ACE Learning



Teaching and Learning Policy

Date of Ratification	**Spring 2023**
Date for Review	**Spring 2026**

Introduction

ACE Learning believes that children learn in an engaging and creative environment and that every child should feel valued, included and secure. In order to achieve this we recognise that children's self-esteem is paramount to their learning. To ensure children are motivated and achieve high standards, our broad and balanced curriculum is exciting and stimulating. The quality of our teaching is the most important factor that we can use to influence children's learning. We aim to create a community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become good role models preparing them for life in modern Britain.

We believe that good quality first teaching means effective learning and that this is what we should be striving for in every lesson. Any attempt to raise standards must be focused in the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

The purpose of this policy

This policy is intended to be a practical working document and to provide consistency of teaching and learning across the Trust. It outlines a basic level of good practice and provision which is to be matched in all our classrooms. It is not intended to be a definitive statement on all matters pertaining to good teaching and learning.

All staff will be expected to follow the practices within this policy. The expectations, arrangements and provisions will form the basis for the academy's monitoring of classroom practice. Monitoring of teaching and learning is a process that is essential to gauge quality of teaching to ascertain progress children/groups are making and to identify areas for improvement for individual teachers, year groups, key stages or specific subjects. It is also an opportunity to celebrate the strengths and successes of teachers and their pupils. Clear verbal or written feedback is provided to teaching staff that are observed and targets are set accordingly to identify next steps in their continuing professional development.

Effective Teaching and Learning

We expect all staff to work together to deliver at least good or better teaching and learning opportunities - no child deserves less.

An effective teacher:

- Inspires all pupils so that they have a desire to learn
- Motivates pupils to achieve their full potential
- Has high expectations
- Aims to engage and inspire pupils with enthusiasm, making learning enjoyable
- Enables each child to make good or better progress and to achieve age related expectations.
- Ensures that pupils meet the end of year expectations unless they have significant needs that affect their learning
- Plans effectively for pupils with additional needs to ensure they make appropriate progress in relation to their needs and starting points
- Employs a wide variety of teaching methods and strategies, taking into account the different learning styles and differentiates teaching to ensure all pupils are included
- Establishes clear links to previous and future learning
- Sets challenging but achievable targets in both social and academic learning.
- Provides effective modelling
- Uses high quality questioning
- Establishes a hook at the beginning of a lesson to fully engage pupils

- Facilitates positive Interactions between teacher and pupil, pupil and pupil
- Gives regular feedback to enhance learning
- Manages effective use of additional adults
- Works in partnership with all staff across the trust
- Establishes welcoming and open liaison with parents
- Establishes clear, consistent, realistic standards of behaviour in line with the behaviour policy

Effective learning results in:

- Knowing you have succeeded
- Feeling you can do more
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Pupils should be encouraged to:

- Aim high and develop self-motivation skills.
- Participate to the best of their ability.
- Follow academy rules.
- Behave in such a way that encourages a positive learning environment in class, around the academy, playground and with the community.

Planning

The ACE Curriculum outlines the long-term curriculum plan for all teachers to follow. This is developed into medium term planning for each unit of work (Theme overviews); teachers will need to adapt these, making use of the academy assessment system to ensure that all children's next steps in learning are planned for. The format of short-term planning will be agreed by the senior leadership team of each school. Planning documents will be stored on the ACE Shared drive. Staff are expected to upload their weekly planning to the school staff network.

The Learning Environment

The surroundings in which children learn can greatly influence academic performance. The environment should be an extension of the curriculum. The better the school looks, the more it inspires effective learning. We aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use and be proud of. All areas must be bright, well organised learning spaces, free from clutter and kept tidy and organised with resources clearly labelled and stored appropriately.

The learning environment should promote:

- Confidence and self-esteem.
- Opportunities to develop independent and self-directed learning.
- Positive relationships between pupils and adults with mutual interaction and respect.
- Attitudes of tolerance, consideration, responsibility and self-discipline.
- Learning that is inclusive, stimulating and well organised.

There must be areas for:

- Displays to support and celebrate learning, i.e. 'working walls', current themes, word banks, phonic charts.

- Reading and current curriculum themes including a rich language environment.
- Displaying the Code of Conduct and behaviour system.
- General stationary which is accessible and clearly labelled.
- Which provide access to learning resources.
- Access to ICT and digital learning resources.

Assessment and Achievement

Teachers constantly assess pupil achievements to identify next steps in learning and celebrate success. The academy assessment supports this.

Teachers provided feedback to pupils in the following ways:

- Discussion with pupils.
- Live marking during lessons.
- Review of pupil outcomes in books.
- Immediate feedback on outcomes.
- Facilitating peer review and marking.

Recognising the importance of celebrating achievement, effort and progress, we ensure that pupils:

- Receive verbal or written feedback from adults and peers in line with the ACE assessment system.
- Experience displays of work that celebrate achievements.
- Have opportunities to perform or share in class and assemblies.
- Display and share work with parents at open evenings and events.

The Role of Trustees

Our Trustees:

- Support appropriate teaching strategies by allocating resources effectively.
- Ensure that the buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of Health and Safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that Staff Development and Performance Management policies promote good quality teaching.
- Monitor the effectiveness of the teaching and learning policies by receiving reports from subject leaders and the academy executive team.

The Role of Parents

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:

- Holding parents' information evenings to explain our school strategies.
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying.
- Sending regular reports to parents in which we explain the progress made by each child and provide guidance on how the child can improve further.
- Holding regular parent teacher consultations.
- Explaining to parents how they can support their children with homework.
- Operating an open-door policy where parents can arrange to speak to a member of staff if they are concerned or have questions about their child.
- Providing support to families when it is needed through our Learning Mentors and signposting access to external services.

We believe that parents have the responsibility to support their children and the Academy in implementing policies. We ask all parents to:

- Ensure that their child attends school regularly and avoid absences to reduce the impact on learning in school.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Inform school if there are matters that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards learning.
- Model effective communication and behaviour towards all members of the school community.
- Fulfil the requirements set out in the Home/School agreement.