



Teaching and Learning Policy (Whole School including EYFS)

‘Celebrating and Supporting Every Child’

Rationale

At Avon House we acknowledge that children learn in different ways, through a variety of experiences. We therefore recognise the need to develop strategies that allow all our pupils to learn in ways that best suit them.

Teaching and Learning is central to life at Avon House. We accept that the most significant impact on learning comes from inspirational teaching. Our teachers aim to inspire confidence with a passion for, and sound knowledge of, the subject and the pupil's stage of development. Teachers have clear and achievable expectations, are enthusiastic, well organised and consistent. Teachers plan lessons that employ appropriate strategies and differentiation, with clear learning objectives which are shared with, and understood by the pupils.

We aim to:

- Embed an ethic of excellence that promotes scholarship, craftsmanship, quality and character throughout our school
- Support children in their own personal beliefs and engender British Values, whilst equally celebrating diversity
- Educate everybody so that every child has the knowledge and skills they need to lead a flourishing life and have the disposition to help others to do so
- Ensure that whenever our children look back on their time at school, they will do so with positive regard for the experience and opportunities they received here
- Develop pupils' acceptance of difference and diversity, and provide them with a strong moral compass in line with the Rights afforded to them under the UN Convention on the Rights of the Child

We believe that in order to achieve our aims, it is important that we develop all the opportunities for learning and teaching in the life of our school. Children at Avon House will learn in school in three planned, well-used and carefully managed contexts: lessons, routines and events.

Lessons – Lessons at our school are carefully planned taking into consideration children's prior knowledge, which is ascertained through observation, teacher assessment and the use of checks for understanding. Teachers use their knowledge to backwards plan lessons as a sequence of stages that aim to bridge the gap between where the children are in their current learning and where we plan to extend them to reach and understand new learning. Lessons include key characteristics such as explaining at the start of each lesson why we need to learn what is planned (clarity); sharing possible success criteria or steps to success with the children; grouping children according to what type of learning is taking place (not necessarily fixed ability groups); explaining of the next steps in the learning sequence to

allow connections in children's thinking (clarity). Teachers give careful consideration to how lessons are resourced to aid different types of learning styles.

Routines – Routines for school assemblies, the start of the day, lunchtime, playtimes, moving around the school, access to the school library, all support the development of a happy, respectful, caring and physically safe school for all children.
(UN articles 4, 11, 24, and 27)

Events – We arrange many events for our children in the acknowledgement that both curriculum content and personal qualities will be best developed through first-hand collaborative experiences. Performances, visits out of school, visiting 'experts' and involving the local community play a key part in our curriculum design and support us to foster a love for learning that lasts a lifetime. Extra-curricular clubs and inter-house competitions enable children to make choices regarding participation. (UN article 29)

Key Elements for Learning and Teaching

Each of the contexts for learning we develop in lessons, routines and events, are underpinned by some key elements for learning.

- **Approaches to learning** – Children will experience learning approaches that best develop the full range of children's learning styles. Children are encouraged to feel that they are active partners in their learning through the development of respectful teacher-learner relationships that listen to what children have to say and offer in the active pursuit of self-belief. They are taught to self-assess and to assess peer on peer. They also undertake a significant amount of collaborative learning in the acknowledgement that learning is a social process. (UN articles 12,17, 28)
- **Skills** – Children are given opportunities to think systematically, manage information, learn from others and help others to learn. Children are encouraged to develop confidence, self-motivation and an understanding of the learning process. Teachers have a clear knowledge of the skills that are important for children at each phase of their development and for subject specific skills, and this supports us to teach children effectively and accurately. Pupils are encouraged to take risks in learning to develop resilience and independence.
- **Reasons for Learning** – We understand that children learn more when there are meaningful purposes for their learning with clear expectations and a clear understanding of why they are being asked to do an activity. We therefore aim to share with children these purposes at all times. Links will be made to the class charter which is displayed in the classrooms.
- **Environments** – Children learn best when the environment in which they find themselves is well ordered and well managed, safe and where there is clarity about quality, scholarship and general standards. Learning environments are carefully planned in order to fully exploit the learning potential and develop personal qualities, with outdoor learning being embraced to make the children's learning more enjoyable, creative and

challenging, as well as supporting their mental well-being. Children are expected to contribute positively to the shaping of their classrooms and the school environment and participate in its development. We consider the wider school environment as an outdoor classroom where teachers take advantage of the alternative setting for learning. The children in all classes have access to The Green outside of school, The Woodford Wells sports field, as well as our bespoke outdoor learning space onsite. The learning environment also extends to the children attending the weekly walk, walk to school weeks and outdoor pursuits. (UN article 13 and 31)

