

PARK SCHOOL - TEACHING AND LEARNING POLICY

This policy applies to the whole school including the whole of the Early Years Foundation Stage ("EYFS").

1. INTRODUCTION

- 1.1 At Park School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2. AIMS AND OBJECTIVES

- 2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential through rewarding and enjoyable experiences for everyone.
- 2.2 Through our teaching we aim to:
- enable children to become confident, resourceful, enquiring and independent learners;
 - foster children's self-esteem and help them build positive relationships with other people;
 - develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
 - show respect for all cultures and, in so doing, promote positive attitudes towards other people;
 - enable children to understand their community and help them feel valued as part of our School community;
 - help children grow into reliable, independent and positive citizens.
 - encourage all these aims through the P.A.R.K. values (Polite, Ambitious, Resilient, and Kind).

3. EFFECTIVE LEARNING

- 3.1 We acknowledge that people learn in many different ways, and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.
- 3.2 We offer opportunities for children to learn in different ways. These include:
- investigation and problem solving;
 - research and finding out;
 - group work;
 - pair work;
 - independent work;
 - whole-class work;
 - asking and answering questions;
 - use of the computer and the internet;
 - fieldwork and visits to places of educational interest;
 - creative activities;
 - watching television and other media, and responding to musical or recorded material;
 - debates, role-plays and oral and musical presentations;
 - designing and making things;
 - participation in athletic or physical activity;

- visits from external speakers.

3.3 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.

4. EFFECTIVE TEACHING

4.1 When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to further develop the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children requiring support, we give due regard to information and targets contained in their Progress Sheets. We have high expectations of all children, and we believe that their work here at Park School is of the highest possible standard.

4.3 We set academic targets for the children regularly and we share these targets with children and their parents three times per year via their school report.

4.4 We plan our lessons with clear learning objectives. We take these objectives from the relevant national documentation (the National Curriculum, or the relevant EYFS documentation) which may be amended to suit the needs of the children.

4.5 Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school Behaviour Policy (including sanctions) with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by doing so, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

4.6 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school or organise activities of a different nature, we inform parents and obtain their permission within the Educational Visits Policy.

4.7 We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

4.8 Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to current class work. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

4.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly through annual discussions with the Headteacher. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5. THE ROLE OF THE SENIOR LEADERSHIP TEAM

- 5.1 The role of our Senior Leadership Team is to determine, support, monitor and review the school policies on teaching and learning. In particular they:
- support the use of appropriate teaching strategies by allocating resources effectively;
 - ensure that the school 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 school's teaching and learning policies through the school review processes.

6. THE ROLE OF PARENTS/GUARDIANS

- 6.1 We believe that parents/guardians have a fundamental role to play in helping children to learn. We do all we can to inform parents/guardians about what and how their children are learning by:
- termly parent / guardian/ teacher meetings to discuss individual progress;
 - a 'Curriculum Meeting' for parents/guardians of all year groups in September in order to explain what the pupils will be learning and how the parents/guardians can support their child's learning;
 - providing a tailored information booklet for parents/guardians of each year group
 - a 'Curriculum Forecast' is available for parents/guardians, on the website, at the start of each term, in which we outline the topics that the children will be studying during that term at school;
 - regular reports (three times per year) to parents/guardians in which we explain the progress made by each child and indicate how the child can improve further;
 - explaining to parents/guardians how they can support their children with homework;
 - encourage reading each day and the sharing of books.
- 6.2 We believe that parents/guardians have the responsibility to support their children and the school in implementing school policies. We would like parents to:
- Promote a positive attitude towards school and learning in general.
 - Ensure that their child attends school regularly and that absences are properly notified.
 - Ensure their child arrives promptly at the beginning of the day and is collected at the appropriate time at the end of the day.
 - Ensure their child has the correct equipment and kit for each school activity, and adheres to the school's uniform code, ensuring that our high standards of uniform and dress are maintained.
 - Support the school's policies and guidelines, especially those on behaviour and equal opportunities.
 - Do their best to promote a healthy lifestyle to enable their child to attend school.
 - Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
 - Support their child with his/her homework and wherever possible promote opportunities for home learning.
 - Attend parent's/guardian's evenings and discussions regarding their child's progress at school.
 - Collaborate with the school to ensure that children receive a consistent message about how to behave appropriately at home and at school.
 - Support the school's no-smoking policy.
 - Fulfil the requirements set out in the parent handbook and list of school rules.

