



AVANTI COURT

PRIMARY SCHOOL

Learning and Teaching Policy

Agreed & Ratified as a working document: July 2020 by CLT

Review date: July 2021

Our Ethos and Vision

Avanti Court promotes the ideal to: **‘Be more humble than a blade of grass, more tolerant than a tree, always offering respect onto others and never expecting any in return’** Sri Chaitanya. Our school prepares pupils for their respective life journeys by promoting educational excellence, character formation and spiritual insight.

- Independent thought and personal choice fans every student’s innate and emerging passion for learning. This personalised approach provides tailor made learning paths for all our students, ensuring their long term progress and fulfillment, and is supported by a mentorship system delivered in close partnership with parents.
- We also work collaboratively with the wider community, and recognise all faiths and cultures and especially partner organisations, to prepare students as responsible British citizens.
- The school promotes holistic, responsible life styles through a vegetarian diet, a curriculum that integrates yoga and meditation, and a built environment that fosters environmental concern.
- By drawing on the teachings of Krishna Chaitanya, our school embraces a universal, inclusive approach to spirituality, aimed at rekindling a personal, loving and spontaneous relationship with the divine (Krishna).

Introduction- Values Beliefs and Principles

Learning and Teaching is at the heart of Avanti Court Primary School. We aim to develop within children a love for learning through a challenging and engaging curriculum where every child is valued for their unique contribution. We aim to provide children with the knowledge and skills needed to become independent learners and critical thinkers, so that they are prepared for the world, which is constantly changing, and ready to embrace challenges both locally and globally.

Given that it is widely accepted that every child can learn, this policy exists to ensure that the ‘planned’ learning that happens within school is of the highest quality. The Learning and Teaching policy is a core policy of the school and informs the best classroom practice. It will enable all children to make good progress in every lesson and will ultimately raise standards. All teaching staff are expected to refer to this document frequently in order to evaluate and ensure the highest standards of learning and teaching.

Aims and objectives

The Learning and Teaching policy is one of the most important policies in the school. It aims to:

- Improve standards of attainment and pupil progress and achievement throughout the school
- Provide all staff with a clear indication of the school’s expectations and thereby, provide an agreed criteria for monitoring the quality of learning and teaching at Avanti Court Primary School
- Ensure the process of learning and teaching is consistent throughout the school
- Develop further teachers’ capacity for creating a positive learning culture, in order to develop children as independent learners
- Encourage staff to be reflective, willing to try new strategies to continue to improve and refine their teaching and share good practice
- Ensure all children are given full access to the National Curriculum or the Early Years Foundation Framework/ Development Matters Framework
- To provide a framework within which teachers work to realise our ethos and vision
- **Our ethos and vision provides the foundation for all strategic and operational decisions made in relation to learning and teaching. The policy is based on our values and distinctive faith designation as a Hindu School**

The Characteristics of High Quality Effective Learning and Teaching

At Avanti Court Primary School, we believe that high-self esteem and self-belief are at the heart of effective learning. Structures of lessons may vary; successful lessons often use the elements outlined in

this policy, however we must not forget that by the end of the lesson children should have made progress and this is more important than a prescribed formula.

High Quality Effective Learning

We acknowledge that children 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 so that they reach their full potential. We take into account different learning styles when planning and teaching. At Avanti Court we believe learning is effective when:

- Lessons are exciting, enjoyable and challenging
- Teachers and support staff create a safe and calm environment where children are ready to learn and able to take risks
- Children are clear about what is expected of them
- Tasks are pitched at the appropriate level
- Having high expectations of oneself and others based on our 7 values

Value	What it means in teaching	What it means for learners
Empathy	<ul style="list-style-type: none"> • Learning is supported by all: peers, teachers and additional adults • Teachers are aware of children's individual needs and ensure all adults support every child to meet their full potential 	<ul style="list-style-type: none"> • Learners are aware that everyone is an individual with different needs/skills • Learners are helpful because of this awareness, sharing ideas and involved in peer teaching
Respect	<ul style="list-style-type: none"> • Teachers know the vital responsibility of their role and assess, plan, teach and challenge pupils so every child is stretched and achieves • There is a no excuse culture; instead questions are raised to find out strategies and to ensure every child succeeds 	<ul style="list-style-type: none"> • Pupils respect adults in their care, acknowledging that they are responsible for pupil achievement and learning • Pupils value the acquisition of new knowledge, developing understanding or practising • They respect the role of the adults in teaching and supporting them
Integrity	<ul style="list-style-type: none"> • Honest is expected • Teachers build a culture in which <i>not knowing things or finding things difficult</i> is a positive step in learning 	<ul style="list-style-type: none"> • Learners are responsible for seeking help from their teacher, additional adults or from their peers when learning is a challenge or a struggle
Self-Discipline	<ul style="list-style-type: none"> • Irresistible learning is planned and lessons are engaging where everyone is involved in the learning process • Teachers are consistent in their approach and attitudes towards pupils • Targets are set and learners strive to achieve these 	<ul style="list-style-type: none"> • Learners always try their best, expect a lot from themselves and strive to improve the quality of their outcomes

