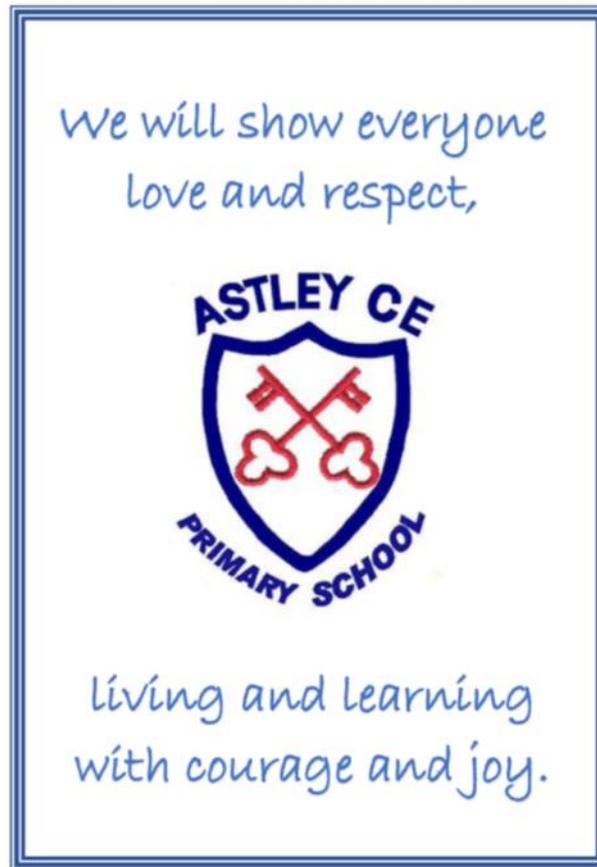




Our Vision and Values



*“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” (Professor Dylan Wiliam)*

Ratified by the Governing Body:

Date for review: May 2022

Signed by:

Chair of governors Date: 12<sup>th</sup> May 2021

Handwritten signature of Alison Reakes-Williams in blue ink.

Headteacher Date: 12<sup>th</sup> May 2021



Our curriculum offer states that Astley School aims to provide a *rich learning environment where all children thrive and grow*. (Geoff Rutherford, The Wyche Curriculum 2012) Enabling teachers to deliver consistently high quality lessons is key to providing a rich learning environment. This policy describes in detail our shared understanding of how we achieve high quality teaching and learning.

**The leadership of the school promotes high quality teaching and learning in a number of ways including:**

- Regular, good quality training for teachers and teaching assistants in line with the right School Development Plan priorities.
- An effective programme of Professional Development Meetings where focussed discussion generates a shared vision and joint actions, developing teaching expertise and furthering our understanding of how learners learn.
- A well maintained and orderly school with the right resources and technology to support effective teaching and a rich learning environment.
- Opportunities for subject leaders to develop their vision and deepen their understanding and skills in order to provide robust internal subject monitoring.
- A comprehensive long term curriculum plan which clearly describes what is taught in line with National Curriculum requirements.

We believe that an agreed and consistent approach across the primary years underpins learning and ensures that teaching is highly effective. This is not intended to stifle teacher creativity, innovation or increase staff workload but to make learning explicit for all. There is no prescribed method of planning learning, however there must be evidence of planned learning sequences.

This policy details our current understanding of what effective teaching and learning looks like at Astley. It is subject to continual review based on current research evidence.

**Effective lessons include:**

- A clear objective which is appropriately shared and clearly understood by pupils.
- Discussion about the steps to success that lead to achieving the objective.
- Key vocabulary being shared, modelled, explained and used by the pupils.
- Modelling to enable pupils to clearly understand processes or products. (WAGOLL)
- Direct teaching which effectively and accurately disseminates information or unpacks learning.
- A range of approaches including drama, discussion, images, resources, film, real context or purpose.
- High quality texts which extend vocabulary, knowledge and experiences further.
- Effective questioning which include opportunities to recap previous learning, rehearse current learning, use new vocabulary accurately or think deeply.
- An emphasis on understanding, not task completion, including making links to previous knowledge and enabling learners to identify and correct misconceptions in their understanding.
- Access to a range of well organised concrete resources which support independence and thinking.
- Opportunities to reflect on the learning objective, assess progress, revisit concepts and celebrate success.
- Clear feedback (oral and written) as immediate as possible, which concisely moves learning on.
- Learning walls and displays that support learning and promote independence.
- A teacher and teaching assistant team who communicate joy, curiosity and high expectations.
- Positive relationships which encourage taking a risk, learning from mistakes, and mutual support.
- Opportunities to work independently and with others, to check, amend and improve work.
- The flexibility to adapt and change planning in order to meet the needs of the learners.
- Effective routines and behaviour management which ensures lessons are well paced and purposeful.
- Being part of a coherently planned learning sequence building skills and understanding over time.
- High expectations of basic skills (non-negotiables) and presentation.