



**The Park Federation Academy Trust
Wood End Park Academy**

Teaching and Learning Policy

Approval

Signed by the principal	Ms Surjeet Johra
Date of approval	September 2015
Mid Review to update marking guidance	March 2017
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Next Review	September 2019

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'To question is to grow'

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Teaching and Learning Policy

Rationale

We aim to put our children at the centre of their own learning and place great emphasis on real life skills and attitudes such as resourcefulness, resilience, reflectiveness, reciprocity and co-operation. We develop this through the teaching of Opening Minds competencies (See appendix for list of Opening Minds competencies taught in each year group) and a growth mindset approach throughout everyday teaching, enabling pupils to become successful and independent learners.

The ultimate goal is for all of our children to develop a mindset which enables them to break through learning barriers: 'I have a growth mindset. I am in charge of how smart I am because I can grow my brain like a muscle by learning hard things. I can achieve anything with effort and right strategies. And even if I fail or make a mistake it's a great thing because I can learn from them and I get better.' Growth Mindset in action.

We recognise the importance of making learning engaging, meaningful and memorable. For this reason, we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning.

Our Teaching and Learning policy aims to ensure that the children at our academy are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Aims and purposes

Any attempt to raise standards in our academy must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a *daily* basis. Across our academy, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

By adopting a whole school approach to teaching and learning across our school, we aim:

- To provide consistency of teaching and learning across our school.
- To enable teachers to teach as effectively as possible.
- To enable children to learn as efficiently as possible.

- To give children the skills they require to become effective lifelong learners.
- To provide an inclusive education for all children.
- To learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the **key elements, which** are key to raising standards in teaching and learning. It also sets out a **broad structure** for lessons, based on best practice.

Our responsibilities

We will ensure that our curriculum is engaging, memorable and relevant. It must be based on assessment of need. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will aim to make teaching and learning at Wood End Park Academy **Excellent**.

Our approach to effective teaching and learning

- Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all children. We take into account ability and any additional educational needs.
- We set targets for the children in each academic year and we share these targets with children. We review the progress of each child termly in pupil progress meetings. Children have target cards for writing and arithmetic and targets are displayed on the classroom walls for reference by the class teacher.

Our understanding

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that there is a Visual, Auditory and Kinesthetic element to each of our lessons.

Teaching

For **effective teaching** to take place there are a number of 'ingredients' that we feel are needed.

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan
- A clear learning objective shared with the children both visually and auditory
- A clear link to previous, future learning and levels
- A clear outcome to be achieved at the end of the lesson
- Appropriate challenge for all children linked to national curriculum age expectations and readiness for the next stage in their learning.
- Teacher modelling
- Good questioning including higher order questions to extend and challenge our more able children.
- Quality Interaction between teacher and pupil and pupil and pupil

- Pace
- Enthusiasm
- Fun, memorable and clear delivery, content and outcome
- Involvement of all the children through partner and/or group talk
- Excellent behaviour management
- Opportunities for independent learning
- Elements of visual, auditory and kinesthetic learning
- Follow up feedback through effective, next steps and targets.
- Lessons are planned with a clear skill based learning objective. (See skill ladders)

Our Learning Environment

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be happy and organised;
- be well resourced and clearly labeled
- make learning accessible
- be encouraging and appreciative
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners through interactive displays.

Planning

- Termly Overviews are completed as a year group before planning of any unit of work commences.
- The termly Overview should contain references to computing links which will enrich and extend the learning of children
- The termly Overviews should contain references to opening minds competencies and where these skills can be developed in lessons daily.
- Daily Planning should be linked to assessment of prior learning/put lesson in a context of past and future learning- e.g. talking to the children, personal notes, looking in books.
- Plan for children to have enough knowledge or experience before being expected to write.
- There should be a clear structure and organisation that is fit for the purpose –style and content of learning meet the needs of all pupils- personalised learning. Planning should acknowledge different children.
- Planning should build on and extend learning for all pupils- e.g. runs with the comments the children make.
- There should be a clear measurable learning objective that pupils understand and that is reviewed as a lesson progresses and evaluated at the end.
- Planning activities should capture a pupil's imagination, be relevant to their daily lives and be real experiences.

Planning Checklist-ensure planning contains the following:

School planning format to be used-foundation planning should be planned using the literacy planning format and maths using the maths format.

