



Teaching and learning policy

Introduction

Ashcroft School believes in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about their future.

Aims

People learn best in different ways and Ashcroft provides a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential.

Teaching Aims:

- To enable pupils to become confident, resourceful, inquiring and independent learners
- To foster pupil's self-esteem and help them build positive relationships with other people - both peers and adults
- To develop pupil's self-respect and encourage them to respect the ideas, attitudes values and feelings of others
- To show respect for all cultures and in so doing, to promote positive attitudes towards other people
- To enable pupils to understand their community and help them feel valued as part of this community
- To help pupils grow into reliable, independent and positive citizens
- To take a pride in their work and the work of others.

Curriculum

The curriculum:

- Meets all statutory requirements
- Is both challenging and relevant
- Meets the needs of all pupils and helps them develop their full potential
- Is delivered in a safe, positive learning environment and
- Prepares pupils to be responsible for their own learning, be active in their preparation to be independent learners and prepared for moving forward into further education or employment.

Effective learning

People learn in many different ways and Ashcroft recognises the need to develop strategies that allow all children to learn in ways that suit them best. All aspects of a pupil's learning potential is taken into account when planning teaching and learning styles.

Effective teaching

Teaching focuses on motivating children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement.

The school's curriculum is used to plan and guide teaching and sets out the aims, objectives and values of the school and details what is to be taught.

The teaching and learning policy provides a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school.

Teachers make ongoing assessments of each child's progress and they use this information when planning lessons, enabling consideration of differing abilities of the pupils and to focus on developing the knowledge and skills of all pupils.

All tasks set are appropriate to each child's level of ability. When planning work Teachers take into account each individual I.E.P (Individual Education Plan), the pupils IBP (Individual Behaviour Plan) and ensure that the needs of every individual are met in order to aid their progress. Each child as a unique individual and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Lessons are planned with clear learning objectives that are shared with the children.

Each teacher makes a special effort to establish good working relationships with all pupils in the class and school. Pupils are treated with kindness, respect, and all are given equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management.

All children are expected to comply with school rules, devised jointly, to promote the best learning opportunities for all. Young people are praised for their efforts and by so doing, are assisted to build positive attitudes towards school and learning in general. Ashcroft insists on good order and behaviour at all times. When children misbehave, guidelines for sanctions as outlined in our school behaviour policy are followed.

Ashcroft ensures that all tasks and activities that the children perform are safe. Any activities that take place at a location other than the school grounds, occur only after a strict set of procedures ensuring safety have been followed. For example, the venue is risk assessed and each pupil has an up to date risk assessment according to their needs.

Ashcroft School deploys teaching assistants as effectively as possible. The role of the Teaching Assistant varies, and includes working with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. The role involves planning and assessing pupil's work. Other adults, such as pupils on placement or volunteer helpers, are also deployed as effectively as possible.

Ashcroft School strives to make sure our classrooms are attractive learning environments. Displays are changed at least once per half term, ensuring classrooms reflect the topics studied by the children, and each child has the opportunity to display their best work at some time during the year. A stimulating environment sets the climate for learning and promotes independent use of resources and high quality work by the children. Pupils are encouraged to be proud of their work and share it with others and we expect our pupils to respect other children's work.

Staff

All teaching is conducted in an atmosphere of trust and respect for all.

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. Senior Leaders support our teachers in developing their skills - formally and informally - so that they continually improve their practice.

This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school. When evaluating teaching and learning in school, considerations are:

- Classroom observation / environment
- Sampling pupils' work
- Sharing pupils' work and celebrating successes
- Displaying work throughout school and discussing quality
- Internal moderation of pupils' work
- Discussion with pupils through pupil council input.

Role of the headteacher, senior leaders and governing body:

- To support the use of appropriate teaching strategies by allocating resources effectively
- To ensure that the school buildings and premises support successful teaching and learning and that all health and safety requirements are met
- To keep the classroom technology such as interactive boards, computer equipment and resources are in a good state of repair
- To monitor the effectiveness of teaching and learning through an annual schedule of lesson observation and assessment of teachers' planning offering advice and support to staff
- To ensure that staff professional development and performance management policies promote good quality teaching and implement capability procedures where the quality of planning and delivery is less than satisfactory.

Role of the parents/carers

Ashcroft School believes that parents and carers have a fundamental role to play in helping children to learn. Ashcroft is committed to informing parents and carers about what and how their children are learning by:

- Holding pastoral meetings to discuss children's progress at least every two weeks
- Providing parents and carers with a termly report in which we explain the progress made
- Actively involving parents, carers and pupils in Annual Review meetings
- Explaining to parents and carers how they can support their children with school and home work
- Daily target sheets recording each day's events sent home with each pupil

Race equality and equal opportunities

All Ashcroft School pupils have equal access to the curriculum regardless of their gender, disability or ability. Work is planned that is differentiated for the performance of all individuals and Ashcroft is committed to creating a positive climate that will enable everyone to work free from any intimidation and harassment.

Ashcroft removes barriers to learning by ensuring that teachers provide differentiated approaches materials and outcomes tailored to individual pupil's needs. Pupil's learning is supported by staff, who have a good understanding of the impact that special needs, for example dyslexia, dyspraxia and autism spectrum disorders, have on pupil's learning. All staff can use appropriate teaching approaches to remove barriers and maximise learning.

Standards and target setting

The headteacher and senior leadership team will

- i) Set an annual cycle for:
 - Termly observations of teaching and learning (OTL)
 - Termly scrutiny of work

- half-termly teachers' planning, scrutiny and evaluation.
- ii) Set targets for:
- OTL for individual teachers and whole school
 - Planning.
- iii) Set targets for individual pupils and groups of pupils.

Review

The Head Teacher and staff will review this policy during summer term 2017. Any suggested amendments will be presented to the governing body.