

ASHLEY HIGH SCHOOL

Teaching & Learning

This policy was updated: September 2020

This policy will be reviewed: September 2021

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**Ashley High Teaching and Learning Policy**

**Introduction/Philosophy:**

At Ashley High School, we believe the most important role of teaching and learning is to raise pupil achievement. This is an inclusive policy and is aimed at supporting the needs of all our pupils. This policy seeks to ensure consistency in classroom practice and management and to identify ways in which teaching and learning is characterised at Ashley High.

**Whole School Approach:**

It is our aim as a school to maintain consistently high-quality teaching and learning opportunities for all our pupils across the full range of curriculum subjects. In order to achieve this, lessons will include the following non-negotiables:

* **Lesson objectives and outcomes** will be shared at the start and clearly displayed throughout the lesson
* There will be appropriate use of **visuals**; to communicate structure of lesson, personalised work schedules, inclusive resources, visual instructions etc
* There will be consistent, up to date **marking** with sharing of **feedback** and next steps as appropriate at the start
* There will be planned opportunities to develop pupils’ **independence** (eg. enough processing time given, encouraging pupils to get own equipment, independent tasks, research etc)
* There will be planned opportunities for **problem solving** and **thinking skills**
* **Social interaction/communication/collaboration** activities will be included (eg. pairs, group work, turn-taking)
* To promote personalised learning there will be **differentiation** and **challenge** activities
* **Support staff** will be effectively deployed (eg. not offering support too quickly, good use of questioning, processing time given etc)
* There will be a range of opportunities to promote **Assessment for Learning** (eg. peer/self-assessment, revisiting objectives and outcomes throughout lesson, reflection on outcomes and achievements within lesson, tracking of NS achieved, PIT Stop)
* Use of **ICT/digital literacy**

**School Ethos:**

The ethos and atmosphere underpin the agreed aims of our school. Teachers will provide a broad and balanced curriculum, which will develop the core skills, concepts and knowledge necessary for future learning and employment. In the course of their daily work staff will contribute to the development of this ethos by:

* Providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential
* Providing a welcoming environment, in which courtesy, kindness and respect are fostered
* Providing positive role models and a fair and disciplined environment
* Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's policy
* Effective management of their professional time
* Developing links with the wider community where possible
* Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes.
* Valuing and celebrating pupils' success and achievements
* Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise

**Learning Environments**

All classrooms will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture. Learning environments wherever possible will be standardised across the school. Features will include:

* Group tables and individual work stations in each classroom
* Simplified display areas in classrooms and corridors (ASC friendly)
* Range of inclusive learning resources available (eg. hand hugger pencils, coloured overlays)
* Visual timetables available and displayed in pastoral classrooms
* Visual materials wherever possible reflecting the diversity of our multi- racial/multi faith society
* Quiet area/couch to facilitate ASC pupils in managing own behaviour
* Use of BIG BOOKS to record and capture speaking and listening, discussion activities, pupil voice
* Encouragement of pupils to value and care for all equipment and resources

**Community Links**

Ashley High School values its links with the local community. Staff use off-site visits wherever possible to support and extend the Teaching and Learning opportunities for our students. Pre-visits may also be undertaken as a way of stimulating learning in the classroom. Further links may be established through members of the wider community:

* Contributing to activities, such as assemblies, class visits (eg. Faith member visits during RE lessons)
* Supporting school events (e.g. Summer, Christmas fayre)
* Supporting in the delivery of multi-cultural activities (International Week) and theme days (e.g. Diwali day, Chinese New Year)
* Presenting themselves as positive role models to be emulated

**Planning and Core Skills**

Medium and long term planning will reference the National Curriculum 2014, exam specifications and other accredited programmes as appropriate. All medium term planning will identify opportunities for developing the following Core Skills across all curriculum subjects: Critical thinking and problem solving, Collaboration and communication, Creativity and imagination, Citizenship, Digital literacy, Student leadership and personal development. Planning will also identify Literacy and Numeracy links as well as opportunities for the use of Thinking Maps. As a Rights Respecting School, reference will also be made to relevant articles form the UNCRC (United Nations Conventions for the Rights of the Child).

**Monitoring of Teaching & Learning**

Agreed planning documents will be submitted to LMT for monitoring at regular, agreed times with feedback given to staff to ensure consistency and standardization across all subjects. Outcomes of whole school monitoring of Teaching and Learning (including planning, book scrutiny and lesson observations) will be carried out by LMT and shared with staff and governors.