- Clear **Learning Objective**, which is skill based and in child speak, 'I can....'
- Record the context in which the skill is being taught.
- Record the computing tool to be used and to what effect to enrich and extend learning. Include an IT element when appropriate using tools available. Video recordings taken in a features lesson could be used to play back and remind children of features later in the week/unit.
- **Success Criteria**-steps to success, what children need to do to achieve the learning objective. The success criteria should be linked to differentiation and pupil groups including extension work for more able. (Check list).
Highlight in purple the specific higher order features (to reach 'exceeding') on the success criteria that you expect more able pupils to be achieving.
- **AFL Starter Activity** –Activity to support teacher's assessment of what pupils already know. Pupil discussion is a key feature with adults eavesdropping to ascertain pupils' understanding
- **Modelled examples**-to help children recognise what standards they are aiming for, build on their ideas. Provide up levelling opportunities whilst teaching. Always model best examples and good use of technical language. Address misconceptions through modelling and prompting.
- Plan open questions that are key to the learning. Type in red font onto the lesson plan
- Ensure that speaking and listening is a feature in lessons
- Visualise the outcome and work backwards when planning the layers ensure activity is key to learning objective.
- EAL language focus – e.g. I will ... I can ... (green font)
- Clearly differentiated layers of work-work is appropriate for different abilities: challenge/support at the right level. Pre-layer 1 activity needed for SEN and EAL children. Note which resources will be needed for each layer.

- Layered Tasks -referenced to national curriculum age expectations I.e. working towards (WT), expected expectations (EXS), exceeding expectations (EXC).

Challenge for pupils- Understanding and readiness for the next stage. The national curriculum states, 'Decisions about when to progress should always be based on the security of pupils'

Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content.

- Opportunity for Peer and self-assessment noted in the unit of work.
- LSA and CT role noted at each stage of the lesson- what specifically are they doing to support and extend? Note any extra resources that they might use. LSA and CT to work with a focus group. Adults to use the focus activity to maximise pupil progress and guide chn to achieve their targets.
- Plenary planning-choose an activity that best fits the lessons purpose: reflection, discussion, probing and extending questioning, assessment, investigation, value effort.
- No hands up rule-whilst teaching and questioning you should practise the no hands up rule. This is important so that all pupils know that they may be asked a question. Should you ask a question and choose a child who cannot answer prompt them or develop a system where other children may help them, such as "phone a friend", "50/50" where you give them the answer and another choice and "ask the audience". Specific talk partners should be given (boy/girl is ideal).
- Homework- Planning for homework should be included on the unit overview and be related to the current learning. It should include success criteria and a parent response box. Home work should be differentiated.

Lesson structure

All lessons in our school should follow a basic structure made up of four parts.

1: AFL-teacher to assess children's understanding as to inform teaching for the lesson. Assessment through questions, true/false statement etc. Provide a hook for the lesson.

2: Teacher modeling, questioning and pupil opportunity (teaching)

3: Pupils layered activity. This should include the teacher working with a guided group and building on a new skill (learning).

4: Review information, reflection, discussion, probing and extending questioning, assessment, investigation, value achievement (plenary).

Marking Policy

Each lesson must have a learning objective (LO), skills based and at age-expectations.

When marking: **mark to the Learning Objective** with:

-LO? If the child shows no evidence of being able to apply the skill. This should happen rarely as adults should be picking up on any pupils who are struggling.

-LO/ if the child can use the skill quite well but there are parts of the success criteria that has not been used.

-LO* if the child has used all features of the success criteria to good effect.

In addition, **presentation and handwriting** should also be marked:

PH? - If the child's handwriting and presentation is not at the standard shown in their own handwriting sample and at age related expectation.

PH/ -If the child's handwriting and presentation is at acceptable standard for age and ability.

PH* -If the child's handwriting shows correct letter size, formation and joins, dates and LOs underlined, clear thought and attention to detail in diagrams, pictures etc.

KS2 Next step comments: at least every other piece in English should be marked with a next step comment and example where appropriate. The next step should be one that the child can *easily* use in their next piece of work.

In mathematics, a next step comment that helps the child move on in their maths is placed at least once a week. Alternatively a challenge to consolidate or extend may be given.

All other subjects are marked with either a question (Q) or reflection (R) to develop understanding or a next step at appropriate times. (Use of codes is optional).

TC is written when the teacher has been able to have a good chat with the pupil about their work to provide purposeful feedback to move the pupil on.

KS1 Next step comments:

The children will get at least two pieces of feedback from an adult per week. At least once a week, a next step should be written in the children's books. At least once a week, verbal feedback should be given to the children and indicated with a TC and a symbol/short phrase (see appendix 5) for the discussion topic.

In mathematics, a next step challenge should be placed at least once a week. At the start of the lesson the next day is the option of 1-3 differentiated questions for the children to solve independently.

Targets for all pupils

- Each child must have their own writing target. A writing target is given after the big write and can form the focus of teaching in the guided group work.
- Arithmetic targets inform the makeup of arithmetic maths starters. Pupils should be encouraged to practise these targets at home.
- With next steps and targets, an example should be included so the child knows how to carry out the next step/target and can readily apply into their next piece.
- Mark with a tick or arrow to show effective parts of a child's work or to praise good practise that you see and want child to continue.
- Mark at least one area of writing that could be developed and be improved.
- All work needs to be marked before the pupil sees their next piece in that subject.

