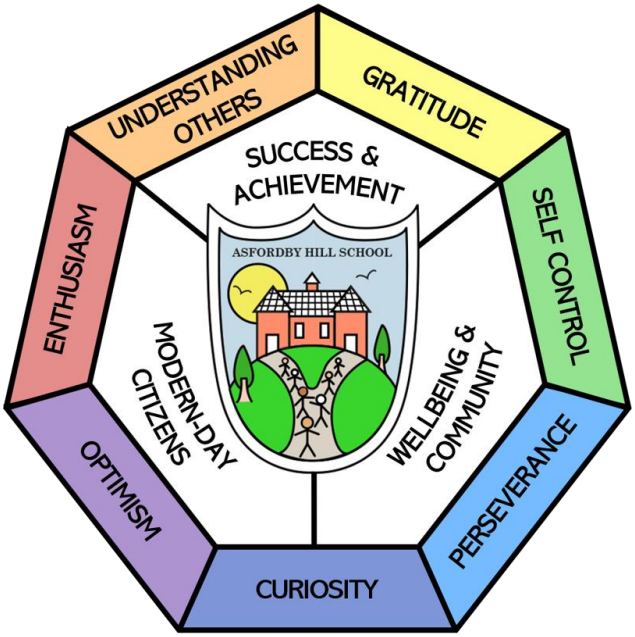
The Asfordby Hill School



Individual Value; Valuing Individuals

TEACHING AND LEARNING POLICY

This Policy Links With: All other policies	
Recommended:	Yes
Statutory:	
Date Reviewed:	Autumn 2026
Date of Next Review:	Autumn 2029
Committee Responsible for Review:	QEHS
Date the policy was agreed:	3.11.26

"Teaching is more than imparting knowledge, it is inspiring change. Learning is more than absorbing facts, it is acquiring understanding."
William Arthur Ward

Introduction

This is a statement of the aims, principles and strategies for teaching and learning at Asfordby Hill Primary School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. Through this policy we aim to raise standards in teaching and improve children's learning through a consistent approach which has been agreed by all staff and governors.

A Definition Of Teaching And Learning

> 'Learning is the process by which individuals develop understanding and the ability to apply knowledge in an independent way. Teaching is one of the means by which understanding is achieved. Learning is an individual and subjective phenomenon.'
> John West-Burnham

Teaching and learning is the core purpose of our school. It is the method through which we offer a curriculum, which is broad, balanced and progressive and designed to meet the needs of all of the pupils with their varied learning styles and interests.

Aims of Teaching And Learning

Our aims for teaching and learning are:

- To have a consistent approach to teaching and learning in the school;
- To improve children's learning and achievement and to continue to raise standards of teaching;
- To enable us to achieve the school's aims.

The aims of the school are to:

- Enhance the community ethos where respect for all and acceptance of diversity is integral.
- Provide an inspiring, creative and balanced curriculum for all, within a safe and stimulating environment.
- Ensure that every child is happy, confident and resilient in themselves and their learning.
- Develop creative and curious thinkers through innovative learning opportunities.
- Actively work together to remove both barriers to success and a fear of failure.
- Achieve high standards and celebrate personal success.

Expectations Of Teaching and Learning

In order to achieve our aims for teaching and learning, teachers will consistently:

- Have high, realistic expectations of children;
- Provide a secure, caring and happy environment for all children;
- Endeavour to plan and implement a challenging, stimulating and well-balanced curriculum that is coherent and progressive in its structure, based on the school's policies and the individual needs of all children;

- Plan lessons with clear learning objectives which, where appropriate, are shared with children;
- Use teaching methods which take into account the social and academic needs of the children, the intended learning outcomes, the learning environment and the available resources;
- Organise resources and establish routines in ways which are meaningful to children;
- Be aware of children's developing competencies through formal and informal assessment;
- Recognise and praise achievement and positive behaviour of all types;
- Be good role models, punctual, well prepared and organised;
- Maintain an up to date knowledge of the National Curriculum and pedagogy;
- Work collaboratively, with a shared philosophy and common approach.

In order to achieve our aims for teaching and learning, children will be expected to:

- Be prepared to listen to adults in school and to one another;
- Understand, accept and follow routines;
- Be prepared to work and share with others;
- Be prepared to take increasing responsibility for themselves, their equipment and their work;
- Be tolerant and understanding, with respect for the rights, views and property of others;
- Be punctual and ready to begin lessons on time.

It is the responsibility of the teaching staff to disseminate the above points to support staff in school.

