

Park Road Primary school

Teaching and Learning Policy

Principles of the Policy:

The Teaching and Learning Policy is a core component of Park Road School Improvement Plan. We recognise that all students have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every pupil is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential. Park Road Primary School aims, through successful teaching and learning, to develop the whole child and to enable our pupils to become independent lifelong learners. All staff have a responsibility, collectively and individually, to contribute to the delivery of a broad, challenging and appropriate curriculum. In addition they individually have a responsibility to strive to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all students are met.

We recognise that continued professional support, coaching and mentorship at whole school, and individual level is essential to empower staff to deliver effective learning experiences.

Aims:

This teaching and learning policy is intended to promote consistency, high standards and the achievement of the school aims. At Park Road we aim to provide a caring, supportive and stimulating environment with high quality teaching in order:

- to ensure high quality teaching and learning experiences for pupils of all abilities and aptitudes
- to provide a framework for teaching and learning within which there is flexibility and scope for creativity
- to provide coherence of approach and consistency of expectation
- to make explicit the entitlement of all students
- to raise attainment by increasing levels of student motivation, participation and independence
- to promote reflection on, and sharing of, good practice
- to promote an understanding of how learning takes place
- to make explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- to provide practical guidance and clear procedures
- to provide a focus for development
- to inform teachers, pupils, parents, governors and the wider community about the aims and processes of teaching and learning

A Definition of Learning:

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.

We believe learning will most effectively take place when:

- the environment is secure, stable and stimulating
- there is an atmosphere where children are prepared to take risks
- pupils self-esteem is high
- pupils understand the purpose of the learning and see relevance to their own experience
- pupils understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative
- pupil questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- pupils can self assess, know what they need to do to improve and are able to set appropriate targets
- there is support for the learning of pupils with differing abilities
- pupils have opportunities to transfer skills, knowledge and understanding to other contexts

Summary of Key Ingredients of Successful Lessons

The key ingredients that have been identified as contributing to the most successful lessons and will be looked for throughout our internal Monitoring and Evaluation process are as follows:

1. Starter (appropriate setting of the learning climate)
2. Recap (student involvement)
3. Learning intentions (shared with students appropriately)
4. Teacher input (stimulus to learning)
5. Pupil grouping/seating plan (engineered by teachers the most effective learning)
6. Student activity (differentiated, meeting, learning styles of all students – all students on task)
7. Teacher and teaching assistant support (purposeful intervention)
8. Quality resources (eg ICT, media)
9. Summary/plenary/assessment for learning (cross referencing against the learning intention)
10. Next lesson – continuity and progression – making the connections for the students so that no lesson is an “island”.

The Learning Experience

This section of the policy reflects Park Road’s expectations regarding planning, preparation, lesson structure and assessment for learning.

It is recognised that colleagues may also wish to extend their repertoire of teaching methods and provision of learning experiences beyond the basic outline given here in order to ensure effective learning and promote high standards for all our pupils

Before the lesson: Planning and preparation

- Objectives are clearly linked to long and medium term plans which are periodically reviewed
- Lessons are planned with clear objectives, learning intentions, structure and challenge for **all** pupils
- Planning allows for a variety of learning styles and provides opportunities for developing a wide range of thinking skills
- Teachers make use of all assessment information, both summative and formative to set clear, realistic, yet challenging targets to plan differentiated learning opportunities
- Lessons are planned to build on prior learning and ensure continuity and progression
- Opportunities for developing English, Mathematics, ICT skills and cross-curricular elements are integrated into lesson plans wherever possible
- Planning makes provision for the effective use of support staff
- Appropriate and stimulating resources are organised prior to the lesson

Lesson Structure

This framework is expected to provide the basic structure and elements for all lessons. However it is recognised that it this may be adapted to suit the objectives/focus of a particular lesson or sequence of lessons.

