Teaching and Learning Policy

Key Information	
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Rationale

At The Park School we believe that:
- Learning is a life-long process.
- Learning should enrich an individual and be both motivating and engaging.
- Students need to develop the skills for learning.
- The purpose of a learning experience must be clear in order to make it meaningful and successful.
- There needs to be a positive relationship between learner, teacher and supporting adults.
- Learning is more than the accumulation of facts. It includes social, emotional and academic development and preparation for the adult world
- Learning should be personalised to meet each individuals learning strengths.

Principles

- All opportunities for learning are seized and acted on
- The school has a rich and varied curriculum.
- We actively teach a variety of learning skills to encourage independent learning.
- At the beginning of each activity or lesson the purpose of the learning is made clear. At the end of the learning session the learners reflect on whether they have achieved the outcomes.
- The curriculum offer in both key stages ensures that learning is appropriate to a learners ability with a focus on functional skills.
- We need to ensure that students are comfortable, feel secure, are able to trust the adult and feel ready to learn.
- The learner and teacher have a responsibility to create and maintain a dialogue whilst learning. This includes always knowing when learning went well through praise, encouragement and feedback from the teacher.
- Assessment informs and is an integral part of learning that is meaningful for all stakeholders.

Learning beliefs:

Students learn best when they:
- are happy
- are interested and motivated
- have a sense of belonging within the classroom setting
- are listened to and have a voice
- achieve success and gain approval
- are given tasks which match their ability
- clearly understand the task
- are confident, feel secure and are aware of boundaries

▪ are challenged and stimulated

Part 1: Teaching and Learning Methods

Flow Learning

The Park uses the Flow model of teaching and learning to have maximum impact on student progress and attainment. The model was developed by The WMAT teaching and learning team and is based on experience, research evidence and the teaching standards. The aim is to focus on different elements of great teaching and learning rather than a tick list of what to observe in a lesson. This is what we call creating 'Flow' in student learning.

The <u>three key elements</u> of teaching will be:	These will be underpinned by a basic foundation of:
● Subject passion and pedagogy ● The power of planning and explanation ● Responsive teaching	● High expectations and professional relationships ● Exceptional behaviour for learning and professional relationships

The foundation of Flow learning and all teaching practise has the Teaching Standards at the foundation. Therefore teachers at The Park School, within the framework of Flow, are held to their professional standards. **For teaching Standards see Appendix 1**.

Schemes of Learning

As set out in the Ofsted framework, all subjects have developed their own schemes of learning focusing on intent (the main objectives/outcomes in each lesson); implementation (the activities and tasks to be used to meet objectives/outcomes) and the impact of learning.

Schemes of learning will:
● Clarify objectives, including success criteria based on assessment or subject outcomes
● Identify prior learning to ensure clear progression
● Include reference, if applicable, to where or how learning will be re-visited to ensure we are developing the long-term retention of our students
● Identify the subject knowledge to be taught
● Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their students
● Include references to differentiated work to ensure all students are challenged in line with their ability
● Provide opportunities for developing independent and collaborative learning
● Detail literacy, numeracy, and communication opportunities and how they will be taught
● Detail how learning will be assessed and include opportunities for a variety of assessment for learning such as self, peer, teacher assessment
● Include SMSC and BV considerations and opportunities to develop student aspiration
● Identify relevant and challenging opportunities for home learning
● Include links to real life contexts when appropriate in preparation for adulthood.

Monitoring teaching and learning

At The Park School teaching and learning is monitored in the following ways:

● Regular learning walks – this may include a variety of formats such as 'drop-ins' with a shared focus, 'buddy' visits and tours of the school
● Subject review – triggered by T&L issues or examination results. These are to be used to guide support and direct challenge;
● Informal observation – one per term by a curriculum lead or peer buddy
● Formal observation – twice per year by SLT or Middle Leaders

● Work scrutiny – part of the informal or formal observation process
● There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.