APPENDIX 1: ASSESSMENT

1. INTRODUCTION

- 1.0 We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better and how they can improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2. AIMS AND OBJECTIVES

- 2.1 The aims and objectives of assessment in our school are:
- to enable our children to demonstrate what they know, understand and can do independently in their work;
 - to help our children understand what they need to do next to improve their work;
 - to allow teachers to plan work that accurately reflects the needs of each child;
 - to provide regular information for parents that enables them to support their child's learning;
 - to provide the Headteacher and Director of Studies, in consultation with Subject Co-ordinators, with information that allows them to make judgements about the effectiveness of the school.

3. PLANNING FOR ASSESSMENT

- 3.1 We use our school's curriculum plan to guide our teaching. In this plan we set out the aims and objectives of each subject and give details of what is to be taught to each year group.
- 3.2 We use the National Curriculum or the EYFS framework to support our teaching. We use rigorous assessment practice in these schemes to help us identify each child's level of attainment.
- 3.3 We use a variety of Assessment tests in years 1 to 6. These include CAT4digital, Progress Tests in English, maths and science with standardised scores. Results are used for future planning. Our pupils also sit Key Stage 2 SATs. We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We also endeavour to inform the children of what the expected targets and outcome may be. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

4. TARGET SETTING

- 4.1 We set targets for all of our children during each academic term. We discuss individual targets where necessary and communicate these to parents through written reports and termly Parent/Teacher/Guardian interviews. We review the progress of each child at the end of each term and set revised targets where necessary.
- 4.2 We encourage older children to set some targets for themselves that are linked to their individual working habits or their social behaviour. Children use various methods of recording their targets and these are reviewed on a regular basis.

5. RECORDING

- 5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.
- 5.2 Assessment at Park School may include:
- a spreadsheet recording scores obtained from tests and teacher assessments,

- a record of how the class has progressed on individual topics,
- results of tests, graded assignments and marked work recorded by the teacher in a format which can be shared,
- a reading record maintained by the teacher based on National Curriculum objectives,
- an individual reading record maintained by the child,
- targets may also be set by the SEND Department for specific pupils.

5.3 We plan our lessons with clear learning objectives.

5.4 We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year, time is set aside for this important process. Teacher Assessment and test results are recorded in the online assessment module of ISAMs.

6. REPORTING TO PARENTS

6.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact us if they have concerns about any aspect of their child's work.

6.2 Each term we offer parents the opportunity to meet their child's teacher. At each meeting we evaluate progress and the targets that we have identified for their child. We discuss strategies for achieving these targets.

6.3 Three times throughout the year we give all parents a written report of their child's progress and achievements, which include targets for the next half term.

7. FEEDBACK TO PUPILS

7.1 We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages.

7.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. By doing this we make it clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

7.4 We encourage the children to make comments about their own work and the work of their peers pupils. We encourage older pupils to be the first markers of some pieces of work.

7.5 We endeavour to allow time at the beginning of each lesson for the children to absorb and respond to any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

7.6 Inspiwrite activities require peer marking and sharing improvements.

APPENDIX 2: TARGET SETTING

1. INTRODUCTION

- 1.0 In our school we are committed to giving all our children every opportunity to achieve the highest of standards. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children.

2. RATIONALE FOR TARGET SETTING

- 2.1 Target setting is a significant strategy in our school for improving the achievement of children. It will only be effective if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each child's starting point for learning.
- 2.2 We involve the children in the target setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. Target setting for our children means that they have to make decisions about their own learning. This helps children learn more effectively by making clear what it is that they need to do next in order to improve. Teachers use a variety of methods e.g. the traffic light system, to allow children to indicate how well they understand their work and if further explanation is required.
- 2.3 We inform parents about the target setting process and the targets for their children. They have regular opportunities to talk about their child's progress towards his or her target. This helps parents identify the ways in which they can support their child with work and encouragement at home.