	quickly	
Gratitude	<ul style="list-style-type: none"> • Use the behaviour system effectively, giving effective meaningful praise focused on the learning 	<ul style="list-style-type: none"> • Listen carefully and behave well • Being active in learning rather than passive
Courage	<ul style="list-style-type: none"> • Plan and model creative risk taking 	<ul style="list-style-type: none"> • Responding to challenge with resilience and courage
Humility	<ul style="list-style-type: none"> • Teachers seek help to develop their own practice and understand that they are always learning 	<ul style="list-style-type: none"> • To celebrate the achievement of everyone

Effective learning takes place when children are interested and motivated through:

- A creative curriculum
- Teachers and additional adults know the children well
- Inclusion-all pupils are included in the learning through Quality First Teaching
- Learning in a clean and clutter free environment
- Learning in a classroom environment which is stimulating and aids learning
- Engaging tasks
- Constructive praise, which is used effectively to encourage maximum participation
- The acknowledgement of all contributions
- The celebration of the learning of pupils through display
- Ensuring children are aware of the next steps they need to take in their learning
- Behaviour is of a high standard
- Effective challenging questioning

Pupils learn new skills, knowledge, concepts and increase understanding when we:

- Begin lessons by connecting with previous learning
- Use real life situations to put the learning into context
- Ensure all children understand how the lesson 'today' fits into what was previously taught and where it is heading
- Teach children the key vocabulary and give them opportunities to rehearse it
- Seek feedback through appropriate questioning
- Provide tasks that are appropriate to the learning objective
- Ensure the learning and teaching process takes account of the cultural and ethnic needs of the pupils
- Check pupils' progress throughout the lesson
- Review each lesson at the end by referring to the learning objective, giving pupils the opportunity to self assess and verbalise what they have learned
- Provide effective, informative feedback

The place of talk and reflection

We recognise that skillful and well-planned questions are crucial to effective learning and teaching. Our questions focus children's thinking on the key points and help them to make connections and clarify their learning. Effective questions help move children from the concrete and factual, towards the analytical and evaluative. At Avanti Court we ensure that:

- Lessons **are not led by teacher talk** and adults spend no longer than twenty minutes on the initial input
- Maximize the amount of time pupils are actively engaged in tasks
- Teachers encourage and celebrate children who generate their own questions

- Teachers minimize the use of closed questions
- We ask open ended questions which start with: how, why, and which are used effectively to develop pupil's understanding
- We use thought provoking questions, which develop thinking e.g. What if...? Why do you think that...? Would this be the same if...why?
- Use paired and group talk, which are planned effectively and give pupils the opportunity to orally rehearse and verbalise their ideas
- Encourage the use of no 'hands up' during sessions to ensure that every child is ready to contribute
- Children are given enough time to 'think' before responding to questions
- Questions are differentiated so that all children have the opportunity to participate
- Children are encouraged to respond to questions in a grammatically correct sentence using key vocabulary

