



East Park
Academy

East Park Academy
Quality Teaching & Learning Policy



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Policy for effective Teaching and Learning

This policy for effective teaching and learning results from the school's need to impact positively upon all elements of classroom practice.

At East Park we believe that effective teaching will lead to effective learning. This policy outlines what effective teaching and learning looks like in practice. We believe that people learn best in different ways and as a school we are committed to personalising learning. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. We are extremely lucky at East Park to be able to teach nearly 700 children so means we have three classes per year group and three classroom teachers to share the workload of planning and preparation. The SSLT take teacher workload seriously and to ensure this is kept at a minimum planning and preparation is shared between three teachers, each one taking responsibility for either the maths, English or foundation planning for the week ahead. Dedicated time is given each week and more each half term to ensure planning and preparation is well thought out and shared equally. Staff and pupil well-being is at the heart of anything we do and this policy is no different.

AIMS

- To promote quality teaching and learning in all subjects and areas of the curriculum throughout all classes;
- To encourage a commonality of approach, appropriate to children's ages, to all lessons taught, but not at the expense of the originality/flexibility of the teacher;
- To enable children to become confident, resourceful, enquiring, independent and resilient learners;
- To foster children's self-esteem and help them build positive relationships with other people;
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- To enable children to understand their community and help them feel valued as part of this community through collaboration and co-operation;
- To help children grow into reliable, independent and positive citizens.
- To ensure equality of opportunity
- To raise standards of achievement and attainment of all the children in our school.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. The 5th R known as reflection is a key component of Maths and English lessons at East Park and a time where children are invited to assess theirs and their peer's work.

Effective teaching

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all learning opportunities set are appropriate to each child's level of attainment. Learning opportunities that are planned take into account children's interests, what motivates and hooks them into learning, their prior learning and their relative starting points to ensure that work is differentiated to challenge all groups of learners. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Action Plans (IAPs). We have high expectations of all children, and we believe that their work here at East Park Primary School is of the highest possible standard.

We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set revised targets.

We plan our lessons through weekly or half-termly staircase topic plans, with clear 'I can statements' and ensure there is appropriate and attainable success criteria. Our plans contain information about the learning opportunities to be set based on the children's relative starting points, the resources needed, and the way we assess the children's work. The National Curriculum for England forms the basis for our plans. We evaluate all lessons with the relative staff involved so that we can modify and improve our teaching in the future and identify the next steps in learning for all groups of learners. Written evaluations are added to weekly or half termly staircase plans at the end of each lesson or unit of work.

All of our staff are role models and establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All of our teaching adults follow the school policy with regard to behaviour and classroom management.

Our classrooms are attractive, enabling, inclusive, interactive, clutter free and promote independence within the learning environment. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. We also prioritise working walls for English and maths where ongoing models of good practice can be shared and reviewed regularly.

At East Park we provide opportunities to develop the East Park 8 values. All lessons will in some way incorporate these values: Collaboration, Independence, Creativity, Honesty, Respect, Resilience, Perseverance and Self-Belief as we believe they are an essential part of our curriculum.

A Teacher Assessment Framework (TAFs), written by East Park to follow the national curriculum, is used to ensure the appropriate and relevant curriculum is followed in English, Maths, Science and the foundation curriculum.

In English we follow a simple writing journey which incorporates the many elements of the national curriculum and skills needed to move the learning forward or close any gaps. This writing journey can take up to two weeks but this is adjusted depending on need. The outline of this journey can be seen in appendix A.

Reading

Guided reading has a consistent approach across Years 1-6. During each session, two groups are led by an adult to complete guided reading of a text that is slightly more challenging than their reading ability. One group completes comprehension questions and the final group completes a writing opportunity based on the text for that week. Independent learning during guided reading is recorded in a specific guided reading book. Within each half term,

there will also be 1 or 2 weeks of whole class reading during which the whole class share an ambitious text read by the class teacher. Children discuss what they have heard, answer comprehension questions and complete writing opportunities.

