Teaching and Learning Policy
2023-2024

'Education is not the filling of a pail, but the lighting of a fire'. (W.B.Yeats).

All children have the right to an education which develops their personality and talents to the full (RRS Article 29)

RIGHTS RESPECTING AND HIGH PERFORMANCE LEARNING SCHOOL

Parkhill Junior School promotes an ethos that places wellbeing and work life balance at its core. This applies to both adult and child learners. Our ethos tangibly promotes mutual respect and wellbeing for all, in our learning community.

RATIONALE AND INTENT

The intent of this policy is to realise our school aims in every aspect of school life and across **all** areas of learning. Through the processes involved in creating the policy, we committed to striving relentlessly, to secure high performance learning and quality first teaching, across all aspects of school life, **both in and out of the classroom.** Pupils'/Learners' Voice permeates this policy and is inseparable from the learning and teaching approaches we practise.

SCHOOL AIMS

- To *celebrate* our achievements and then set new goals.
- To empower *everyone* to develop self-belief, self-respect and self-discipline to live a happy, healthy life.
- To feed a love of learning through a creative, dynamic, fun and challenging curriculum suited to the future ahead.
- To provide first class teaching and learning experiences which secure progress for everyone.
- To be at the heart of the local community, preparing everyone to become responsible and pro-active national and global citizens

PLANNING

We believe that **rigorous, progressive and collaborative planning** is fundamental to supporting **quality** learning and teaching.

a. The Parkhill **melting curriculum overview** is the framework which breaks down the programmes of study into blocked and continuing units. This ensures full coverage of the National Curriculum as well as **continuity and progression**. This is supported by the school's own curriculum overviews, adopted from a variety of sources. It provides opportunities for learners to develop HPL values, attitudes and attributes.

b. **Medium Term planning** completed for each half term, breaks down broad learning objectives, experiences and learning outcomes.

c. **Short Term** plans are the final part of the cycle. Teachers plan weekly to ensure specific learning objectives and the sequence of learning for each session. Assessment opportunities are planned for and provide the formative evidence for future planning.

Teachers also hold a weekly planning meeting in year groups to assess the week's learning and use those assessments to inform the teaching and learning for the following week. Teachers continuously evaluate their planning to ensure that work is on track and fitting into time scales. Effective planning provides high performance and meaningful learning opportunities for all.

Our school has a standard lesson planning proforma that emphasises HPL VAAs and ACPs. All staff use this proforma. Our planning is influenced by our knowledge and understanding of our pupils, as well as the pupils' prior achievement. We plan meaningfully, through our 'Melting Curriculum' and use block teaching for agreed topics.

We develop learners' essential cognitive characteristics for effective learning to enable them to reflect on the learning process and on their own growth, as learners; **meta-thinking, linking, analysing, creating and realising**. When planning for learners with special educational needs we use the information and targets set out in the child's Individual Education Plan (IEP). Pupils with IEPs are identified within the planning and evaluation to match their performance against set objectives. Teachers and LSAs work closely with outside agencies and parents to support learning.

We set agreed year group curricular targets in reading, writing and mathematics with pupils and share these targets with parents in termly curriculum newsletters.

Our Ingredients for a HPL Lesson.

Hook for learning (quote, toy, story, big question)

Sprint and prompt starter – activity set referring to previous learning and stimulating new learning

Modelled activities are an integral part of every learning and teaching session. They must be pacey and brief

Open questions that lead to enquiry

More child talk than teacher talk

Use of HPL and Rights Respecting language

Independent, proactive, autonomous learners

Time given for pupils to apply and act on wishes

Differentiated support given through resourcing and **NOT** different activities.

Our *High Performance Learning* approach, to ensure high ceiling tasks are activities available and accessible by all, through support given and **NOT** different tasks/activities.

Referring back to success criteria or sharing examples of good work

Challenge – high expectations for all

Peer assessment and self-assessment (Plenaries and mini plenaries)

Teacher assessment uses HPL language.

Focus on key subject- associated vocabulary PLUS vocabulary with multiple meanings**.**

Talk partners and role play

Teacher will have engaged with every child, in varying degrees, during every lesson.

