



Parklee Community School

Teaching and Learning Policy

Mission Statement

“Enjoy, Engage, Empower”

Positivity, Aspiration, Resilience, Kindness, Loyalty, Empathy, Excellence

1. Aims:

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. School Mission Statement:

Parklee's Mission Statement is: “Enjoy, Engage, Empower” and this, along with the core values of:

Positivity, Aspiration, Resilience, Kindness, Loyalty, Empathy and Excellence, underpins everything we do here at Parklee. At Parklee we believe that primary education should be a time of opportunity, a happy and meaningful experience that promotes a love of learning, enriches lives and develops life-long skills.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task

- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and Responsibilities:

At Parklee Community Primary School we intend to make education part of a lifelong process of learning. It is the belief that school is a learning environment for everyone that works here. Teaching and learning builds upon a process of co-operative team work including pupils, teachers, support staff, parents, governors and others in our wider community.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning via Class Dojo, the school website, letters and family sharing assemblies to clearly communicate the purpose of home learning.
- Update parents/carers on pupils' progress each term and produce an annual written report on their child's progress.
- Meet the expectations set out in the Intent, Implementation and Impact of the school curriculum for all subjects, the Behaviour Policy, and Marking and Feedback policy.

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the Intent, Implementation and Impact of the school curriculum for all subjects, the Behaviour Policy, and Marking and Feedback policy.

3.3 Subject and Key Stage Leaders

Subject and Key Stage Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject or Key phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the Intent, Implementation and Impact of the school curriculum for all subjects, the Behaviour Policy, and Marking and Feedback policy.

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the Intent, Implementation and Impact of the school curriculum for all subjects, the Behaviour Policy, and Marking and Feedback policy.

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve

- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the Intent, Implementation and Impact of the school curriculum for all subjects, the Behaviour Policy, and Marking and Feedback policy.

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning and Preparation

The school follows the 2014 National Curriculum content and framework of skills and knowledge expected at each key stage level and Early Years.

Wherever possible a cross curricular approach to teaching is utilised. This ensures enriched, engaging, exciting and extended opportunities for the provision of skills, knowledge and understanding within the National Curriculum is available.

Lessons will be planned for Long, Medium and Short Term to give a clear sequence to the year, building on prior learning. Teachers use a variety of pro formas for this planning including the use of some commercial schemes agreed by the Senior Leadership Team.

Schemes are used as a starting point but enriched by additional resources through the teachers' preparation and planning. Some examples are as follow:

- English: National Curriculum - A text based approach with meaningful opportunities for reading, along with promoting the love of reading, and writing for a purpose. A range of genres are covered throughout the year groups. A daily phonics programme is taught from Nursery to Y2 and for individual children moving into KS2 who require intervention should they not achieve the 'Phonics Screen' pass mark at the Y2 retest.
- Maths: White Rose Hub and NCTEM Maths Mastery
- Religious Education: Wigan RE Syllabus

- Science: PZAZ
- Computing: KAPOW
- PE: National Curriculum - PE Passport
- Languages: KAPOW
- Music: KAPOW
- Art and Design: KAPOW
- Design Technology: KAPOW
- PSHE: JIGSAW
- History: National Curriculum – 2 Year Cycle
- Geography: National Curriculum – 2 Year Cycle

EYFS:

The curriculum followed in both our Nursery and Reception classes is the Early Years Foundation Stage (EYFS) statutory framework March 2021. The curriculum covers seven area of learning, the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

And four specific areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

All these seven areas of learning and development are important and inter-connected.

Planning takes place mid termly, weekly and daily and takes account of information from observations, to include children's interests, preferred ways of learning and identified schematic behavior (SEND). Planning is around a half-termly topic which is broken down into weekly texts that form a text based learning approach across all subjects. Mathematics in Reception is supported with White Rose Hub as well as daily NFER sessions.

5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls, music rooms and other communal spaces.

These spaces will be kept safe, clean and ready for pupils to use them. They will be arranged to support our Therapeutic School approach to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters and displays of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment to support independent learning
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning and progress, reflect cultural diversity, promote mutual respect and support learning.

