



Teaching & Learning Policy

Approval by:	LGB
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Version	Date	Summary of changes	Author

1. Aims

- 1.1 Every child has the right to the best possible education. Parklands ET aims to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives. This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.
- 1.2 This Policy has due regard to all relevant legislation and guidance including, but not limited to, the following:
- Equality Act 2010
 - DfE Special Educational Needs and Disability Code of Practice
 - School Policies relating to High Quality Teaching, Special Educational Needs, Marking and Feedback, Behaviour, Assessment.

2. Learning Environment

- 2.1 The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.
- 2.2 Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.
- 2.3 Classroom displays will be changed on a regular basis and will be geared towards aiding learning, not providing distraction. Displays may reflect a 'learning wall' that changes as a topic progresses, or information that children can refer to in order to scaffold their learning.
- 2.4 Centralised spaces such as corridors and library will be multi-purpose and not specifically allocated to a class or yeargroup.

3. Curriculum

- 3.1 The school follows the national curriculum. Teachers will follow the relevant schemes of work outlined in the school's curriculum documents, available to all staff on the shared drive ('Teaching Zone Parklands' – 'Curriculum').

- 3.2 The school will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through differentiation and the provision of the necessary resources.
- 3.3 The school will ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.
- 3.4 Educate Together schools have an additional subject 'Learn Together', which is taught weekly in every classroom. The schemes of work for this can be found on the shared drive, and are an integral part of being an Educate Together school.

4. Planning and Preparation

- 4.1 Teachers are expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential. Plans must be saved on the shared drive so that they are available to all staff, including any agency staff that may be covering at short notice.
- 4.2 Purchased schemes, such as White Rose Maths, should be used as a guide but teachers need to adapt these to the needs of the children in their specific class.
- 4.3 In line with expectations set across the school, lesson plans will:
- Be clearly linked to the curriculum
 - Be differentiated, to clearly show how children with different abilities are catered for
 - Have clearly identified learning objectives and success criteria
 - Clearly state the learning activities to be undertaken
 - Explain any groupings that may be relevant
 - Show how any support staff will be utilised to enhance learning
 - Highlight opportunities for assessment and evaluation

5. Lesson Delivery

- 5.1 Lessons will be balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work.
- 5.2 Resources used to aid learning will be:
- Accessible to all children
 - Appropriate for the activities to be undertaken and age range

- Sufficient in range to allow children to make appropriate choices
- Organised and regularly checked

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

6. Supporting Children

- 6.1 High expectations will be set for all pupils, regardless of ability, circumstances or needs.
- 6.2 The delivery and content of lessons will be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.
- 6.3 Individual learning plans (ILPs) are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. ILPs are reviewed annually to ensure that they are still effective and are managed under separate guidance.

7. Working with pupils and parents

- 7.1 Children will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure children fully understand their learning objectives and know what they need to do to meet these objectives.
- 7.2 The school will communicate with parents about their child's learning in a variety of ways, including the following:
- Class pages on website
 - Opportunities to visit, such as Great Topic Roundups
 - Parent's Evenings
 - Annual Reports

8. Conclusion

- 8.1 At Parklands Educate Together, high-quality teaching and learning sits at the heart of everything we do. This policy reflects our shared understanding of what effective practice looks like, but more importantly, it represents our collective commitment to ensuring that every child experiences a rich, inclusive and ambitious education.
- 8.2 We recognise that strong teaching is not static. It is shaped by reflection, collaboration and a willingness to continually refine our practice. As a result, this policy should be seen as a working document—one that supports consistency across the school, while also allowing professional judgement and responsiveness to the needs of our pupils.
- 8.3 Through a clear focus on high expectations, well-sequenced learning and meaningful relationships, we aim to ensure that all children thrive academically, socially and emotionally. By working together and holding ourselves to high standards, we create the conditions in which every child can succeed.