Effective deployment of other adults

Promote self assessment of learning in all contexts of school life. Allow time for learners to reflect on their learning and to take accountability for their learning

> **However, not all chefs using the same ingredients produce a superb dish. The same principle applies to learning and teaching.**
> **You work the magic.**
> **You make it happen.**
> **You make the difference.**

As non-negotiables we commit to ensuring that:

- Brisk pace in all learning sessions– no time wasted. Urgency for learning!
- **HPL language on display in classrooms and referred to, daily, in context (What helped you understand what you learnt today – meta thinking)**
- Every learning and teaching session is well organised with high quality resources. E.g table top resources, working walls, WOW display.
- **Every learning and teaching session has a teacher focus group.**
- Clear learning intentions and outcomes in the form of success criteria, referred to, throughout the session.
- Accurate assessments of pupils' progress are made using a range of tools such as high quality questioning and other AfL techniques.
- We are creative and confident to **reshape** a lesson in the light of learners' responses, informed by mini plenaries
- The *Teacher Talking Rule is: Talk No Longer than the Age of the Child.*
- Personal qualities are promoted, using High Performance Learning ACPs and VAAs.
- The learning environment is celebratory, sparkling and stimulating with high quality resources and examples of children's work. A Wonderland of Learning. (one you can imagine yourself in, as a child)
- Daily *living and modelling* of the HPL philosophy and our commitment to being a RRS.

INCLUSION, PERSONALISATION AND ENTITLEMENT FOR ALL.

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. (RRS Article 31)

Inclusion is about every and each individual. Learners should be given the opportunity to choose the challenge of work they would like to carry out, with guidance where necessary. Parkhill Junior School believes that engaging and exciting activities contribute significantly to deep and meaningful learning; equally, learners must be encouraged to reflect upon their own learning and use their targets to advance on this. The practice of learners modelling to each other, is invaluable and encouraged at Parkhill Junior School. **(Peer teaching)**
Our learning environment is accessible to all; tailored for all learners and their needs.

Adaptation for learning, is key to Inclusion and Entitlement for All

Our defined approach to adaptive learning and teaching:

- Informed and considered support given, in order to achieve learning intentions and targets. We make learning accessible, by providing varying levels of adult or peer support and effective table top resources. Activities may vary, based on the personalised needs of individual children.
- Pupils' learning needs; a range of different teaching methods should be employed.
- Adaptive learning and teaching, involves skilful teaching; it depends as much on a perspective, and professional rapport with learners, as it does on planning and preparation. E.g. targeted questioning and personalised targets.
- Adaptive learning and teaching, promotes autonomous learning. Learners being encouraged to select the resources they need to help them learn.
- Pupil Voice is a requisite of adaptive learning; it encourages and allows learners to:
    - engage in all activities facilitated by accurately judged levels of support
    - assume greater responsibility and accountability, for their own learning
    - measure their own achievement through the use of self assessment and reflection.
    - assist the teacher in meeting their needs
    - identify areas for their next steps for learning, through meta-thinking

Learning Support Assistants and other Support Staff

- Support staff are responsible for knowing the learning intention of each activity, including the ACP and VAA emphasis.
- Support staff have dedicated time, for making resources, discussing their learner(s) with the class teacher. This is a non-negotiable.
- There must be good communication between class teachers and support teachers and a collaborative approach should be used.
- Teachers and LSAs model HPL and rights-respecting behaviour. For example, teachers and learning support assistants actively listen to learners' views and show respect for their opinions, modelling empathetic and agility VAAs.

ASSESSMENT
Assessment for Learning (AfL), meta thinking and effective feedback.

