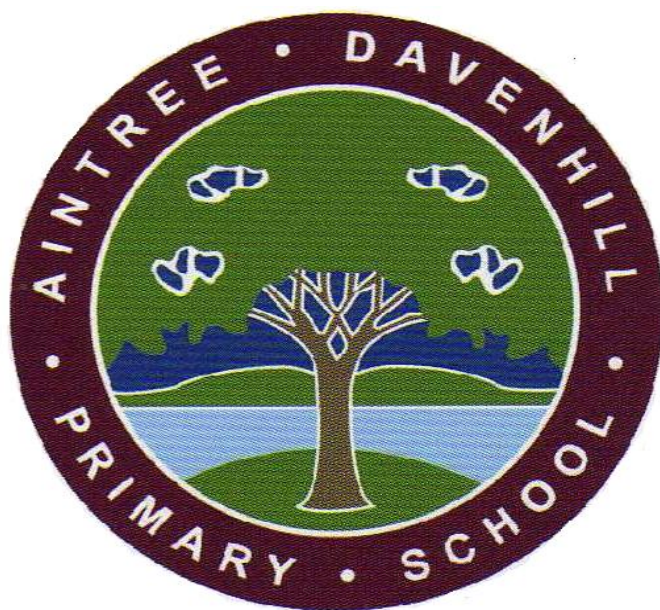


Aintree Davenhill Primary School



Teaching and Learning Policy

Approved by the Headteacher

July 2026

Review date July 2027

Statement of Intent

At Aintree Davenhill Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Our school motto is Excellence and Enjoyment meaning that we want our pupils to achieve excellence, whilst thoroughly enjoying their learning by engaging with a knowledge rich curriculum.

Following the 2012 London Olympics and the rebuild of Aintree Davenhill, we felt that the Olympic values mirrored the values that we wanted our children to aspire to.

Excellence, Inspire, Courage, Determination, Respect, Friendship, Equality

Our vision is for our pupils to develop:

- a love of literacy, in particular a love of reading and books – having an extensive understanding of vocabulary. To use examples of good literature to inspire them as writers
- excellent mathematical skills, able to apply their secure knowledge of number bonds, multiplication tables and calculations to solve mathematical problems and to develop financial competency
- as critical thinkers – developing memory through a knowledge rich curriculum
- the determination to keep working at something even when it becomes difficult or the courage to bounce back from difficult situations
- through friendships a strong sense of community and belonging – class, school and the local community. A keenness to support and help others through fund-raising events
- an increasing understanding of equality and diversity and an ability to embrace our differences
- a curiosity for and a growing understanding of how their world has developed
- respect for and empathy with the local environment – developing into an understanding of the impact of our actions/needs on our planet

- healthy minds and bodies through a robust PSHE curriculum with opportunities to discuss feelings and worries. An understanding of the benefits of a healthy diet and exercise regime.

Our curriculum has been re-designed to ensure a collaborative approach to promoting this vision.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2023) 'Primary school accountability in 2023'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA (2024) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- STA (2024) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'
- STA (2024) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE (2024) 'Statutory framework for the early years foundation stage'
- DfE (2024) 'Assessment framework: Reception Baseline Assessment'
- DfE (2024) 'Reporting to parents at the end of key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- SEND Policy
- Marking and Feedback Policy
- Behaviour and Relationships Policy
- Assessment Policy

Implementation

Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring reports are provided by the headteacher and subject leaders and that action is taken where areas are identified as requiring improvement.
- Ensuring the Governing Body meets regularly to monitor progress against targets.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
 - Observing lessons
 - Viewing samples of pupils' work
 - Viewing Records of Achievement
 - Talking to pupils about their experiences
 - Talking to teachers about their experiences
 - Reporting their findings to the entire Governing Body

The SLT is responsible for:

- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaising with parents to ensure needs are being met.
- Working in classrooms.
- Carrying out focussed classroom-based observations.
- Reviewing and commenting on planning.
- Discussing end-of-year reports with staff.
- Completing a self-evaluation of the school's quality of teaching.
- Reporting on the quality of teaching and learning in the governors' report.
- Acting as role models for teaching staff.

Subject leaders are responsible for:

- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of pupils in their given subject.
- Reporting on the effectiveness of the curriculum to the SLT and the Governing Body.
- Providing professional advice to the Governing Body.

Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional dialogue and constructive criticism from their appraiser or a member of the SLT.
- Reviewing their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.
- Completing a termly review assessing the progress of their pupils.

Pupils are responsible for:

- Being on time for school.
- Being prepared to learn.
- Placing coats and bags in the appropriate area.
- Storing personal belongings in the area provided.
- Not eating or chewing during lessons.
- Being attentive.
- Listening to and following all reasonable instructions.
- Treating everyone with respect.

External Monitoring

The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and joint lesson observations.

Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

Self-Evaluation

Discussion with Senior Leaders

Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do TAs employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

Discussion with Pupils

The following questions should be discussed with pupils to assess the quality of teaching at the school:

- Do you know the areas in which you need to improve? What are they?
- How do you know this? How often do you work on these areas?
- How do you know when you have improved?
- Who helps you to improve these areas for development? What sort of things do they do?
- How does this help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are proud of? Why?

- Do you know how to improve your work? Do you have opportunity to improve your work?
- What do you think about your maths/English homework? What do you think the school could do to make maths more enjoyable/interesting for you?
- Which aspect of maths/English do you find challenging/difficult?

Learning Environment

Setting the Tone

The teacher will set the tone for the morning and afternoon sessions by taking the register.

Seating Arrangements

The teacher will consciously decide upon and plan the seating arrangements for pupils to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan should be available for those providing cover when the teacher is absent.

The Classroom

It is imperative that the learning environment maximises opportunities to learn. Displays are changed on a half-termly/termly basis and geared towards aiding learning, not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons.

Our Philosophy

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all pupils to contribute to lessons, teachers:

- Allow all pupils the chance to contribute without being interrupted.

- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement in the following ways:

- Praise more than criticise, using formal and informal approaches.
- The school formally rewards pupil in the following ways:
 - Commendation stickers
 - Speaking to the pupil's parents praising the pupil
 - Inviting the pupil to see the SLT
 - Achievement assemblies
 - ClassDojo points
- The school informally rewards pupils in the following ways:
 - Congratulating pupils discreetly or in class
 - Saying 'well done' to the whole class
 - Writing positive feedback on written work

The teacher will manage disruptive behaviour by:

- Highlight examples of positive behaviour from other members of the class.
- Using non-verbal cues such as raising eyebrows or frowning.
- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow a poor choice.
- In exceptional circumstances, calling for support from another member of staff.
- Ensuring the school's Behaviour Policy is always adhered to.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.

- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

Teaching Strategies

The Curriculum

Nursery and Reception classes follow the EYFS curriculum. Years 1-6 follow the national curriculum.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

Planning and Preparation

Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all abilities are catered for.

Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.

Lesson plans clearly show how teaching assistants are used to enhance learning. Each plan contains a list of resources to be used during the lesson and how these resources will complement teaching.

The structure of the lesson is made clear.

The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Delivery

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and year groups to facilitate good practice.

In-Class Support

TAs are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Pupil Involvement

Pupils are provided opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer assessment). The learning objective of each lesson is explained at the start and displayed throughout.

High Expectations

The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

SEND

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed at SLT meetings and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our pupils with SEND.

Assessment

Baseline Assessment

Following the introduction of the Reception Baseline Assessment in 2020, the school uses the approved NFER baseline scheme in line with the DfE's 'Assessment Framework: Reception Baseline Assessment'.

Formative Assessment (Assessment for Learning)

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Review children's knowledge of previous learning.
- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

Formative assessment is not included as part of a pupil's final grade, but will be recorded as part of SEND Support Plans.

Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes

- Self-assessment

Summative Assessment (Assessment of Learning)

Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to inform the judgement made about a pupil's achievement in a particular subject.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment include:

- End-of-year assessments.
- External assessments such as the national curriculum tests.

EYFS

Focussed observations

Children are identified and a focussed observation is carried out on these children. This involves focussing on the child for approximately 10 minutes and the practitioner being aware of their progress. If appropriate, the adult will support play when conducting this observation. The next steps that are identified will inform future planning.

Short Observations

These are short, spontaneous 'capture the moment' observations. Teachers and Early Years practitioners observe what the child has done. Both the long and short observations are used to provide information to assess and complete the EYFS Profile, and termly judgements are made using this information.