Appendix 1

Timetable and subject allocation policy

English

Literacy lessons to be taught daily (5-6 hours a week)

- Lesson 1: Features of the text type, including grammatical structures.
- Lesson 2: Specific element (feature) of the text type, including grammatical structures.
- Lesson 3: Verbal rehearsal of a specific element of the text type – consider how this will be recorded in books. The objective must be specific.
- Lesson 4: Plan and draft, including rehearsal of grammar that is picked up from previous day (1.5 hours). An emphasis needs to be placed on proof reading as they draft.
 - *KS1 to have a planning lesson for 1 hour*
- Lesson 5: Edit and proofread first draft. NOT PUBLISHING. Spelling, punctuation, grammar and spelling practice of the words given out previous week (1.5 hours).
 - *KS1 to have a drafting lesson for 1 hour- Big Write*
- Lesson 6: Specific element (feature) of the text type, including grammatical structures.
- Lesson 7: Specific element (feature) of the text type, including grammatical structures.
- Lesson 8: Plan and verbally rehearse a big write – notes can be jotted from the verbal rehearsal.
- Lesson 9: Draft and proofread big write (1.5 hours).
 - *KS1 to have a planning lesson for 1 hour*
- Lesson 10: Edit and Publish (rewrite) the big write. Give out spellings for following week (1.5 hours).
 - *KS1 to have a drafting lesson for 1 hour- Big Write*

5 Guided reading sessions to be taught in one week- 30 minutes each.

- | Yr2/KS2 | Year 1 |
|---|--------------------------------|
| • Group 1 – Teacher guided group
wk1, comp wk 2) | Teacher guided group (decoding |
| • Group 2 – Follow Up activity | LSA guided group |
| • Group 3 – Grammar in reading | Basic Comprehension |

Collective worship

Children will complete collective worship daily during afternoon registration for 5-10 minutes.

Whole class reading

At the end of the day, as children are getting ready for home time they should be listening to stories read by the teacher or others.

Appendix 2

Opening Minds competencies taught at Wood End Park Academy



Opening Minds theme of the month:		
September	Coping with change	
October	Diversity	
November	Feelings and Reactions	
December	Self- Management	
January	Risk Taking	
February	Positive Motivation	
March	Communication	
April	Coaching	
May	Moral and Ethics	
June	Emotional Intelligence	

July	Making a Difference	
Competencies we can cover all year; Learning Approaches, Reasoning, Creativity, Key skills, Research, Reflection, Leadership, Teamwork, Entrepreneurship (charity projects)		

Appendix 3

ICT Hardware

Key Hardware:

Easi-Speak MP3 Microphones

Child Friendly Stopwatches

Traffic Light

Lower-Case Keyboards

Trackball Mouse

Colour Coded Mouse

Microscopes

Vtech Infant Tablets

Tuff Cam 2 Digital Cameras

Digital Cameras w/ Video

Digital Camcorders

Digital Camcorders for Tripods

Tripods

SD Memory Card 4GB & 8GB

Green Screens

Movie Clapper Boards

Microphones for Music Recording

Headphones for Music Recording

Cameras (Young Adults)

Tech Soft (Software) - 2D Primary (CAD)

Tech Soft (Software) - 2D Design

Laptops

Key ICT Software

Purple Mash

Tech soft Software - 2D Primary & 2D Design

Scratch

Appendix 4:

WEPA Marking Codes

- LO*** learning objective has been securely met
- LO/** learning objective has been mostly met but not all of the success criteria used
- LO?** Skill in the learning objective needs practicing, not understood.

- PH*** excellent presentation
- PH/** nearly there with presentation
- PH?** presentation needs improving – use the next steps given

- TC** teacher chat was given going through the strengths and next steps to be used

- NS** read the next step to use in your next piece of work

For non-core subjects:

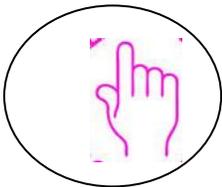
- Q** a question to think about related to what you

have just studied

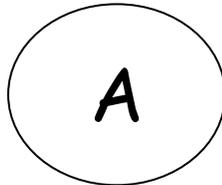
R something to reflect upon; give your thoughts as it will deepen your understanding.

Appendix 5:

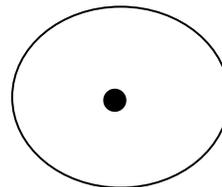
KS1 Marking Codes



Check finger spaces

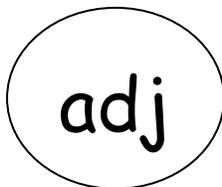


Capital letter

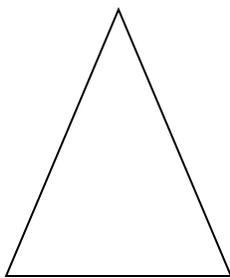


Full stop

_____sp Check the spelling



Add an adjective



1/2/3

C

Try the maths challenge 1, 2 or 3