



**THE PARK**  
COMMUNITY  
SCHOOL

# Teaching & Learning Policy

## Policy Update

**Policy Lead Person:** Deputy Headteacher – Teaching, Learning & Progress

**Reviewed by:** Governors' T&L Committee: 30<sup>th</sup> November 2017

**Next Review due:** November 2019

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# The Park Community School, Barnstaple



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## Teaching and Learning Policy

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### **Vision – Excerpts from the Park 2020 Vision**

Our vision is for every member of the Park community to discover a passion for learning; to have high aspirations of themselves and others, so everyone can achieve to the very best of their potential. We believe it is our responsibility to provide the correct blend of support and challenge, giving students a range of skills and characteristics that will allow them to lead successful, happy, and fulfilled lives. We aim to do this by creating confident, resilient and adaptable learners - learners who are curious, courageous, trusting and not afraid to try new things, learners who understand that failure is part of the learning process, learners who will become lifelong ambassadors for The Park and its community. Our vision is that students are ambassadors for our community, leaving the school as pro-active, yet reflective learners. Park School students will be articulate, literate, numerate and confident working both independently and as part of a team.

### **Achieving our Vision**

Teaching staff have developed their own set of expectations for teaching and learning to deliver within their own teaching space (Appendix 1). This is a clear set of standards which align with the Teaching Standards and promote good quality teaching and learning. In conjunction with this and, in order to further improve the outcomes of students in both attainment and progress, The Park Community School now has a clear focus on “Quality First Teaching”. This is based around the school’s focus on “The Big 5”:

1. Planning the Learning: knowing the students, including any SEND requirements, and their prior learning to plan appropriate lessons. Lessons should provide stretch and challenge to all students, appropriate to their ability and understanding. Differentiated elements of lessons should be clear and allow for good student engagement and progression. Lessons should have pace and challenge, building on from previous learning;
2. Pupil Premium: ensuring there is a clear focus on closing the gap between disadvantaged students and their peers; This could be through the seating plan, use of questioning, tasks, challenge and expectations, contact with home, assessment, marking and feedback;
3. Assessment, Marking, Feedback and DIRT: using a wide range of strategies to provide students with timely feedback to act upon and improve learning;
4. Behaviour for Learning: developing proactive learners who fully commit to their learning;
5. Presentation, Standards, Spelling Punctuation and Grammar (SPaG): ensuring all students are challenged to present their work to a high standard and use accurate SPaG.

### **Literacy and Numeracy**

Teaching at The Park Community School should promote and develop high levels of literacy and numeracy across the curriculum. These skills are fundamental to empowering students to be successful at school and their life beyond The Park Community School.

**To support, develop and improve the quality of teaching at The Park School, the following CPD and Quality Assurance aspects are used:**

1. **Internal CPD:** Creative and proactive use of staff meetings/training, Wonder Wednesday sessions and CPD Days to develop the pedagogy of all classroom staff including teachers, teaching assistants and cover supervisors. All leaders, including Teaching and Learning Leaders and Heads of House, will be expected to guide and coach staff within their own teams (and where appropriate across the school) to improve the quality of provision at The Park Community School.
2. **External CPD:** Opportunities for staff, both teaching and non-teaching, to experience education outside of the locality are important to develop the quality of provision at The Park Community School. However, external CPD must link directly to school or department development plans, be compulsory training (such as Health and Safety) and will be monitored for quality and impact by the appropriate Deputy Headteacher.
3. **Teacher Support Programme:** Teachers and Teaching and Learning Leaders are monitored through formal lesson observations within Key Stage/Year Group Reviews, on-going internal monitoring data, GCSE examination results and learning walks; those identified as needing additional support will be placed within a support programme of coaching over a six to 12 week period. If, during this time, the quality of teaching does not improve to a satisfactory standard, formal capability procedures will commence in-line with the Capability Policy.
4. **Quality Assurance:** The quality of teaching and learning at Park School is monitored through on-going quality assurance processes such as: Key Stage/Year Groups Reviews, work scrutiny, moderation, standardisation, lesson observations and learning walks. The quality assurance system operates at each level of leadership within departments and across the school. The Headteacher and Deputy Headteacher reviews the teaching and learning strategy on a regular basis to ensure the focus is on identified needs as individuals and departments.
5. **Primary Links Programme:** We work closely with all of our primary feeder schools supporting the learning in many curriculum areas. In addition to the support we offer and give within the primary classroom, primary students regularly visit our school to experience learning here. We also actively support KS2 and KS3 colleagues working closely together supporting one another with assessment, curriculum, moderation and lesson observations.