Effective teaching-our 10 key principles

High Expectations	We expect great things from all pupils and staff. There are no ceilings to learning; learning is limitless
Assessment	Teachers know their children and assess before teaching, during and after. Quality feedback leads to progress. Assessment for learning is embedded throughout the session. Teachers and children can explain how the session has impacted on their progress and achievement. Children know the next steps they need to take in their learning Planning is annotated to show which children need further support/ challenge Assessment records are up to date and inform future teaching
Planning	Irresistible learning opportunities are well planned and differentiated to meet the needs of all. Planning is challenging and creative. The Learning Objective/WALT is skill based and there is a clear success criteria, which children understand. The WALT must be written on the board and referenced throughout the lesson, children must record the WALT in their books (WALT- We Are Learning To...) For children in Year 1 in Autumn the WALT may be printed and stuck in their books. Teachers and additional adults understand what they are teaching and what children are learning. Teachers demonstrate excellent subject knowledge. Our planning is effective and efficient and ensures the creative delivery of the National Curriculum and the Curriculum Guidance for the Early Years Foundation Stage. Teachers work in partnership to produce half termly or termly plans for their year groups and each term these plans are shared with parents. Planning must include: WALT/WILF/ KQ/ deployment of all adults, differentiation, key vocab, and use of technology. Planning must include learners who have ILPs, PSPs and IBPs.

Differentiation	Learning is differentiated to meet all children's needs. Children are encouraged to have ownership of their learning; they choose tasks and activities which challenge their learning guided by the teacher. We do not refer to children as top, middle and bottom. There is a mixture of class, group and individual learning. All tasks are differentiated in three ways: Challenge 1, Challenge 2 and Challenge 3.
Positive Behaviour	Children understand and follow the Golden Expectations. Children are motivated and engaged in lessons. Teachers demonstrate positive behaviour management with clear expectations and boundaries. The learning environment is safe. Stay on Green charts are used in all classrooms There is a no shouting policy at our school- we model the values we expect children to use.
Engaging Teaching	Teaching is purposeful, fun, challenging, creative, involves speaking and listening, role play, use of technology, children learn inside and outside of the classroom, time and pace is used well, all adults are involved with children's learning at all points throughout the lessons which are engaging and purposeful.
Model the Learning	Teachers explain and show how children will achieve the learning tasks.
Inquisitive Minds/ Pupil Voice	Questions are used to develop learning- e.g. How, When...? Why....? What would happen...? Children talk for 70%+ of the lesson so that the lesson is dominated by pupil talk.
Plenaries and Reflection	Children are given opportunities to reflect throughout the session. Plenaries are well planned and impact on the learning.
Relationships with Parents	Parents are involved with their children's learning. Teachers inform them of their child's learning successes and how best they can support their child if they are struggling.

Our plans ensure:

- Knowledge, skills and concepts are taught systematically from year to year and follow a logical progression
- Effective links enable children to apply the knowledge and skills learnt in one subject to another, which aids the transference of skills
- Planning is completed as a year group using the agreed formats for English, Maths and foundation subjects
- Planning is annotated by the individual class teacher according to the needs of their pupils
- Children's prior knowledge, current levels and targets are used to inform planning
- Planning clearly identifies the learning objectives, success criteria, key questions, use of ICT,

deployment of adults, what needs to be modelled, activities, focus group work, differentiation, resources, assessment criteria and plenaries

- All resources are prepared in advance of the lesson
- Resources are engaging and of a high quality, varied and meets the needs of all learners
- Lessons are creative, purposeful and where possible cross-curricular
- A constructive plenary is used to assess learning and next steps
- Teachers make ongoing assessments of each child's progress and they use this information when planning future lessons
- Planning makes specific references to children's Individual Education Plans (IEPs), SEN, G&T, EAL and focus children.
- Lessons and plans are based on an agreed scheme of work
- Planning references opportunities for children to self and peer assess

The Curriculum and Planning

Our curriculum is arranged thematically, with dominance given to Maths and English learning in the morning. Science and non-core subjects are taught in the afternoon including: PE, Computing, Geography, History, Spanish, Music, Art, Design Technology, Sanskrit and Philosophy and Ethics/RE. Themes are based around units in a creative curriculum and also around interests of the local community. PRE is given the same status as Maths and English.

Our medium term plans set out the work to be covered in one half term or term. These have been developed using a variety of sources including:

- The National Curriculum
- The Practice Guidance for Early Years Foundation Stage
- White Rose Hub-Maths
- CLPE-Power of Reading texts are used as a platform for the teaching of English
- Collins Snap Scheme of Work for Science
- Physical Education Scheme of Work by Val Sabine
- Spanish Scheme of Work through Avanti Court's scheme of work
- Music Scheme of Work through Charanga
- Religious Education-Agreed Trust Scheme of Work
- i-Compute Scheme of Work
- Sanskrit- Agreed Trust Scheme of Work
- PSHE-PSHE Association

