



**Ashford Park Primary School Pedagogy Policy**  
*Inspiring a love for lifelong learning*

**Pedagogy should at its best, be about what teachers do, that not only helps children to learn, but actively strengthens their capacity to learn and know how to learn.**

For learning to be successful at Ashford Park, children, staff and parents /carers need to:

	<b>A.Children need to ...</b> (Principles – to make that happen what am going to do)	<b>B. Teachers will ...</b> (Have ownership of their class through “Class Profile” and Appraisal Targets)	<b>C. Leaders will...</b> (Monitor by, fund by, Gvnrs – School Management Plan, summary self-evaluation and School Improvement Plan)	<b>D. Children engage through...</b> (Attitudes, dispositions, learning stamina)	<b>E. Parents/carers will...</b> (Work in partnership to improve outcomes for my child/ren)
1	<b>Know and understand what they are learning.</b>	Have clear learning focussed long and medium term planning. Prepare assessment led short-term plans; identifying intended learning outcomes for the children. Have clear required outcomes and skills to be developed. Actively involve the children in planning for their learning. Set big long-term goals which will influence the learning outcomes of each lesson.	Regularly monitor (at the least termly) evaluated planning and feedback to staff. Check that learning IS NOT activity driven. Conduct informal learning walks to evaluate learning questions to ensure learning outcomes, which are NOT activity focused. Provide dedicated feedback of strengths and examples of good, effective practice. Monitor updated Class Profile half termly through Professional Dialogue and Pupil Progress interviews.	Understanding the learning question through display, explanation and discussion. Asking questions when they don't understand. Knowing what they have to do. Having half termly pupil progress meetings with teacher, including targets set and monitored.	Endeavour to attend curricular workshops and meetings and show an interest in what their child is learning. Positively contribute to our school community through questionnaires and other channels of feedback.

		Create interactive learning walls as a tool, to include the learning journey, particularly in maths and English.			
2	<b>Know why they are learning.</b>	<p>Model real life examples. Share learning questions and learning outcomes. Display, discuss and encourage pupil generation of success criteria. Elicit understanding from children. Refer to the learning question, success criteria and learning outcomes during each session. Focus discussions on learning. Support personalised learning through the 'Editing code'.</p>	<p>Conduct pupil interviews during formal and informal observations to assess the reason and purpose for learning. Regularly monitor (at the least half termly) assessment led planning - learning driven context.</p>	<p>Having a purpose for their learning. Knowing how it fits the "bigger picture" (aspirations). Knowing how learning will help them to make progress. Understanding how the new learning links with previous learning.</p>	<p>Support their child with all home learning opportunities and understand the purpose of lifelong learning.</p>
3	<b>Be involved in planning, reviewing and improving learning.</b>	<p>Provide focussed feedback through guided teaching, pupil generated success criteria, personalised feedback and marking comments with next steps. Provide opportunities for peer and self-review. Provide opportunities to respond to, edit and improve learning. Conduct half termly individual pupil progress meetings.</p>	<p>Monitor through formal and informal observations. Regularly sample (at the least fortnightly) pupil evidence of learning. Regularly sample (at the least fortnightly) quality of marking, self/peer review opportunities. Pupil interviews. Feedback to colleagues about pupil confidence in reviewing and improving their learning.</p>	<p>Being able to effectively use and understand marking ladders, including peer and self-assessment. Using the success criteria to recognise their successes and identify what they need to do to improve further. Learning the skills needed to evaluate learning and progress. Making team work, productive and collaborative.</p>	<p>Talk to their child about their learning and support them to reach their potential through termly parent consultation discussions with the teacher. Investigate and support where possible the learning through the learning jigsaws.</p>