Learning outside the Classroom:

It is an expectation that teachers, as part of the teaching and learning curriculum, explore and apply learning opportunities contextually outside of the classroom environment. We believe it is important to ensure that children know how to manage themselves safely in their local community. Key to the success of this will be;

- The use of the playground and school spaces beyond the classroom as a learning resource.
- The use of the local community.
- Opportunities to travel on a range of public transport available in the local community.
- Providing opportunities to enrich, extend and apply school work through home learning.

6. Differentiation and Scaffolded Learning

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will make reasonable adjustments to our provision for learning to cater to the needs of all of our pupils maintaining high aspiration.

Some examples include:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are More Able
- Pupils with Social Emotional Mental Health (SEMH) needs.

Strategies we will use to support the needs of all children include:

- Using support staff effectively to provide extra support
- Working with our SEND coordinator, our pupils with SEND, and their parents or carers to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames, scaffolds, word banks and other resources to promote independence
- Make reasonable adjustments in lessons to support pupils with accessing provision and recording learning.
- Promote equality for all pupils.
- Utilise the B Squared materials

7. Home learning and Communication

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available via Class Dojo, the school website or platforms including Bug Club, Reading Eggs, Reading Plus, Times Tables Rockstars and My Maths.

School staff are in the playground at the start and end of most days to encourage informal communications. The school journal is used for communication as and when necessary. The curriculum overviews and all relevant policies are easily accessible on the school's website.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

Please refer to the Homework Policy for further details.

8. Marking and feedback

Feedback will acknowledge to pupils what they're doing well and clearly explain what they need to do next to continue to improve their work.

KS1: 1 piece of English and Maths work per child per week must be quality marked dependent on the needs of each individual pupil.

KS2: 2/3 pieces of English and Math's work per child per week must be quality marked dependent on the needs of each individual pupil.

One piece of **History, Geography, Science, and RE** to be quality marked for each unit (approx. 6 weeks)

Please refer to the Marking and Feedback Policy for further details.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment on a termly basis using NFER materials for Y1,3,4,5 and previous years SATS for Y2 and Y6.

Teacher Assessment and Test scores will be recorded using the INSIGHT data collection platform used by the school. For some SEND children, the B squared assessment system will be used to identify and track smaller steps of progress which can also be used to evaluate the objectives of the Education Health Care Plans (EHCPs)

We will review targets for pupils through Pupil Progress Meetings with members of the Senior Leadership Team each term. This enables identification of children who need to make accelerated / rapid progress in order to reach 'expected' end of year milestones. Intervention strategies to be implemented to support learning for the coming term are agreed at these points.

We will provide Autumn and Spring Term verbal reports at parents' evenings. Pupils will receive a written report at the end of the academic year.

EYFS:

All classes in the EYFS follow the observe, assess and plan cycle: daily, weekly and half-termly.

Within the first few weeks on starting in Nursery or Reception classes, pupils will have a short baseline assessment to form a starting point to their learning.

Every child has an individual learning story which includes observations and information from both staff and parents that record the child's journey and progress through the foundation stage. We use an online tool called 'Evidence Me' to record children's learning and progress supported with photos and videos. They form an essential evidence base for planning children's next steps and sharing learning with families.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

The Senior Leadership Team and Subject Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks and lesson drop ins/ observations
- Reviewing Marking and Feedback in books

- Termly Pupil Progress Meetings:
- Gathering 'Pupil Voice' from the School Ethos Council and children from across the school
- Pupil and Parent / Carers survey and questionnaires
- Teacher Planning scrutinies
- Book Looks eg presentation and curriculum coverage focus
- Quality of learning environment and displays
- Senior Leaders termly meeting with Subject Leaders

11. Review

This policy will be reviewed annually.

At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy
- Equality Policy
- Marking and Feedback policy
- Homework Policy
- Assessment policy

Approved by:

Date:

Last reviewed on:

Next review due by: