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Approved:	November 2015	By: Head	
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Review Date:	As necessary	By: Head and Academy Council	

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## **PARKLANDS EDUCATE TOGETHER PRIMARY ACADEMY AND PRE-SCHOOL**

# Teaching and Learning Policy

### **Educate Together Principles:**

- ◆ Equality based
- ◆ Co-educational
- ◆ Child centred
- ◆ Democratically run

We commit to deliver an education that reflects these binding principles. All staff will help deliver the Learn Together Curriculum. This will be taught both discretely and integrated within the curriculum. It will be taught for 2.5 hours a week, each week. For further details see Learn Together Curriculum. We also teach the full National Curriculum and teach creatively making links where appropriate. Wherever this policy refers to Parklands Educate Together Primary Academy, this includes the Pre-School.

### **Effective teaching and learning**

We believe that children learn best when they:

- are happy
- are interested and motivated
- achieve success and gain approval;
- are given tasks which match their ability and challenge them
- clearly understand the task
- are confident, feel secure and are aware of boundaries
- are challenged and stimulated
- gain fulfilment

We encourage children to take joint responsibility for their own learning with their teacher, 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.

### **Quality first teaching and learning**

This is characterised by:

- Highly focused lesson design with clear objectives
- High expectations of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Teacher questioning, modelling and explaining
- Including learning through dialogue, with regular opportunities for pupils to talk individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Praise and encouragement to motivate pupils further

We do not prescribe a particular teaching style and trust teachers to make judgements on the best method to maximise learning progress

### **Physical Learning Environment**

Learning takes place in an environment which:

- challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible and encourages independence;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities and is inclusive;
- is safe

Displays around the school should be used to create an attractive and stimulating environment and to celebrate children's learning. Displays are not there for parents or visitors, they are there to enhance the learning environment.

We make use of our outdoor spaces and those off site as often as possible for PE and outdoor learning.

### **Assessment**

Secure knowledge of each pupil's current progress is a core element of teaching and learning at Parklands ET. Lesson planning is based on prior learning and throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made.

Fundamental to our assessment procedures are both formative assessment and Assessment for Learning (AfL). A range of AfL strategies are used in the classroom: -

Learning aims and steps to learning are made explicit and shared with the pupils.

Success criteria are agreed by the pupils and teacher.

Self and peer assessment is used against the success criteria - see marking and feedback policy.

Pupils are engaged in their learning and receive immediate feedback on their progress.

Summative assessment opportunities are detailed in the assessment calendar. These include optional and end of KS tests, standardised tests in grammar, spelling and reading, baseline assessment and Year 1 phonics tests.

Regular continuous assessment is central to teaching and learning practice, including Early Learning Goals and school assessment systems. Levels are not given, we use working towards expectations, at and above/greater depth.

### **Curriculum**

We will teach the Learn Together ethical education curriculum and the four strands:

- Moral and Spiritual Development
- Equality and Justice
- Ethics and the Environment
- Belief Systems

We use the guidelines of the National Curriculum 2014 to inform our teaching progression in the core subjects, humanities, creative arts and PE. The yearly overviews set out the aims and objectives and detail what is to be taught in each year group. We are committed to the use of a creative curriculum and enquiry led learning where children are encouraged to build on their own interests and their individual needs are met.

Helping pupils to discover and/or develop new interests is essential to their learning. During the year a range of activities are organised to enhance the curriculum such as: parental involvement, residential visits, Clubs, visits and visitors from the local community and beyond.

## **Inclusion**

We make all possible adjustments so all children can take an active role in all activities. All children will be identified promptly should they make less progress than expected and actions put in place to help in consultation with the SENCO.

## **Role of the Academy Council and Trust**

Our Trust determines, supports, monitors, challenges and reviews the school policies on teaching and learning. The Council helps the Trust with this. In particular they:

- monitor the Learn Together Curriculum
- monitor how effective teaching and learning is in terms of raising pupil progress and attainment
- ensure that staff development policies promote the priorities of the school
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from SLT and the Headteacher's report to the Academy Council

## **Presentation and Marking**

Marking at Parklands Educate Together is carried out to inform the teacher of the child's learning so that they can plan next steps and guide the child. Marking should be carried out with children, verbally in most cases. We do not expect written comments unless they are discussed with the child or to inform other staff. Marking is for the child's benefit and we do not expect proofing and comments for parents or SLT.

We do not expect every piece of work to be marked with the child, in that case it should be initialled and an appropriate code added to indicate independent, guided etc.

Different colour pens are optional.

See Marking Policy.

## **Role of parents/carers**

We believe that parents, as their child's primary educator, have the responsibility to support their children and the academy in implementing policies. Parents are invited to meetings to inform them of the curriculum and learning methods of the school. Policies are available to parents on the website and from the office.

All families will receive termly reports through parent meetings and through written reports about the progress their child is making, how their child is doing against national expectations and their child's learning attitudes. Parents/carers are encouraged to visit the class regularly for the morning open times and talk to the class staff regularly about their child's learning and progress.

## **Equality**

We recognise that all children have the same rights to excellent teaching and learning regardless of social, gender, race, age, disability, religion, sexual orientation etc.

## **Policies**

This policy must be implemented in conjunction with all school policies particularly:

Safeguarding	Health and Safety	SEND	Marking
Teaching and Learning Evaluation(observation)		RSE	Equality

## **Monitoring and Evaluating**

This policy will be monitored and evaluated by the Headteacher and Executive Head and approved by the Trust.

The Headteacher will report on its implementation to the Council and Trust on an annual basis.

Date of policy: November 2015                      reviewed April 2018 (review as necessary)

Signed    (Head)

Approved    (Executive Head)

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