of Parents

**We believe that parents have a fundamental role to play in helping children to learn. Through our partnership we will:**

- discuss their child prior to starting school;
- hold regular meetings to explain aspects of our literacy and maths lessons and how they can most effectively support their child with these skills at home;
- provide a brief termly overview of the curriculum;
- hold regular meetings to discuss their child's progress and to suggest ways in which they might help and support them in the learning process;
- send out annual reports in which we explain the progress made by their child and set broad targets for the coming year;
- provide results from statutory assessments;
- explain how children can be supported with their homework;
- have an open-door policy.

**We believe that parents have an obligation to support their children in their learning at school by:**

- ensuring good attendance and punctuality;
- making sure that their child is appropriately dressed in school uniform;
- ensuring that their child has had enough sleep and an adequate breakfast;
- informing the school if there are outside factors that are likely to affect their child's performance or behaviour at school;
- promoting a positive attitude towards school;
- fulfilling the requirements set out in the home/school agreement;
- attending meetings and responding to correspondence;
- ensuring reading bags, complete with books, are returned daily.

Parents of children in the Early Years Foundation Stage are encouraged to support the assessment of their child. Parents will be shown how to support learning by completing a 'special moments book'. Parents throughout the schools are encouraged to follow up school based learning activities.

## SMSC

Spiritual, moral, social and cultural development underpins all the teaching and learning that takes place in our school. We aim to cultivate an enduring love of learning, by equipping children with the skills necessary to extend their knowledge, reflect on their personal beliefs and develop an understanding and respect for the beliefs, feelings and emotions of others. Collaborative work across the curriculum ensures that children embrace British values and develop a clear understanding of issues related to moral development. Time is regularly given in lessons for reflection, so that children can think about their achievements, successes and personal goals.



## Appendix 1

Agreed Good Practice throughout Ardleigh Green Infant and Junior Schools.

### Teaching and Learning

Exciting, engaging stimulating and enjoyable!

- IEP's should be evident in practice for children identified as SEN.
- Differentiation should be flexible in order that children of all abilities are challenged and achieve success
- Learning Objectives and Success Criteria should be identified, shared and referred to regularly
- Staff should model learning and have high expectations of children of all abilities
- Staff should make regular use of encouragement and authentic praise to engage and motivate pupils
- Pupils should be encouraged to take responsibility for their own learning
- Staff should make appropriate use of teacher and pupil questioning and encourage pupil dialogue (eg Talk Partners, no hands up rule etc)
- Effective and appropriate use should be made of ICT by staff and pupils
- There should be an appropriate balance of pupil and teacher talk
- Staff should keep shouting to a minimum, use assertive discipline techniques and catch children doing things right!

### Planning and Assessment

Adapted, relevant, flexible and manageable!

- Work should be planned as a year group using the agreed planning grids. Individual staff should adapt planning to meet the individual needs of their children. All planning should be uploaded weekly to the School Learning Platform.
- Lessons should be appropriately adapted so that all children are challenged and achieve success
- Planning should reflect and build on children's prior learning
- Assessment for Learning should be evident in practice with a particular emphasis on:
  - Making feedback count
  - Sharing learning outcomes
  - Asking better questions
  - Promoting peer and self-assessment
- The school Feedback Policy should be evident in practice.
- Time should be made available to allow children to respond to feedback.
- Immediate feedback should be given where ever possible
- Assessments should be moderated as a year group and used to inform future planning
- Formative and summative assessments should be used to identify next steps for pupils and data should be used effectively to further teaching and learning. All staff are required to complete agreed summary assessment sheets for all subjects



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## Classroom Environment

Attractive, purposeful, stimulating and exciting!

- Displays should be bright and stimulating with a mixture of pictures, text and ICT. Displays should be relevant, celebrate success, inform and where necessary inspire learning.
- Learning walls/interactive displays should be used wherever possible.
- Equipment, cupboards etc should be clearly labelled
- Book areas should be tidy, attractive and seek to encourage children to select and enjoy books for themselves
- A positive class ethos should be evident in practice with an emphasis on excellence and enjoyment, positive relationships, mutual respect and understanding.
- Staff should celebrate differences and diversity and challenge racism, prejudice and stereotyping