The Head Teacher

It is the responsibility of the Head Teacher to promote excellent teaching and learning through:

- Ensuring a strong management team lead by example
- Having a clear vision of what good teaching and learning looks like
- Being inspirational
- Being at the heart of the ethos of the whole school
- Celebrating all achievements and challenging pupils where necessary
- Assisting, supporting and advising staff on their professional development
- Providing staff with the resources they need to carry out their job

Heads of Department Deputy Head of Academic and Phase Leads

~~The Heads of Department~~ Deputy Head of Academic and Phase Leads are responsible for the following:

- Supporting and advising staff on their professional development
- Checking that planning is appropriate to the age range allowing for extension and support
- Carrying out learning walks and book looks
- Leading meetings to review teaching practice
- Carrying out lesson observations

Middle Leaders

Our team of middle leaders are responsible for the following:

- Ensuring the schemes of work are being followed by staff
- Creating curriculums that are relevant and stimulating whilst posing challenge
- Checking resources
- Carrying out book looks
- Organising theme days to broaden the pupils' understanding
- Learning walks and short observations

The Teacher

The teacher is responsible for ensuring the following:

- Creating a pleasant, well ordered, stimulating learning environment
- Planning and delivering programmes of active learning
- Ensuring the learning objective (WALT or LO) and success criteria where appropriate are displayed and shared with the pupils
- Ensuring delivery is suited to all abilities
- Differentiating work by tasks rather than amount
- Helping pupils to move from being dependent learners to independent learners (and even interdependent learners)
- Having high expectations
- Helping pupils to identify their own successes and their next steps through fortnightly conferencing with the pupils in English and maths and half termly for specialist subjects
- Ensuring differentiated questions are provided
- Fixed term booster groups
- Celebrating success
- Sharing targets and next steps to learning with the pupils
- Using the school's tracking systems to inform other staff and parents

The Pupil

It is the role of our pupils to come to school ready to learn. Successful learners do the following things:

- Are punctual for school and have good attendance levels
- Show enthusiasm for learning
- Behave in a way that allows them and others to learn
- Learn from their mistakes
- Embrace challenge
- Demonstrate that they can work independence or as part of a team showing respect and tolerance for others

The Parent

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

- Sending reports to parents in which we explain the effort, progress and attainment made by their child, setting clear targets for improvement and development
- Explaining to parents how they can support their children with homework
- Holding parents meetings where their child's work can be reviewed and their progress discussed
- Providing information on our school website
- Communication through homework diaries and in person through our open-door policy

We believe that parents have the responsibility to support their children and the school in implementing school policies. This can be done by:

- Ensuring their child has the highest attendance record possible

- Ensuring their child is ready for school with the appropriate equipment, uniform and PE kit
- Informing school if there are matters outside of school that are likely to affect the child's performance or behaviour
- Promoting a positive attitude towards school and learning in general

Special Educational Needs

- IOPs to be used both by teachers and TAs to inform planning and delivery of lessons. These are kept in the classrooms for easy access
- 'Dyslexic friendly' strategies are employed
- Multi-sensory teaching strategies and use of more kinaesthetic techniques
- Support SEND pupils in all subjects (see Inclusion Lead for further details)
- Success is celebrated and self-esteem is raised on an individual and class basis

High Potential Learning

- High Learning Potential and more able pupils are given opportunities to use higher order thinking skills, usually through alternative, challenging activities and **employing the strategies and guidance from NACE**
- Interventions challenge the pupil to think for themselves and develop advanced strategies
- Pupils are encouraged to join extra-curricular activities to develop their skills

Monitoring and Evaluation

The aims and objectives outlined in this policy are evident in the day to day working of the school. This will be monitored through:

- Classroom observation, learning walks and book looks
- **Supervision meetings with teachers**
- The progress of the School Development Plan
- External Inspection
- Pupil Tracking
- Communication with pupils, parents, staff and School Governors
- Staff professional reviews in line with the annual appraisal system

We are aware of the need to review this policy regularly so we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the working environment of the school. This policy will be shared with School Council, a parent group, the SLT and in the staff meeting. We will review this policy annually.

Reviewed January 2019 AC

Reviewed January 2020 AC/HD/RT

Reviewed August 2020 AC

Reviewed August 2021 AC

Reviewed August 2022 AC/GB



Reviewed August 2023 AC
Reviewed August 2024 GB
Reviewed January 2025 RT
Reviewed August 2025 RT