				Engaging in learning conversations. Engage in half termly pupil mentoring meetings with my teacher.	
4	<b>Have time.</b>	Provide planning for learning time to think and to talk with children about their learning experiences. Build in time for reflection and for children to respond to feedback and marking comments. Provide time for questions, queries and ideas. Provide time to think before answering questions.	Regularly monitor planning, (at the least half termly) to ensure reflection, thinking, talking, questions, feedback and response time are built in. Talk to the children about their time needs and feedback to staff.	Talking to learning partners and learning tables. Asking questions. Learning, reflecting and thinking on their own as well as with partners and groups. Making team work, productive and collaborative. Engaging in learning conversations. Having time to think before responding to questions.	Give their child the support, time and space to engage with all home learning opportunities.
5	<b>Ask questions and know what to learn next.</b>	Keep up to date with professional reading and research informed practice. Encourage children to ask questions. Provide appropriate challenge and support. Model questions. Concentrate on teaching higher order skills using verbs and question stems. Develop the role as facilitator of learning and plan for this.	Commit to providing quality CPD/PDMs weekly to support staff. Monitor through formal/informal observations. Provide opportunities for coaching/mentoring staff as appropriate, to develop the competent use of higher order questioning to support and extend learning.	Knowing how to ask questions. Receiving helpful feedback from teachers, teaching assistants and learning partners. Seeing the "Big Picture" as an end product to learning. Having time with the teacher when needed.	Endeavour to attend curricular meetings and workshops re: their child's future learning where aspects and examples of questioning will be discussed and provided.
6	<b>Understand how to learn.</b>	Teach learners how to become self-evaluative	Regularly monitor (at the least half termly)	Providing opportunities for children to reflect on their	Engage in partnership with the school through

		<p>and reflective. Model examples of excellence from real life examples, to support the pupil generation of success criteria. Provide opportunities to enable children to self reflect, review and understand their next steps. Participate in lesson study on identified school improvement priorities. Provide strategies for developing independent reflection and learning skills e.g. on learning walls. Conduct half termly individual pupil progress meetings.</p>	<p>assessment led planning to ensure the accuracy in pitch and progression in learning. Pupil interviews (Learning how to Learn) Commit to providing quality CPD/PDMs weekly to support staff. Expectation of all staff to cascade learning from CPD to school colleagues and to evaluate learning progress through implementation. Provide opportunities for coaching/mentoring staff as appropriate.</p>	<p>learning. Encouraging focused talk about learning. Using questions to engage children in thinking about learning. Making team work, productive and collaborative. Engaging in learning conversations. Taking responsibility for their own learning. Half termly pupil mentoring meeting. Using marking ladders and the editing codes where appropriate.</p>	<p>termly parent consultation sessions. Endeavour to attend curricular meetings and workshops re: their child's future learning.</p>
7	<b>Have fun and enjoy their learning.</b>	<p>Aspire towards outstanding learning and teaching. Reflect on current practice. Focus on improving practice – Model enjoyment of learning! Have fun! Engage through competition e.g inter-house, school and confederation activities. Be creative. Set the emotional</p>	<p>Pupil interviews. (Learning how to Learn) Formal and informal observations, learning walks. Celebrate learning through weekly Celebration of Learning assemblies/house assemblies. Regularly monitor attendance, liaise termly with appointed governor and half termly with EWO.</p>	<p>Working with friends. Making choices and decisions. Using a wide range of tools and resources. Being prepared to have a go. Being creative and showing initiative. Being happy and proud of their work.</p>	<p>Ensure my child attends school and is punctual everyday. Work with the school to encourage pupil punctuality and attendance. Endeavour to attend learning celebration events.</p>

		environment for learning.			
8	<b>Know how to improve.</b>	Provide children with models in: social behaviours, learning stamina & resilience, learning behaviours, task outcomes, presentation of work (NUMTUM), and models of real life excellence. Plan interventions into group work through guided teaching. Conduct half termly individual pupil progress meetings.	Pupil interviews – alert staff to any pupils’ lack of understanding during lessons where evidenced. Feedback from observations re staff alertness to the social, emotional and learning needs of individuals.	Having and using high quality models of real life to help generate success criteria. Knowing what the next steps to learning are. Knowing how to close the learning gaps. Understanding and using teacher feedback. Use my learning targets to track my progress. Half termly pupil progress meetings.	Attend termly parent consultation sessions to discuss targets for my child. Endeavour to attend curricular meetings and workshops re: their child’s future learning.
9	<b>Know when and how to be successful.</b>	Model examples of excellence to demonstrate the generation of success criteria. Raise aspirations. Use assessment as learning. Model reflection strategies to support children’s independent learning and reflection.	Formally and informally monitor the use of pupil generated success criteria, and opportunities for self and peer assessment. Monitor effective teacher feedback with next steps through observations and evidence of learning sampling (at the least fortnightly).	Understanding and generating the success criteria. Showing what they know. Showing what they understand. Saying how they have been successful. Saying how they can improve.	Celebrate in partnership with the school my child’s learning and successes.
10	<b>Feel safe and feel that “they can”.</b>	Ensure that Safeguarding Policies and Procedures are followed. Annually attend safeguarding training, read, agree & sign Staff Behaviour Agreement to which they will adhere to. Provide care, guidance	Ensure that all staff are fully inducted in the school’s Safeguarding Policy and Procedures annually. Governors to monitor, review and update policy in line with annual Safeguarding Audit. Track identified groups and	Feeling confident to ask and answer questions. Understanding that mistakes are part of learning. Offering ideas. Knowing how to get support. Making team work,	Work in partnership with the school to promote values and behaviour for learning, safeguarding and support the school policy for on-line safety. Ensure that my child is socially and emotionally ready for school e.g by