Spelling

Children in Years 2 – 6 have 3 x 20 minute spelling sessions per week. Each session is divided into four teaching parts. First, children have a 'Recap' session in which they practice up to 10 individual spellings identified from their English work during the previous week. A group of common exception words are then practised through a 'Reveal and rehearse' section followed by a second 'Reveal and rehearse' during which key spelling rules for each year group are taught. At the end of each spelling session there is time for 'Reflection' in which children have time to reflect on how they will apply their spellings within their writing.

Maths

In maths we use a published medium term plan from 'Focus Education' to support the coverage of the national curriculum and move learning forward or close any gaps. The TAFs support teachers in the delivery and assessment of the maths curriculum. Each individual lesson follows a simple structure where children can 'show off' prior learning and then practice new learning. This leads to application and reasoning, both key components of the national curriculum. The outline of each lesson can be seen in appendix B. In addition to this the children are given an opportunity each week to solve more complex problems and reason about calculation each day. Number Talk is a strategy used in isolation in years 3-6 but is an important part of lessons for years 1 and 2. Children are given the opportunity to explain and reason their calculation rather than write it down. The sessions in key stage 2 are timetabled and last for 15 minutes. Each Friday children are given the opportunity to solve more complex problems including finding all the possibilities, logic problems and finding patterns. Problem solving at all levels uses the 4-Cs which can be seen in appendix B.

The foundation curriculum and Science have been carefully planned using the national curriculum and are displayed using the 'Staircase Model'.

Coaching

Coaching is used throughout our school with both adults and children.

"Coaching" aims to empower another person to make their own choices with the skill and confidence to execute those choices. It does not involve direction or instruction, and avoids creating any kind of dependency on the coach who might at times be perceived as a more knowledgeable 'expert'. Coaching is, on finding ways forward rather than focusing on what may have happened in the past. The relationship should be a partnership based on mutual respect, with each person bringing unique insights to the situation. Coaching may benefit a team as well as an individual. (Coaching policy 2018).

This is a strategy the adults may use to support their own development.

Homework

All children will have a reading book and library book to share with their families at home. Children in KS1 and KS2 will receive weekly spelling and timetables to practise at home alongside a termly topic project. All of the children will have a choice of learning tasks to complete based on their current topic each term. Parents will have the option to purchase maths and English books from CGP, to practise with their children at home if they wish. This will not be compulsory and children in year 2 and year 6 will be given the option to purchase SAT style guides later in the year.

Lesson Structure

Whilst acknowledging that no one lesson is identical to another it is agreed that every lesson contains key elements that are vital to children's learning. It is our intention to ensure all of our lessons include these key elements.

These key elements are:

- Well defined key, differentiated (where appropriate) learning objectives 'I can' Statements and success criteria where appropriate
- Whole class differentiated direct teaching that is interactive and engaging, teaching that involves all children, where a range of interactive strategies are used to ensure high levels of pupil involvement.
- Range of opportunities planned into learning for children to collaborate and reflect about their learning.
- Dedicated improvement and reflection time provided in every lesson
- Differentiated group work making learning objectives clear to the pupils enabling them to fully understand what is expected of them during the activity stage of the lesson (tasks set to abilities) by:
 - Matching printed resources to pupils reading levels in the class.
 - Setting different learning opportunities for different ability groups, differing in length and nature.
 - Differentiating resources for the learning opportunities e.g. non-standard measures /standard measures for science investigation.
 - Differentiating by support.
 - Differentiating by outcome, setting targets for children to achieve in a lesson when working from the same starting point.
- Differentiated tasks that provide children with stimulating, challenging and creative activities that promote core skills where possible. Activities where children's responses are expected in a variety of ways and there is no over reliance on worksheets.
- The perfect plenary at different points of the lesson to whole class or groups. Plenary sessions that reinforces learning objectives and identify next steps in learning that is interactive and involves all pupils.
- Effective planning (reflected in the delivery of the lesson) showing key learning objectives, classroom organisation, activities, tasks, homework where appropriate, resources, methods of assessment.
- Well paced lessons
- Effective feedback, which can be in the moment and immediate or at the end of the lesson, and the ongoing assessment of children's work that directly informs future planning to ensure progression. Assessments that link to individual target setting to move children onto next steps for learning and these next steps are clearly communicated to pupils, parents and anyone supporting children in classrooms.

Review - This policy will be reviewed annually by staff and governors.

Reviewed October 2018