Part 2: The Learning Environment

This should be organised to ensure that students have the opportunity to:

- work individually, in groups and as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas

- develop social skills
- develop independence
- use initiative
- receive support
- achieve academically

Learning takes place in an environment which:

- is challenging and stimulating
- fosters positive relationships
- is happy and engaging
- is organised
- is well resourced
- makes learning accessible

- is encouraging and appreciative
- is welcoming
- provides equal opportunities
- provides a purposeful working atmosphere

Displays in classrooms and around school

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and uses a variety of media. It should be updated frequently and reflects all major events and activities. Students should be able to take pride and have ownership of work, information and photographs displayed. It should include work on different aspects of the curriculum and reflects the individual student's efforts as well as ability. Displays should stimulate discussion and sometimes be accompanied by student's questions and opinions. Display should reflect strong evidence of SMSC and BV throughout school. Digital media such as the website, foyer display and presentations in assembly should foster a strong sense of pride in student's individual, social and academic progress.

Routines and Classroom Agreements

Routines and agreements in the classroom should contribute to a healthy learning environment (referenced in The Positive Behaviour policy).

To be effective they are:
- agreed by the students and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but re-enforced
- daily activities with which the students are familiar

All rules should result in the students knowing the boundaries of behaviour and are set within the terms of The Positive Behaviour Policy.

Achievement

Achievement should be supported by a variety of rewards and incentives. Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life, by:
- verbal or written praise by teachers, teaching assistants, peers, Pastoral Leads, Headteacher and parents
- displays of work including the Headteacher's boasting board
- opportunities to perform or share

- the awarding of stickers, house points, raffle tickets and certificates
- sharing success in assemblies

Teachers should observe, assess, reflect and review learning and achievements with each student on a regular basis using a range of methods:

- The log book system encourages self-reflection and an awareness of the next learning steps a student needs to make in each lesson
- Regular in class assessment – teacher, peer, self, questioning
- Marking and feedback (summative and formative including oral feedback)

Classroom Management

There should be a good balance of individual, group and whole-class teaching. Teachers should choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. Activities should be well planned and differentiated so that each student is working at their correct level so that they begin promptly, and that pace is appropriate to the learning activity. Teaching ownership is not only the responsibility of the teacher as other adults such as teaching assistants should be empowered and equipped with appropriate knowledge and insight to lead activities. All students should know what to do as soon as they enter the classroom and after they have completed an activity.

Part 3: Support for Teachers

Staff should be supported in improving their teaching in the following ways:
- Buddy visits or 'drop-ins' (observing good practice from colleagues)
- Coaching (teachers working 1:1 or in small groups to enhance their own practice using the principles of Flow learning)
- Time set aside for continuing professional development (CPD) sessions to improve areas of development identified
- Observing good practice at other schools within the trust
- External courses when necessary

Part 4: Student, Parent and Governor involvement

Students:

The views of students about their learning should be gathered and shared through school council and learning surveys.

Parents:

The views of parents should be gathered as they review their child's work, support them in responding to their teachers' feedback and create the right environment and routines at home to enable home learning to be completed. Regular liaison and feedback to the school should be encouraged through the use of student diaries, parent/information evening and reading and acting on feedback from their child's school report.

Governors:

Governors should determine, support, monitor and review the school's policies on teaching and learning. This should include the following:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the headteacher's reports to governors, the SEF and the work of the curriculum and teaching and learning committees.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Support the use of appropriate teaching strategies by allocating resources effectively
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment

Appendix 1: Teaching Standards:

1. Set high expectations which inspire, motivate and challenge pupils - Progress data should be used to set tasks that are matched to students' prior attainment. Students should be highly challenged based on individual ability and may have a range of starting points as a result.

2a. Promote good progress and outcomes by pupils WITHIN LESSON - Lessons should be designed so that students make at least good progress in their learning relative to their ability and starting points and demonstrate full understanding of this.