Strategies for Teaching And Learning

Our curriculum is organised in the following way:

The school follows the National Curriculum. It teaches an RE curriculum based on the Leicestershire's agreed syllabus.

There will be a range and balance of teaching strategies, according to the activity, age and needs of the children:

- Whole class teaching;
- Group teaching – ability / mixed ability / friendship / expert / teams etc.;
- Individual teaching;
- Use of individual teacher's subject strengths to help deliver the curriculum more effectively.

The predominant mode of working is class work and within this structure:

- Children are supported through scaffolding so that they can all access our curriculum;
- Relevant discussion is encouraged;
- There is some specialist teaching for SEND;
- Learning support assistants may be available to assist pupils and teachers;
- Suitably prepared volunteer helpers may assist in the classroom by working with groups of children and individuals;
- Commercially produced schemes are used wherever appropriate to support teaching;
- Children with special educational needs are provided with individual SMART targets;
- Homework is considered to be a valuable element of the teaching and learning process and our approach reflects this.

Lessons should have a clear structure within a positive learning environment with:

- Clear learning objectives;

- Identified links between previous, new and future learning and other subjects;
- Tasks set to enable objectives to be fulfilled;
- Scaffolded work matching the children's needs;
- Suitable and often challenging subject vocabulary;
- Informal and formal methods of assessment.

Teaching methods will be enhanced by using a range of techniques, including:

- Teacher intervention through question and answer;
- Intertwining cognition, metacognition and self-regulated learning: offering opportunities for children be able to critically analyse the approach they have taken and reflect upon ways they can improve;
- Children learn through talk and by talking as part of an oracy-based, progressive curriculum;
- Use of praise and encouragement;
- Teacher demonstration/modelling of knowledge, technique and principles;
- Revisiting and retrieving previously taught material aiding children to remember more;
- Target setting in lessons;
- Self and peer evaluation;
- Setting high standards of presentation and behaviour in class;
- Using schemes of work effectively;
- Visits and visitors;
- Assessment activities.

Achievement and positive behaviour is celebrated by:

- Awards of stickers/team points/certificates;
- Mentions in assemblies;
- Displays;
- Demonstrations;
- Performances;
- Notes home;
- Newsletters;
- Social Media;
- Individual positive behaviour plans.

Strategies For Ensuring Coherence And Progression

- Long, medium and short term planning, including identified knowledge;
- Identification of links between subjects;
- Revision of previous year's learning;
- Schemes of work for subjects;
- Subject co-ordinators' role;
- Staff meetings;
- Effective feedback to pupils;
- Assessment;
- Liaison and collaboration between staff, both external and internal.

Strategies For Reporting And Recording

Records are kept for individual pupils from when they start in Reception. Records of progress for each child are:

- Updated annually;
- Examined by class teachers at the start of each academic year;
- Retained throughout the child's time at school and passed on to receiving schools at transfer.

Reporting to parents is by interview during the autumn and spring terms and annually through a written report and 'drop-in' session held towards the end of the summer term. Parents are made aware that:

- Parent interviews are held at twilight sessions;
- They may meet their child's teacher by appointment at any other time to discuss particular concerns, including half-termly SEND clinics with the SENDCo.

Some or all of the following assessment strategies may be used:

- Teacher questioning to conclude a lesson;
- Retrieval practice;
- Written formal or informal assessments;
- Children's self assessments;
- Teacher observation of class, group or individuals.

This will enable the teacher to:

- Determine previous knowledge;
- Plan for progression and target setting;
- Identify weaknesses and/or gaps in learning;
- Reinforce knowledge and understanding.

The results of formal assessments i.e. Key Stage 2 SATs will be reported to parents. Progress and attainment in all other subjects and in all year groups will be discussed with parents at interviews.

Strategies For The Use Of Resources

Classroom resources are the responsibility of the classroom teachers who ensure that:

- There is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand;
- All children know where resources are kept and the rules about their access and use.

Central resources are the responsibility of subject leads where appropriate. Stationery is ordered and stored centrally.

Time is a resource that we value. To maximise its use:

- Children will be encouraged to take greater control of their own learning as they progress through the school, including their use of time;
- Time wasting will be reduced by ensuring that tasks are made specific and clearly defined;
- All children will engage in useful activities as soon as they enter the classroom and know what to do between the end of the activity and the end of the session.

Monitoring The Policy

This teaching and learning policy will be monitored by the headteachers and staff and reported on to the governing body.