The following are elements of good practice, **to which we all agreed** and expect to see across all learning and teaching:

- Learning intentions explained to pupils with success criteria clear and referred to in the lesson
- Structured lessons with **explicitly** clear examples of how to improve work including editing lessons.
- No hands up policy **as appropriate** to the task - targeted questions.
- Use of plenaries which should refer clearly to the learning intention(s) and HPL attributes and characteristics used. It should be an opportunity to **reflect** upon what has been learned and to revisit teaching points and further learning. It is also an opportunity for the teacher and LSA to assess learning. The plenary may lead into the next lesson and can be used to prepare pupils for what they will be learning next. **Mini** plenaries (sharing examples of work and re addressing misconceptions) should be used at any stage during teaching, in response to pupils' learning.
- Asking the child - provide regular opportunities for learners to give their teachers feedback on what helps them learn and what they enjoy most about their learning; and also to comment on what might hinder their learning and what the next steps to learning are. (Self assessment written in books at the end of every lesson shoul refer to HPL characteristic/attribute)
- Peer / self assessment – pupils are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of their peer's work, leading to re drafting and publishing.
- Wider picture – build relationships (parents) inside and outside of school by being available to speak to parents at the beginning and end of the day and parents evenings.
- Parkhill Junior School Reflection days (termly) – provides teachers with dedicated time, to discuss learning with targeted learners – factors that assist or impede learning..

Policy into Practice for marking and giving pupils feedback and next steps for learning is displayed in every classroom and shared with learners. It must be followed by all staff in their different roles.
Time to reflect on learning is scheduled three times a week at the end of the day. This session is non-negotiable.

Our Assessment Policy details systems we use, to assess and track our pupils.

A WONDERLAND OF LEARNING ENVIRONMENT.
(Sparkling Classrooms and the Silent Teacher.)
Create a *Wonderland of Learning*, to celebrate each learner's achievements; to support limitless learning and to stimulate learners' in identifying their next steps to improving.(autonomous learners) Each classroom should have clearly labelled resources that are readily accessible to children, including HPL language. We change displays regularly to ensure that the classroom reflects the areas currently being studied by the pupils. We ensure that all pupils have the opportunity to display their work at some time during the year. Pupils have responsibility for aspects of classroom organisation. Displays are used to reinforce awareness of rights in relation to each other and others locally and globally. WOW display board reflects HPL outcomes of children whose names are recorded in the Headteacher's Book of WOW work. All classrooms have dictionaries, thesauri and fiction and non-fiction books, as well as displays relating to English, science, maths, humanities and our **melting curriculum**. Books corners should be appealing, inviting and spectacular! Table top resources must be available and appropriate to support learning. Ensure **all** resources are high quality. There is a list of non-negotiables outlining what **must** be prominently on display. All written display should be in Nelson font, size 48. All displays should profile and celebrate children's work.

We aim for our learning environment to:
- be a welcoming Wonderland of Learning
- reflect the diversity and richness of our wider community and cultures
- be stimulating and celebratory of each learner's achievements and work
- be organised, orderly and tidy and well-resourced in all areas
- promote autonomous learning and equal opportunities for all

Each classroom and the corridors are evaluated three times a year. With the Creative Arts Lead, this is carried out by colleagues, including middle and senior leaders. (See guide below.)

OUR EXPECTATIONS

High. Our learners deserve the best. We are trained to give them the best and to provide learning opportunities and experiences that maximise learners' progress. **At Parkhill, we passionately believe that each and every child can achieve academic success and live a life full of opportunity and fulfilment, regardless of their starting point.**

All children and young people have a right to a primary education, which should be free. (RRS Article 28.)

The relationship of this policy to other curriculum related policies, is symbiotic.

This Teaching and Learning Policy replaces the following policies which, instead, will have *Policy into Practice* **guidance:**

MFL Policy, PE Policy, RE Policy, Humanities Policy, Performing Arts Policy, Creative/Performing Arts Policy, Computing /IT Policy, Science Policy.

The guidance will be specific and allowing it to be quickly assimilated, in our rapidly changing education landscape.

This policy will be signposted in the following policies: Assessment and Monitoring Policy, Reading Policy; Calculations Policy; Equal Opportunities Policy; Online Safety Policy, Promoting British Values Policy, Pupil Premium Policy, Inclusion Policy.

Our *Safer Working Practices Statement* **applies across all policies and is displayed prominently around our school. (See Team Handbook)**

This review – May 2023
Next review – May 2025

Teaching and Learning – *Questioning* guidelines.