2a. Promote good progress and outcomes by pupils OVER TIME - Evidence should be available to show that progress is sustained over a period of time e.g. pupil voice, student work, data etc.

3. Demonstrate good subject and curriculum knowledge - Teachers must draw upon their subject knowledge and keep up to date with curriculum changes and phase expertise so that they can address misunderstandings and maintain students' interest shown.

4a. Plan and teach well- structured lessons - Planned and structured lessons should lead to optimised pace and depth of learning, thus allowing students to make rapid and sustained progress.

4b. Use of home learning as part of a well-structured lesson/scheme of learning – Home learning should be an integral part of the lesson that extends or consolidates learning or re-visits prior learning.

5. Adapt teaching to respond to the strengths and needs of all pupils - Work for individual students should be adapted considering any misconceptions that are highlighted through questioning or through marking and assessment.

6. Make accurate and productive use of assessment - Marking should be regular and follow guidance from the assessment policy so as to provide pupils with very clear guidance on how work can be improved. Students should be engaged in the process.

7. Manage behaviour effectively to ensure a good and safe learning environment - Strategies and systems should be used in accordance with our Positive Behaviour for Learning policy to enthuse and encourage students to work hard and want to succeed.

8. Fulfil Wider Professional Responsibilities (effective use of TAs/communicating achievements with parents/carers) – We recognise that teaching assistants are the most valuable resource within a lesson. 1:1/small group teaching and assessment may be conducted by a TA and regular communication of achievement (and behaviour) may be via the student's trusted adult.

Appendix 2: Flow Learning

The WMAT teaching and learning team has developed a model of teaching and learning to have maximum impact on student progress and attainment. The model is based on our experience and research evidence. The key components are simplistic, but the detail is necessarily more complex. This is because we need to raise the expectation in terms of thinking hard about the links between different elements of great teaching, instead of breaking it down into a tick list of what to observe in a lesson.

The three key elements of a lesson will be:	These will be underpinned by a basic foundation of:
● Subject passion and pedagogy ● The power of planning and explanation ● Responsive teaching	● High expectations and professional relationships ● Exceptional behaviour for learning and professional relationships

The aim is to create flow in student learning.

Subject Passion and Pedagogy

Research Base: (Pedagogical) content knowledge (Strong evidence of impact on student outcomes).
'The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions.' **The Sutton Trust**

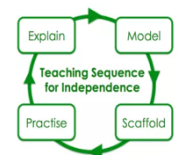| Teacher leaders	Student learners
● Teaching should be based on research into the most effective pedagogy ● Technology should be used where possible to facilitate learning. ● Learning is contextualised. ● Confident planning for progression is based on in-depth subject and curriculum knowledge. ● Planning identifies common errors and misconceptions, demonstrating very well developed pedagogical subject knowledge. ● Teachers facilitate the building of subject based vocabulary. ● Teachers promote the value of scholarship. ● All teachers promote high standards of literacy and articulacy	● Students are interested, stimulated and captivated. ● Students have the opportunity to visit museums, theatres, places of interest. ● Students develop a broad subject based vocabulary. ● There is a sense of flow. ● Students understand why they are learning something and the way they are learning (**meta-cognition**)

The power of planning and explanation

Quality of instruction (Strong evidence of impact on student outcomes)
'Includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of high quality instruction.' **The Sutton Trust**
'What will improve a student's memory?' Daniel Willingham
Collaborative learning, home learning and metacognition Education Endowment Foundation

Teacher leaders	Student learners
● New concepts are **explained** clearly providing students with the knowledge they need in order to think. ● **Model** (answers) and discuss thinking (metacognition). ● **Scaffolding** enables student thinking in increasingly challenging circumstances & supports metacognition). ● Provide opportunities for **deliberate practice** through planned problems of increasing complexity. ● Challenge students to identify the reason why an activity is taking place in the lesson ● Facilitate **collaborative learning** opportunities (e.g. THINK-PAIR-SHARE) ● **Home learning** is planned to enhance learning within the cycle. ● Probe and check understanding using effective questioning ● Space-out study or practice on a given topic, with gaps in between for forgetting. ● Teaching will be responsive, including meeting the needs of all students.	● Students are thinking hard. ● Students think in increasingly challenging circumstances due to scaffolding. ● Students build a subject vocabulary base, which they use in context. ● Students practise by tackling problems of increasing complexity in an effort to move from competence to mastery. ● Students regularly and deliberately practise using the skills and knowledge they have acquired. ● Students work collaboratively to solve problems and think hard. ● Students complete home learning tasks

