

Ashley Junior School: Teaching & Learning Policy



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'Aspiration, Resilience, Respect, Responsibility'
Teaching & Learning Policy

We adopt the principles of a 'Mastery Curriculum' which we believe means:

- Teachers reinforce the idea that all children are capable of achieving high standards.
- The large majority of children progress through the curriculum content at the same pace. Differentiation is achieved through emphasising deep knowledge and through personalised interventions and support.
- Practice and consolidation play a pivotal role in developing fluency.
- Teachers utilise precise questioning in class to assess understanding and knowledge. Pupils are regularly assessed to identify those requiring interventions in order to keep up.

We believe a child has achieved 'mastery' when:

- Learning is embedded and is remembered after a passage of time – in the long term memory
- They can complete tasks independently
- They can teach or explain a concept to others
- They can apply learning in a new context
- They are able to use a variety of methods and different approaches
- They can make connections to prior learning and understand the purpose.

We believe a child has achieved 'mastery with greater depth' when:

- They have achieved mastery
- They create work that is surprising and exciting
- They are inventive and work in different ways
- They can justify their decisions with lucid explanations
- They are self-directed and take ownership of their learning
- They are able to see the benefits and take advantage of working with others
- They are resilient and have a positive mindset.

- **Their learning is appropriate and challenging**

- **They are confident, independent and willing to take risks in their learning**

- **They learn in an enabling environment**

- having a knowledge of children's current attainment and having aspirational expectations for their progress
- using a range of teaching styles and resources
- recognising through a range of assessments and feedback what the next step in learning is and when to introduce it
- developing activities that are differentiated, well planned, prepared and accessible
- extend thinking through questioning and developing children's questioning skills
- using quality feedback and time to reflect on the feedback so children know what to do next to improve
- ensuring the learning journey is progressive and well sequenced

- constructive support ie: extend thinking or expand ideas through questioning and encouragement
- responding sensitively to all contributions
- promoting a 'have a go' culture
- developing trust between children/adults, children/children
- ensuring through our planning that the whole class participate and access the learning eg: whiteboards, response partners, sensitive and flexible grouping
- accepting that mistakes are ways to learn
- referring to the 'Learning Powers' to demonstrate the traits of a good learner (Resilience, collaboration, thinking, independence & reflecting) and a 'Growth Mindset'

- ensuring children access and select appropriate and sufficient resources independently
- having opportunities to select resources independently
- having appropriate and sufficient resources
- using the principles of Quality First Teaching (QFT) to ensure accessibility for all
- having appropriate furniture and fittings
- ensuring there is sufficient space for activities
- fostering respect for the environment
- ensuring the school is tidy and organised
- providing opportunities for initiative and independence

**Reviewed April 2021 To be reviewed annually
Curriculum Standards and Welfare**