Classifying	**Explaining**
Which of these go together? Why? Can any of these be put together? How are these things alike/ similar/ different? What could you call these groups? What are the characteristics of all these things in this group? What criteria have been used to classify these? How could you rearrange …? How could you compare … and …? Can you find another way to …?	Why does…? How do you…? Why did this happen? Why do you think that…? What caused this? What might be the result of…? Why do you think so? Can anyone think of another reason/ explanation? Can you explain…?

Describing	**Generalising**
What is … like? What can you see? What did you notice about…? How would you describe …?	What is true about all of these? What can you tell us about…? What have you found out about…? What seems to be generally true about…? What have you learned about…? What conclusions can you draw now? What does this tell you about…?

Evaluating

Do you think this is a good thing/ bad thing? Why?

How do you feel about this? Why?

Is there anything you would have done differently?

Why was this done? Do you think that it was a good idea?

What were the reasons for this?

Do you think this is just/ fair/appropriate? Why?

What do you think is important about this? Why?

How could this be improved?

How could you justify this?

Can you take another point of view about…?

How would you feel if you were …?

Is this the best way to …?

Inferring

Can you explain from this how…? / why…?

What do you think might be happening here? Why?

What do you think might cause this?

Why do you think they did this?

How do you imagine they are feeling? Can anyone think of a different idea?

Recalling Information

How many …?

Where is …?

In which year did…?

Why did…?

Predicting and Hypothesising

What are we going to see at …?

What would/ might happen if …?

If…, what do you think would be the result?

What would it be like if…?

What would you do if…?

How would you plan for …?

Appendix 2

Classroom Learning Environment – a guide for teachers.

General

	Comments
All non negotiables are on display. (see School Team h'book).	
Your room is organised and free from clutter. No items stored on tops of cupboards	
Pencils are sharp and equipment is in good, working order.	

Furniture

	Comments
The layout of the classroom supports an inclusive, interactive teaching approach as well as collaborative learning. All chn can see IWB.	
Tables and chairs are of the correct size and in alignment.	
Seating is used flexibly to support working in different contexts and for different purposes.	
Semi circle table must be used for focus group	
Seating is well-spaced and with adequate workspace for every child- observed in lesson time.	
Pupils are not too close to a radiator or in any other place that will make working uncomfortable.	

Storage

	Comments
All trays and cupboards are clearly labelled.	
All work books are clearly and neatly labelled accord and are stored centrally.	

Book Corner

	Comments
There is a wide range of books that are well organised.	
The book corner is attractive and inviting for all levels of readers.	
Books must be in good condition and *bedraggled* books removed.	

Resources

	Comments
The provision of resources supports collaborative learning.	
Resources reflect learners' family lives, the range of learners and their communities in an inclusive manner.	
Resources are of a high quality and have a designated place.	
All learners are aware of storage and trained to keep and leave the classroom tidy- observed in lesson time.	
Resources should be matched to learning needs	
Table top resources should match the unit being taught	

Displays

Displays reflect the learning process in different curriculum areas, not just finished work.	
Diversity in all its forms is visibly celebrated.	
Curriculum displays include statements and questions to highlight key learning points.	
Labels use Nelson font (Labels for trays and cupboards must be laminated).	
Key questions and key vocabulary displayed.	
HPL language is clearly displayed	

Scrutiny of Work – a guide for teachers.

Teaching and Learning	Assessment
Evidence of: 1. Standards above national *standards/expectations.* 2. Consistently stimulating range of learning styles and approaches. 3. Individual and collaborative enquiry is evident. 4. Core skills very effectively developed through all activities including practical activities. 5. Challenge and support given according to choice of activity 6. Presentation is consistently outstanding. 7. Precision teaching with focus groups	*Evidence of:* ▪ Assessment plays a strong role in the teaching and learning process. ▪ Marking is interactive and pupils improve their work as a result. ▪ Teachers provide constructive feedback; close the gap tasks and improvement time to ensure that pupils develop the most appropriate skill. ▪ Personalised learning is evident in pupils' work. ▪ In self and peer assessment evaluative, accurate, diagnostic comments are relevant and thoughtful.