3. AIMS AND OBJECTIVES

- 3.1 In our school the targets:
- challenge all children to improve;
 - take into account each child's starting point for learning;
 - encourage children to regularly discuss and review their progress with teachers;
 - involve parents in their child's learning;
 - instil confidence in individuals and a feeling of value.

4. PROCESS OF TARGET SETTING

- 4.1 When children join our school, we make an assessment of their learning within the first half term of their schooling, using the Statutory Framework for the Early Years Foundation Stage. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and groups of children in the cohort. Targets are set on an ongoing basis which reflect the needs and expectations of each child. They also form their half term reports.
- 4.2 Teachers use the targets set for each child to develop classroom activities that are designed to enable children to meet their targets. Teachers' planning will take account of this when identifying work for different groups of children.
- 4.3 We offer children opportunities to review their progress with their teacher. This progress forms part of the discussion that teachers have each term with parents.

APPENDIX 3: KEY SKILLS

1. INTRODUCTION

- 1.0 Children learn, practise, develop and refine a range of skills in our school. Some of these skills are specific to certain subjects; others are universal key skills and support learning in all subjects. These key skills underpin learning throughout the school. We aim to equip children with these key skills so

that they can be as successful as possible in the future.

1.1 There are six key skills we focus on to develop over their time in School. These are:

- Communication - This includes listening, speaking, reading and writing.
- Application of number - This includes mental calculation skills, and learning how to apply these skills to solving number problems.
- Information technology - This involves using new technology to find, analyse, interpret and present information. It also involves the skills necessary to use technology appropriately and successfully.
- Working with others - This involves the ability to work well with others as a team member or team leader. When children are offered the opportunity to work with others, they learn to consider the views of others and to develop the social skills of co-operation and mutual understanding.
- Improving own learning and performance - This involves children in evaluating their own performance, and understanding what they need to do next in order to improve.
- Problem-solving - This skill involves learning how to apply common techniques to solve problems in a variety of contexts and situations in any aspect of life.

1.2 These skills form the basis of success in all aspects of school life and are vital to life-long learning.

2. ORGANISATION AND METHOD

2.1 We teach key skills through all curriculum subjects, and we also develop them within the pastoral curriculum. Key skills form a cornerstone of curriculum planning throughout the school.

2.2 Teachers highlight the opportunities to develop key skills in their medium-term planning. Progression in key skills forms part of the school's long-term curriculum plan.

2.3 The class teacher pays special attention to each child's progress in the key skill of working with others. We give each child plenty of opportunities to work as part of a group, and to take responsibility for the work of a group. We actively teach children how they can contribute to the work of a group, and what being a successful member of a team involves. This has been further supported by the participation in many team games and sporting competitions. We have also endeavoured to involve as many children as possible in these events. The "buddy system" actively promotes a positive link between the Junior School Year 6 pupils and the Lower School Reception children. It serves to instil the need to look after and care for each other.

2.4 Our school believes that it is very important for children to reflect on what they have learned – what has been done well and what could have been done better. We believe that this is an important part of developing successful strategies for future learning. Teachers regularly ask the children to reflect on their learning at the end of a session or topic. They talk to each child about the child's work and so help them to become aware of their strengths and weaknesses. We regularly set targets for the children, so that they are clear about what they need to do to make further progress. These targets often focus on progress in aspects of these key skills. Targets are also set on each half term report.

3. ASSESSMENT AND RECORDING

3.1 Teachers assess key skills as part of the assessment processes already established in the school. Where a child demonstrates very good progress in working with others in school, the teacher records this information in the child's profile. Target setting for all children in the school is imperative for the development of key skills.

3.2 The class teacher comments on each child's progress in the five school reports per year to parents as well as sharing achievements on the online ISAMS assessment module, which the Headteacher and Director of Studies use to review individual's progress and how we are supporting them.

4. MONITORING AND REVIEW

- 4.1 The Headteacher and Director of Studies monitor the way in which key skills are integrated into curriculum planning, as part of the regular monitoring of teachers' planning/curriculum forecasts.
- 4.2 The class teacher evaluates a child's progress in key skills. This forms part of the teacher's regular assessment of each child's progress and of the school's target-setting process.
- 4.3 The Headteacher and the Director of Studies are responsible for monitoring this key skills policy as part of the school Curriculum Policy review process.