



Park Hall Academy.

Proud Members of The St Bart's Multi Academy Trust

Learning and Teaching Policy

Policy Date: September 2019
Review Date: September 2020



Learning and Teaching Policy

Introduction

At Park Hall Academy 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. Through our teaching we aim to 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.

Vision and Values

“Continuing the Learning Journey Together”

At Park Hall Academy, our mission statement reflects our acknowledgement and belief that we are all life-long learners in a learning community, “Continuing the Learning Journey Together”. We recognise that any attempt to raise standards must be focussed upon learning and teaching. Continued and sustained improvement, for which we strive, can only be achieved through improving the quality of learning and teaching taking place on a daily basis. We aim to provide all pupils with the highest quality of learning experiences that lead to consistently high levels of pupil achievement.

We expect every teacher to be a good teacher – no child deserves less.

Intent

Our intent is:

- Provide consistency of teaching & learning;
- Enable teachers to teach effectively;
- Enable children to learn as effectively as possible;
- Equip children with the skills that they require to become effective, lifelong and resilient learners;
- Provide inclusive and personalised learning.

Implementation

All lessons should include the following key elements to ensure high quality learning and teaching:

- Learning questions that are shared with children. These are usually written by children and revisited throughout the lesson to ensure pupils are meeting the objective of the lesson.

- Explicit links are made to children's prior learning to assist pupils in understanding that what they are learning now is building on their prior knowledge.
- The effective use of technology to support and engage learners as a learning tool ensures that pupils are motivated and enthused. Pupils from Year 1 to Year 6, each have an iPad which is used to enhance the curriculum. Pupils are able to develop skills, knowledge and independence through engagement with exciting, cross-curricular and innovative lessons.
- Marking is linked to our effective marking and feedback policy which ensures that learners are clear about their success in meeting the learning questions and their next steps for learning. Verbal feedback is routinely given throughout all learners to assist pupils in the moment in knowing what they have done well and their next steps.
- Success criteria is shared or drawn up by pupils so that they are clear about the ways in which they will meet the learning objectives.
- Children use success criteria to assess their own and their peers learning.
- Learners are challenged appropriately through mixed ability seating and if necessary differentiated work.
- Pupils are active participants in the learning; learning partners are used to enable pupils to talk about their learning. Children have limited concentration spans. Our learners need to be active and therefore we must ensure that we do not keep children sitting on the carpet for extended periods.
- Assessment for learning is embedded in every day practice and is used to inform learning and teaching.
- Children work in pairs, groups or independently; cooperative learning is embedded.
- Pupils are challenged through the use of higher order questioning. Higher order questioning is used to
- Pupils use stem sentences as a structure to demonstrate understanding and higher order thinking.
- Learning should be multi-sensory so that pupils have opportunities to learn from seeing, hearing and doing. (Visual, Auditory and Kinaesthetic learner's needs are therefore supported).
- High quality interactions between adults and children are essential to extend and deepen understanding and to move learners on. Interactions are central to learning.
- Reviewing learning is key to ensuring that pupils retain their new learning. Teachers should refer constantly to the success criteria and learning intentions.
- Each day, during 'Mindset Moments' pupils will have the opportunity to deepen and broaden their understanding of the subject content that they have addressed during that days lesson through mastery/ challenge activities. If pupils require additional support to meet the learning question set in the lesson, they will have the opportunity to revisit work with the teacher/ TA to diminish the gap in their learning, ready to begin the lesson the next day.

Classroom Management. (Please also see Promoting Positive Behaviour).

Learning is enhanced through the effective use of additional adults. Learning Support Assistants are fully engaged with pupils throughout every part of the lesson. They are clear about the learning intentions and planning is shared and accessible to all via staffshare folders containing paperless planning. They are involved in assessing pupils understanding, recording observations and giving immediate feed-back to pupils through marking and feeding back to pupils and teachers.

Learning Environments

The surroundings in which children learn can greatly influence their academic performance and well-being. The better our academy looks the more inspiration it provides to those who learn here.

Classroom environments must be stimulating and well organised to promote independent learning. They should celebrate pupil's achievements. The topics studied should be clearly evident to all. We ensure that all children have a piece of writing on display and that work is valued.

Foundation and Key Stage 1 classrooms have role play areas where pupils can continue to learn. These progress to become study stations/ class libraries in key stage 2, where children can continue on their learning journeys through independent or small group research using quality texts and I- pads. They should be creative environments and provide a balance of resources to support learning and celebrate success.

Working/Learning walls are used by children to support their learning and support the process of learning. We aim to create bright, creative and inspiring environments of which children can be proud.

Links to other Policies

Promoting Positive Behaviour Policy, Marking and Feedback Policy, SEND Policy

Monitor and review

Signed: G Frost/Principal



S Hawley / Chair of Governors



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