Start of the Lesson:

- Pupils arrive ready to learn, enthusiasm is evident and positive relationships are clearly established
- The start of the lesson has well conceived, learning intentions based on prior learning which are explained in a context that enables children to know what they are doing and why
- Pupils are involved in their learning immediately because the initial activities are stimulating and engaging
- The success criteria by which the learning will be evaluated are made explicit or formulated with the pupils
- The teacher establishes and communicates clear expectations for behaviour

Lesson Development

The teacher should:

- Present lessons with clarity, enthusiasm and pace, ensuring timings are clear and adhered to
- Make learning active by providing tasks which appeal to a wide range of learning styles enabling students to make meaning, construct knowledge and develop understanding and skills
- Model activities and processes, making their thinking and decision-making explicit to students
- Provide exemplar work so that pupils are aware of exactly what is expected of them e.g. 'What a good one looks like'
- Provide appropriate levels of scaffolding to support pupils' learning ensuring swift transfer to independent tasks in which they achieve well

- Use a variety of questioning techniques to probe and develop students understanding through whole class and small group/pairs situations
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate
- Promote active listening, inviting a range of different responses and building in time for reflection
- Give constructive, positive feedback on work in progress with regard to the learning intention and success criteria
- Provide opportunities for success for every student and seek frequent opportunities for praise
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills
- Vary groupings and seating arrangements according to the task and teacher assessment information

Pupils should:

- Work effectively and purposefully in a range of contexts demonstrating excellent attitudes to their work
- Be prepared to share their learning and ideas in an atmosphere of trust
- Ask questions where appropriate – of each other and the teacher
- Support one another, working collaboratively, recognising that the contributions of all are valid
- Undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement
- Know where to go for help and recognise that further progress can always be made
- Be able to select appropriate learning resources to help develop their own learning
- Work with increasing independence, developing the skills to become life-long learners
- Make increasing use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work
- Develop an understanding of their own preferred learning style

End of the Lesson (Consolidating the learning)

- The teacher creates the time to review the lesson intention and steps in learning to assess progress within the lesson
- Pupils have the opportunity to identify their own progress and set themselves appropriate targets
- Pupils receive supportive feedback from the teacher or their peers where appropriate
- Opportunities are provided to celebrate success

Assessment for Learning (Learning, progress and achievement)

See Teaching and Learning Policy Part 2

- Pupils receive regular developmental and motivational feedback in a variety of ways to enable them to progress.
- Teachers will use a range of questioning when giving feedback that promotes pupils to think of ways to improve learning, this will be through the use of a range of focused and open questions related to the learning intention.

- Feedback will sometimes include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way
- Pupils are able to act upon the advice they are given to improve their performance
- Frequent opportunities are taken within lessons to provide immediate verbal feedback
- Pupils are encouraged to judge the success of their own work and set themselves targets for their own improvement
- The language of subject progress is shared with pupils.
- Pupils are made aware of the criteria for progression by the use of next steps in learning and are enabled to these in a meaningful way.
- Pupils are encouraged to critically, but supportively, judge the performance of others within their group through peer assessment
- Levels of work are modelled through display and explanation
- There will be opportunities for marking to be standardised across the school

A number of policies will exist to enhance teaching and learning.. These policies should be read alongside this document and will provide more specific guidance in certain areas:

*Effective Feedback and Marking Policy
 Assessment, Recording and Reporting Policy
 Homework Policy
 Key Skills Policy
 English Policy
 Mathematics Policy
 Inclusion Policy
 Subject Specific Policies*

Teaching and Learning Policy: Roles and Responsibilities

Teaching and Learning Leader ? DHT ?

Governors:

- To ensure the effective and rigorous implementation and monitoring of the policy

SLT:

- To provide appropriate support, training and resources for Key Stages and individuals
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of ongoing developments and the changing needs of the school.

Teaching staff:

- To implement this policy by ensuring a consistent delivery of high quality learning experiences
- To be responsible for short term planning, in conjunction with department teams

All staff:

- To be aware of the principles of the policy and how they can contribute to it

Curriculum Lead Teachers

- To be responsible for the coordination of long, medium and short term planning of schemes of work taking into consideration the aims and objectives of the policy

- To monitor and evaluate consistent delivery of the policy at team level.
- To provide appropriate support to team members through training materials or coaching.

Pupils:

- To work positively within lessons to enable staff to implement the policy effectively
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework

Those with parental responsibility:

- To support the policy of the school, in line with the Home School Learning agreement, by providing support for pupils at home, allowing them to continue to develop their learning effectively