Learning Journeys / Floor Books

These are books that highlight key achievements for the children. Photographs of key events in Reception and exemplar pieces of work, mainly done independently by the children, are included in this book. Parents and families are encouraged to send in comments about achievements at home that can be included in the book to create a whole picture of the child. These books provide key evidence in support of the profile points, which creates a record of attainment for each child.

Focus Activity

During focussed activities, teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Children are encouraged to discuss their work and next steps are also discussed with the children in child friendly terms.

All the information collated over the year enables the practitioner to assess the ability of the child against the early learning goals at the end of Reception.

KS1 and KS2

Teachers use assessment for learning to provide on-going assessment, using focussed marking and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each pupil.

Annotated plans and planning notes, made by class teachers and other adults involved with each pupil, record other important information about the progress of children in the class.

Termly tests may be used to support teacher assessments and help to identify progress and gaps in learning. The assessment tracking grids help to identify under-achieving pupils.

Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.

Pupils receive timely verbal feedback on their progress.

Planning for Assessment

The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each pupil. We strive to ensure all tasks set are appropriate to each pupil's level of ability.

Teachers use focussed marking to assess pupils' progress in relation to the planned learning objectives, and set the next steps to show where the pupil is in relation to this aim and how

they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment Methods/Materials

Teachers use a range of assessment tools and materials (including analysis of pupils' work in books, reading records and results of class tests/published tests), alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.

Results of published tests are used to contribute to overall teacher assessments.

Reporting

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. An Autumn-term (November) Review, Mid-year (March) and end-of-year reports (July) are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for one parent consultation evening so that parents can discuss how well their child has settled and are able to be involved in the target setting process. In addition, we provide a mid-year progress report and a final end-of-year report. Parents are given the opportunity to discuss their child's progress, by appointment after they have received these reports.

The mid-year written report includes gives information relating to progress and attainment in reading, writing, spelling, punctuation and grammar (SPAG), and maths.

The end-of-year written report includes the results of statutory tests and assessments, and gives information relating to progress and attainment in all areas of the curriculum.

We will publish the following KS2 results on our school website:

- Average progress scores in reading, writing and maths
- Average 'scaled scores' in reading and maths
- Percentage of pupils who achieved the expected standard or above in reading, writing and maths
- Percentage of pupils who achieved a high level of attainment in reading, writing and maths

We will provide a link to our performance tables on our school website.

We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of national curriculum assessments.

EYFS

Reports include a short-written commentary for each of the prime areas (interim report) and for reading, writing and maths (end of year). When commenting about Personal, Social and Emotional Development and Communication and Language, teachers include information about a pupil's behaviour and how they are generally in school (interim). They will also report their teacher assessment and effort using the same colour coding as KS1/2 for the Prime Areas and Reading, Writing and Maths (interim) and all areas of learning (end of year).

KS1

Reports for pupils at the end of KS1 will include:

- Outcomes of the statutory national curriculum teacher assessment in English reading, English writing, maths and science.
- A statement that teacher assessment outcomes take into account the results of statutory national curriculum tests in English reading and maths.
- Where appropriate, a statement explaining why any national curriculum test has not been taken.
- Comparative information about the attainment of pupils of the same age in the school.
- Comparative information about the attainment in the core subjects of pupils of the same age nationally.

KS2

Reports for pupils at the end of KS2 will include:

- The results of any national curriculum tests taken, including the pupil's scaled score, and whether they met the expected standard.
- The outcomes of statutory national curriculum teacher assessments in English reading, English writing, maths and science.
- Where appropriate, a statement explaining why any national curriculum test has not been taken.
- Comparative information about the attainment of pupils of the same age in the school.
- Comparative information about the attainment of pupils of the same age in the school.

Moderation

Regular moderation of levelling takes place each term to ensure consistency. Teachers meet in phase groups or in cross phase groups to analyse pupils' work against national curriculum or EYFS requirements. During the Summer term, teachers in Reception and Year 6 are

involved in formal teacher assessments, as part of end of key stage assessments and LA moderation (Year 6).

Individual Learning

SEND Support Plans / Provision Maps

SEND Support Plans are written for pupils who are on our SEND register. Provision maps are written identifying targets in line with their learning needs.

Support Plans and provision maps are reviewed termly to monitor progress.

EHC Plans

Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an EHC plan will be sought.

More information can be found in the school's SEND Policy.

Monitoring and Reporting

This policy will be reviewed by the Curriculum Committee annually.

Date for next policy review: July 2027