Appendix 4 Features of a Rights Respecting and HPL classroom .

IN A RIGHTS-RESPECTING CLASSROOM:

- Pupils and teachers negotiate and agree a classroom code of conduct, agreement or charter expressed in terms of rights from the Convention
- Pupils have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also to comment on what might hinder their learning
- Pupils are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of their peer's work
- Pupils have responsibility for aspects of classroom organisation
- Pupils have opportunities to make choices in their learning
- There is a strong emphasis on mutual support and collaboration
- teachers make use of a wide variety of teaching strategies and routes to learning, recognising that pupils may differ in their preferences for how they learn
- Learning support assistants are valued and respected by all, as reflected in their relationships and communications with teacher colleagues and with pupils
- Behaviour is good or improving as everyone recognises and respects the rights of all to their education
- Teachers and teaching assistants model rights-respecting behaviour, for example. teachers and teaching assistants listen positively to pupils' views and show respect for their opinions; they avoid put-downs and sarcasm; they give clear reasons for use of sanctions; teachers avoid use of 'blanket' sanctions of the whole class when only individual pupils have misbehaved; teachers show respect for teaching assistants and all other adults
- Displays are used to reinforce awareness of rights in relation to each other and others locally and globally
- Pupils respect and value each other's similarities and differences and support each other; there are few incidences of negative behaviour, name-calling, racist or sexist comments
- High status and adequate time is given to listening and acting on pupils' views, for example the Parkhill Parliament
- **All** pupils make at least good progress, from their starting points

Types of Talk

Type	Example	Purpose
Narrate	- Retelling real life events in history - Drama - Time (problem solving)	Chronology (order/linking) Consolidating Retrieval
Explain	- Telling how/why (Science/reading/maths) 'because…' - Precise summary 'Explain how you know…'	Justifying Understanding Own perspective
Explore and evaluate ideas	- Reading - Conclusions in science - Evaluations - Book reviews - PE- gym/dance units - Art- peer/self-assessment/exploration	Conjecture Convince Enquiring Theorising Prioritising
Discuss	- Debating (RE/PSHE) - Counter-arguing - Discursive writing - Maths ('Which is the odd one out?' - Concept cartoons (science) - Drama	Active listening Understanding Processing and articulating Compromising Questioning Evaluating
Argue, reason and justify	- Persuasive writing - Maths- using known facts to make inferences and draw conclusions - History- perspective/historical people/source material - Maths- 'Convince me…' 'I know that I am right…'	Conjecture and convince Inference Elaborate Retrieving evidence Logic Interpreting Ordering/prioritising
Negotiate	- Practical activities- Science - Roles in group work - Target setting - Parkhill Parliament/pupil voice groups NB: Need evidence of this at class level	Reasoning Listening Processing Compromising Justifying Analysing Evaluating Elaborating Concluding Logic Persuading Summarising
Receive, act and build on answers	- Group/collaborative talk - Redrafting - Responding to written feedback	Synthesise Understanding Select Elaborate

		Extrapolate Absorb- high level Application
Analyse and solve problems	- PSHE- Agony Aunt - Empathising - Letter in role - PE- team games - Nrich 'Where am I?' - Team activities - Troubleshooting (Computing) - Programming (Computing) - Scenarios - Maths (Problem Solving)	Evaluating Deciphering Interpreting Reasoning Prioritising Logic Predicting Decomposition
Instruct	- Rules for a game - Demonstrating	Logic Ordering Sequencing Working out relationships between each other Disseminating
Asking different kinds of questions	- Hot seating - Interviewing - 'Who am I?' - Newspaper/magazines - Identifying different types of questions - Predicting on the nth term	Understanding Evaluating Analysing Categorising Autonomy of thinking Critical/creative/conjecture
Reasoning	- Maths justification - Debating - Evaluating effectiveness (Science, D&T, Art) - English – convincing - Pattern finding	Reasoning Understanding Evaluating