		<p>and support to promote positive behaviour choices.</p> <p>Agree physical and emotional safety.</p> <p>Provide a balance of challenge and support.</p> <p>Model learner behaviour.</p> <p>Model teacher as a vulnerable learner!</p> <p>Praise effort more often than outcome.</p> <p>Set the emotional environment for learning.</p>	<p>Vulnerable learners (at the least half termly).</p> <p>Support families where needed through Early help Assessments and HSLW.</p>	<p>productive and collaborative.</p> <p>Engaging in learning conversations.</p> <p>Making positive behaviour choices.</p> <p>Accessing 'The Cove' where support is required.</p>	<p>ensuring adequate nutrition and rest.</p> <p>Communicate changes at home with the CT.</p> <p>Ensure that my child wears the correct school uniform, PE kit and is tidy in appearance including school shoes and appropriate hair styles (e.g No tramlines/shoulder length hair to be tied back).</p>
11	<b>Learn with other learners.</b>	<p>Build in time during every lesson/session/day for individual, pairs or groups of children to think, talk or write (REFLECT), about learning experiences – plan for improvement.</p> <p>Provide challenge, collaboration and choice to engage and elicit commitment to learning.</p> <p>Encourage learning through helping others and through our Values Based Curriculum, modelling and demonstrating these values.</p> <p>Encourage active engagement and participation of all learners.</p> <p>All learners are expected to contribute at any time.</p>	<p>Commit to providing quality CPD/PDMs weekly to support staff, their understanding and professional development/accountability.</p> <p>Offer regular opportunities for peer observations/team teaching to support development.</p> <p>Lesson study on SIP priorities.</p> <p>Opportunities for colleagues to engage in Confederation/learning.</p> <p>Introduce the school Values in Celebration assemblies/House assemblies and ask for contributions from the community that celebrate examples of the values.</p> <p>Lesson observation and informal learning walks.</p>	<p>Having learning partners &amp; learning tables for: learning and listening, talking and teaching, sharing ideas, helping and supporting, encouraging, having fun, and enabling team work, which is productive and collaborative, engaging in learning conversations.</p> <p>Developing independence and taking responsibility for my own learning.</p> <p>Exploring the school values and showing understanding through the application of the value.</p>	<p>Ensure that my child wears the correct school uniform, PE kit and is tidy in appearance including school shoes and appropriate hair styles (e.g No tramlines/shoulder length hair to be tied back).</p> <p>Support the school in discussing and engaging with my child, through the school values.</p>

12	<b>Have new and varied learning experiences.</b>	Create opportunities for working individually, pairs, groups, whole class. Vary teaching and learning styles and provide opportunities for children to exhibit learning in a range of styles e.g trips, visits and experiences using Imaginative Learning Projects (ILPs) for enrichment activities.	On-going monitoring of this pedagogy policy, with accurate and realistic feedback as to its success and impact on pupil outcomes.	Learning in different ways and in different environments. Learning individually, with a partner, with a group, with the whole class, with older learners, with younger learners, with experts, with coaches.	Work in partnership with the school concerning all aspects of my child's school life.
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**Our School Improvement Priorities for 2018-2020 are:**

**Priority 1: Achievement for all**

**To further improve pupil outcomes: identified groups and individuals meet their potential.**

**To enable learners to deepen their understanding by improving vocabulary and language acquisition.**

**To actively engage parents / carers so that they are fully supportive and involved in their child's learning.**

**Priority 2: Aspirational learners**

**To promote the holistic development of all children; fostering resilient, confident, independent and creative learners.**

**To encourage all stakeholders to place high value on education.**

**Priority 3: Leadership and Management**

**To overcome recruitment and retention issues so that every child receives high quality teaching and learning.**

**To develop leadership capacity in order to meet the growing needs of our expanding school.**