

Teaching and Learning Policy 2019

Aim

To set the guidelines of agreed principles and approaches that underpin the teaching and learning in our school.

School Mission Statement

We provide a secure and stimulating learning environment for our children to enable them to succeed.

Our expectations are high.

We offer an enriched curriculum which engages and excites children allowing ownership of their learning with increasing independence.

Our Vision

At Park View Primary School we want our children to be:

- confident and independent learners, who are resilient and hard working, with a love of learning;
- healthy, with a strong sense of self respect;
- respectful and tolerant citizens, who show understanding and empathy towards the diverse cultures and faiths within our wider community;
- able to recognise the difference between right and wrong so that they can make positive contributions in our democratic society;

We believe these skills, and the promotion of British values, will help children to become successful adults and develop a deeper understanding of the world and their place within it.

The Curriculum

At Park View Primary School we offer a tailored curriculum which inspires and excites our children whilst meeting the requirements of the National Curriculum (2014).

A cross-curricular approach through project teaching ensures enriching, engaging and exciting opportunities, with purposeful provision of the key skills, knowledge and understanding within the National Curriculum.

We believe that children engage and achieve most when the curriculum is relevant, creative and contextual. Our curriculum is designed, and projects are reviewed and amended, with the pupils' social and academic needs taken into account. Opportunities for first-hand experiences, such as visits, visitors, focus weeks and theme days are an integral part to learning at Park View Primary School.

We believe that children learn best when they can see and make links. Therefore, our projects are cross curricular and cover all subject areas.

Each project begins with a hook to excite and engage the children and finish with an outcome. These are sometimes just for the children at school and at times parents are invited to celebrate and share their children's work. This could, for example, take the form of watching documentaries the children have created or visiting a museum exhibition the children have put together about a particular time period.

Our six learning qualities of respect, tolerance, reflection, open mindedness, cooperation and resilience underpin all that we do in school. Throughout our curriculum, and through our learning qualities, we aim to encourage independence and an enquiring mind. We aim to instil a thirst for learning leading to future success, whatever the children's strengths.

Our six learning behaviours:

Respect – children respect each other and be thoughtful, caring and considerate. They will understand the impact of their actions on others and realize that respect leads to self confidence and high self esteem. They will show respect to their belongings and environment.

Tolerance – children show tolerance towards others, understanding that everyone has differing views and beliefs. They will learn to accept others, regardless of people's beliefs.

Reflection – children be able to reflect on their actions and learning and think about how they may do things differently next time.

Open-mindedness – children are able to ask questions, investigate and explore new things. They have a growing mind set and thrive on learning and taking part in new experiences.

Cooperation – children be able to collaborate and communicate effectively with others and take joint responsibility for their actions.

Resilience – when children come across a difficulty they show the ability to bounce back. They will be able to cope when things do not go as they planned or had hoped for. When things are challenging, they are able to persevere in order to look for a solution.

Assessment

There are a range of assessment procedures in place in school which fall broadly into two areas; Assessment for Learning (AFL) and assessment that tracks progress of individuals and groups.

Assessment for Learning

Assessment for learning is on-going and our teachers continually assess pupil's understanding within lessons through a range of strategies including; questioning, self and peer assessment, learning conversations and target setting. Feedback, both oral and written, is given to learners during lessons and through the marking of books. It provides clear 'next steps' for children's learning. Self and peer assessment are valued strategies, which enable pupil's involvement and ownership of their own learning and progress.

'Next steps' marking, self and peer assessment is an expectation and is embedded throughout the school.

Assessment to Track Progress

A clear assessment cycle is established in the school to support the robust tracking of progress of both individual children and groups of children. Challenging targets are set at the beginning of the academic year and agreed in partnership between the class teachers and the Headteacher or Deputy Headteacher. These form part of teachers' performance management. Pupil progress meeting are held every term where children's progress and attainment are discussed. Less formal progress meetings are held more frequently. Specific provision is planned for identified pupils.

The Learning Environment

We provide pupils with a stimulating environment in which to learn. The learning environment must be safe, clean, well organised and resourced. Displays are an integral part of the learning environment and they are expected to support and celebrate children's work. They are language-rich and feature key vocabulary. Each classroom has a working wall for maths and English. Learning behaviours and targets are displayed in classrooms.

Learning Outside of the Classroom

It is an expectation that teachers, as part of their classroom programme, explore and apply learning opportunities contextually outside of the classroom environment. We believe it is important to ensure pupils know how to manage themselves safely in their local community.

Monitoring and Evaluation of the policy

The implementation of the policy will be monitored through:

- Learning walks
- Lessons observations
- Planning scrutiny
- Book scrutiny
- Pupil progress reviews
- Pupil interviews
- Parent surveys and feedback following project outcomes

Monitoring is completed by the SLT and Governors following a monitoring timetable.

The policy is reviewed annually by the SLT and the FGB.

Reviewed by the FGB: January 2019