Responsive teaching

Quality of instruction (Strong evidence of impact on student outcomes)
'Includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of high

*quality instruction.' **The Sutton Trust** <u>Feedback</u> Education Endowment Foundation*

Teacher leaders	Student learners
● Teachers know students well, show belief in their potential and are caring and respectful toward them. ● Teachers systematically and effectively check students' understanding throughout lessons through formative assessment, anticipating where intervention may be needed with notable impact on the quality of learning. ● Teachers formatively assess students' progress regularly and work with them to accurately target further improvement and secure rapid progress. ● There is regular diagnostic testing ● Multiple choice testing and exit tickets inform planning and feedback. ● Whole class feedback is given e.g. for summative assessments. ● Teachers use high level Blooms questioning. ● There is spaced out study in lessons, with gaps for forgetting with knowledge retrieval testing. ● Teachers use hinge-point questions/ knowledge retrieval. ● There is live feedback e.g. using a visualiser.	● Students take tests, generate questions or answers even before starting a topic. ● Students respond to all questions e.g. through use of technology, verbal, written. ● Students act on feedback e.g. DIRT. ● Students practise key skills. ● Students use technology independently to retest, for instance multiple choice tests. ● Students 'have a go and take risks'.

High Expectations and Professional Relationships

Teacher leaders	Student learners
● Teachers have high expectations which inspire, motivate and challenge. ● Teachers know students well, show belief in their potential and are caring and respectful toward them. ● Teachers have embedded routines that allow for learning to be the sole focus of the lesson. ● Learning objectives for all reflect this. ● Teachers establish a safe and stimulating environment for students, rooted in mutual respect. ● Teachers set goals that stretch and challenge students of all backgrounds, abilities and disposition. ● Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students. ● Teachers are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. ● Teachers deliberately seek out opportunities to develop own professional learning and respond positively to all the feedback they receive.	● Students actively participate, show enthusiasm for learning, and contribute to support the learning of others. ● Work is consistently at the highest standard achievable. ● There is a high level of mutual respect between teacher and student. ● Students show resilience, confidence and independence when tackling challenging activities. ● Students are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school

Exceptional Behaviour for Learning and Professional Relationships

Teacher leaders	Student learners
● Teachers manage behaviour effectively to ensure a good and safe learning environment. ● Teachers have clear rules and routines for behaviour in classrooms; they take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. ● Teachers have **high expectations** of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. ● Teachers manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them. ● Teachers build and maintain great relationships with students, exercise appropriate authority, and act decisively when necessary.	● Students fully engage with WMAT learning expectations. ● Learners think about their own learning explicitly. Students are helped to set themselves goals ● Students manage their own motivation towards learning ● Students learn to take positives from failure experienced (Growth Mindset). ● Students remember to follow directions. ● Students get to work right away rather than procrastinating. ● Students remain calm even when criticised. ● Students allow others to speak without interruption. ● Students are eager to explore new things. ● Students ask and answer questions to deepen understanding. ● Students actively participate. ● Students show enthusiasm and invigorate others. ● Students recognise and show appreciation for their own chances and others. ● Students are willing to try new experiences and meet new people. ● Students pursue dreams and goals. ● Students identify and develop new ideas. ● Students find solutions during conflicts, demonstrating respect for others ● Students know when and how to include others. ● Students are polite to adults and peers. ● Students are aware of pressing global issues, and contribute to leading society.