Learning Objectives/WALTs and Success Criteria

The sharing of the WALTs is a crucial element in the process of learning and teaching. By sharing the WALT we empower children to take ownership of their learning. The purpose of the success criteria is to enable both teachers and children to be sure about how to judge whether or not the learning objective has been met, therefore:

- WALTs must be clear and shared in language appropriate for the child
- WALTs should be referred to throughout the lesson and from Year 1 summer recorded in children's books where necessary
- When shared with the class, the WALT might begin with:
 - To know... (factual knowledge)
 - To understand... (understand reasons, concepts, causes and effects)
 - To locate... (to find information)
 - To be able to... (skills-using knowledge and resources)
- Opportunities must be given for the pupils to generate the success criteria
- Feedback to pupils, both verbal and written should make reference to the learning objective
- It is essential that time is given for children to respond to marking

Teaching Methods

At Avanti Court teaching methods and strategies are flexible, depending on what is being taught and the needs of the children. Appropriate organizational strategies are employed e.g. whole class, paired, group or individual work:

- Children most often work in mixed ability attainment groups unless there is a specific reason e.g. guided reading groups, focus-writing groups, Groupings are flexible depending on the nature of the task
- Pupils are actively engaged and drawn back into the lesson if distracted
- Technology is used to enhance the learning and meets the needs of the learners
- Teaching is inclusive and differentiated to meet the needs of all learners
- Visual images are used to support all learners, in particular EAL and SEN
- Behaviour is managed effectively and follows the school's behaviour policy
- Learning support assistants are used effectively to support learning
- Continuous assessment informs learning and involves the learners in dialogue and feedback
- Homework is delivered via Google Classroom and MyMaths throughout the school
- Children are supported to access online platforms (Google Classrooms, MyMaths and Microsoft Teams) to continue their learning at home during school closures and/or adverse situations

Role of the Head Teacher and SSC

- 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 learning and teaching strategies are in terms of raising pupil attainment
- Ensure that staff development and appraisal policies promote good quality teaching

Role of the Family

We believe that families have a fundamental role to play in helping children to learn. We do all we can to inform families about what and how their children are learning by:

- Holding parents' evenings to discuss pupil progress
- Sending an annual report (EYFS, Key Stage 1 and 2) in which we explain the progress made by each child and indicating the next steps in pupil learning. Explaining to parents how they can support their children with homework
- Sending home pupil targets for Reading, Writing and Maths every term

We believe that families have the responsibility to support their children and the school in implementing school policies. We would like families to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school and for taking part in activities
- Do their best to keep their child healthy and fit to attend school
- 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 and fulfills the requirements set out in the home/school agreement.

Quality Assurance

Staff development needs will be identified in line with this policy and the Appraisal and Continued Professional Development Policies. The Learning and Teaching Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, learning and teaching will be monitored and evaluated through:

- Classroom observation
- Sampling pupil's work
- Sharing pupil's work throughout school and discussing quality and standards
- Internal and external moderation of pupils' work
- Discussions with pupils
- Displaying pupils' work throughout the school and discussing the quality and standard
- Through the analysis of year group and individual class data
- CLT monitor the quality of provision on the online platform (Please see Online Marking Framework)

Review

The Head Teacher and staff will review this policy annually. Any suggested amendments will be presented to the Leadership Team.

Conclusion:

This policy for Learning and Teaching reflects the consensus of the whole teaching staff, and has the full agreement of the Schools Stakeholder Committee. The implementation of the policy is the responsibility of all teaching staff and the Headteacher. Teachers are to make all support staff, supply teachers and parent volunteers aware of this policy. It should be read in conjunction with all the Safeguarding Policies and Procedures.

Appendix 1

Checklist for effective learning and teaching

- Work is **well planned** with **learning objectives, which** focus on the learning rather than the task
- Teacher and support staff have **excellent subject knowledge**
- Effective **links** are made with other curriculum areas
- **Speaking and listening** is embedded throughout the lesson
- Teachers have **high expectations of pupils/standards** based on the effective use of **assessment**
- The **pitch** of work is **challenging and appropriate** for each pupil
- **Differentiation** is achieved in a variety of ways e.g. scaffolds, paired work, use of the additional adult, extension questions and through resources
- The **learning environment** supports children's learning
- Pupils are **actively involved** in the session-they respond to ideas, offer suggestions and build on each other's learning
- Tasks are **engaging and motivating**
- Resources such as visuals and the use of **ICT enhances learning**
- **WALTs** and the **success criteria** are shared with pupils and referred to throughout the lesson
- The teacher employs a range of **teaching strategies, which** are **flexible** depending on the needs of the children
- **Pace** is maintained throughout the lesson
- Learning is 'chunked' into **manageable units** to maximize progress
- Pupils are aware of **time** expectations
- **Questioning** is used for a variety of purposes e.g. to check for understanding, to develop children's thinking, to make assessments and to extend learning
- Questions are weighted heavily towards **open questioning**
- The teacher is aware of **different learning styles** e.g. visual, auditory and kinesthetic
- **Behaviour management** follows the school's behaviour policy.
- **Talk for learning** is maximized and is focused on learning and not dominated by the adult
- Pupils are involved in **self-assessment** and are given regular opportunities to reflect on their learning
- **Assessment** is used to **evaluate** learning and teaching and to make decisions about future teaching

Appendix 2

Responsibilities

Teachers:

A: Classroom Organisation - Refer to the school's Classroom Organisation policy

- Ensure a range of appropriate, accessible and labelled resources are available, from which pupils can select materials suitable to the task
- All children know where resources are kept and the rules about their access and use
- All pupils know what they must not touch for reasons of safety and privacy
- Teachers are expected to manage routines that encourage children to take responsibility for choosing, collecting and returning resources where appropriate

Facilitate learning by:

- Providing a well-organised environment and anticipating children's needs
- Providing appropriate work which is clearly differentiated and not reliant upon work sheets
- Ensuring enough room for children to work in
- Drinking water is available for children who have water bottles in class
- Routines should NEVER expect children to line up or wait, which robs from learning time

The following should be displayed in all classes:

- Timetable
- Planning
- Marking codes and presentation expectations

B: Classroom Setup

- All classes should have a seating plan so that children know exactly where they are required to sit
- Tables should be set up to encourage group work. Group work should be evident regularly during teaching

C: Expectations

- High expectations are required of all children. This should be evident in:
- Appropriate marking and feedback
- Classroom routines to encourage increasing independence as child progresses through the school
- Expectations regarding time (Work should begin promptly with no wastage of time)
- Appropriate challenge evident in all work (effective differentiation) and a range of teaching styles to keep the maximum range of learners in class effectively engaged

D: Presentation of work-Refer to the school's policy for Presentation and Display

- Children should always be expected to sit properly and hold their book and pen/ pencil correctly when working
- All teachers should aim for the best presentation that individual pupils can achieve which illustrates **DUMTUMS**
- Handwriting must be modelled and errors in children's work should be addressed not only in handwriting books, but also when basic handwriting errors are noted in other books.

E: Display-Refer to the school's policy for Presentation and Display and the Classroom Organisation policy

- Areas in classrooms should be kept in an orderly manner and should be clearly labelled. Children should be encouraged to access and maintain these areas
- Displays in classrooms should support learning and be heavily weighted towards the celebration of pupil's work.
- All displays should have a heading and work should be mounted
- Work from a range of learners should be displayed. This should always represent the best quality work from each learner.

- Inferior work should never be displayed

Pupils:

- Attend school regularly in good health maintained by adequate diet, exercise and sleep
- Being punctual and ready to begin lessons on time
- Being organised – bringing the necessary kit, taking letters home promptly and returning reading books regularly
- Conducting themselves in a respectful manner
- Taking responsibility for their own learning

Parent's work towards the school's aims by:

- Ensuring that children attend school in good health, regularly and punctually
- Provide support for the discipline within the school and for the teacher's role
- Ensuring early contact with the school concerning matters, which affect a child's happiness, learning and behaviour
- Giving due importance to homework, hearing reading and assisting in the learning of spellings and multiplication tables

Subject Leaders

Subject leaders have a variety of roles. They:

- Write and implement policies and development plans for their subject
- Support colleagues in the planning and teaching of their subject
- Monitor progress in their subject and advise the head teacher on action needs
- Take responsibility for the purchase and organisation of central resources for their subject
- Are expected to keep up-to-date with their subject through research, reading and attending relevant courses

Appendix 3- Acronyms explained:

EYFS-Early Years Foundation Stage

WALT- We are learning to...

WILF- What I am looking for...

ILPs-Individual learning Plans

PSPs- Personal Support Plans

IBPs-Individual Behaviour Plan