### **Parental/Carer Engagement**

The Park School knows that positive parental engagement is a key support mechanism to ensure children do well at school. With this in mind, the school provides a wide range of opportunities for parents/carers to engage with the school through Parents' Evenings, Transition Evenings, Parent Partnership and school performances. New technologies such as Class Charts and emailing reports also encourage parental engagement.

The school proactively engages with hard to reach parents through Heads of House, Progress Leaders, Pastoral and Academic Mentors, Parental Engagement Officer, Teaching Assistants and Mulberry Points of Contact; and tutors actively targeting parents through phone calls, emails and on-site or off-site meetings.

## **Governors**

Governors play an important role in assuring the quality of teaching and learning in school. They do this through:

- Offering challenge and support while monitoring and evaluating the school development plan with the Senior Leadership Team.
- Ensuring a regular review cycle of school policies so that they remain relevant and enhance teaching and learning while aspiring to reduce teacher workload.
- Taking part in Key Stage/Year Group Reviews to support the Quality Assurance systems of the school.
- Regularly monitor the progress of Pupil Premium, Looked After Children and SEND through regular meetings with appropriate senior staff and report back to governors.

**Approved by Governors' Teaching and Learning Committee: 30/11/17**

**Review: November 2019**



## Teaching and Learning Policy

### Staff Expectations

We will commit to making the environment conducive to learning by:

- taking pride in the school and the environment that we work in;
- regularly updating high quality displays to inspire and engage;
- creating a calm, tidy, purposeful and safe learning environment.

**To create a calm and ordered start we will:**

- welcome students at the door;
- challenge lateness, or incorrect uniform;
- ask students to get out their contact book, equipment and books to show they are ready to start the lesson and engage in a starter activity;
- ensure that every lesson has a prompt start;
- clearly communicate learning objectives to establish the purpose of the lesson and relate it to previous learning;
- register students in the first ten minutes of the lesson.

**We will create well planned lessons that engage and ensure progression so that:**

- high expectations are set and modelled by all; students and staff show respect for each other;
- the lesson has a clear structure and moves with pace allowing all students to make progress; work is appropriately challenging for all; it varies over sequences of lessons to allow students to engage with different ways of learning: e.g. group work; paired work; research and investigation;
- students are challenged to take responsibility for their own learning and become active learners;
- questions are structured carefully to challenge all abilities, promote full responses and assess progress;
- teachers check progress and give specific feedback on how to improve;
- students are taught subject specific vocabulary, and how to think, speak and write in all subjects;
- work is promptly marked with high quality specific feedback, identifying how work should be improved; students are given time to reflect and improve on their work as part of the lesson structure;
- literacy and numeracy are embedded in lessons.

**To manage behaviour effectively we will:**

- model the behaviour we expect to see in others including good manners and appropriate language;
- apply the whole school behaviour policy consistently and fairly to all;
- use rewards as a positive behaviour management strategy;
- contact home promptly so that positive and negative behaviours are shared with parents/carers;
- challenge low level poor behaviour immediately;
- record incidents promptly and follow up with an appropriate sanction.

**To establish an orderly lesson ending we will:**

- give an opportunity to reflect on the positive learning that has taken place; review key objectives and explain on-going aims;
- ensure homework is of an appropriate level and planned to extend learning and understanding. Give plenty of time for students to record it and clarify what is required;
- ensure students leave on time, quietly and calmly, wearing the correct uniform.