



**CASTLEFORD
PARK JUNIOR ACADEMY**

Teaching and Learning Policy

Castleford Park Junior Academy

November 2017

Review Date : Nov 2019

Park Junior Academy Teaching and Learning Policy

The following statement is our school vision for teaching and learning, on which we underpin our curriculum and daily teaching.

At Castleford Park Junior Academy we strive to ensure that our school is child-centred and our pupils have the self-belief, motivation and confidence to achieve their most aspirational goals, knowing how to overcome challenges along the way. They will understand the importance of being independent and resilient, taking responsibility for and showing commitment to their learning in order to become self-motivated individuals who will achieve their full potential. They will understand the importance of being inquisitive and how this helps them broaden their understanding and knowledge of the world. We expect our pupils to see the value in taking pride in everything they do and the importance of having the ability to work cooperatively with others. We will also build tolerance and respect within our pupils, reflecting the growing diversity of our school and community, within a safe and caring environment. By cultivating such attitudes, we aim to provide them with everything they may need to lead a successful life in the future and become a valued member of society.

Below, are the ways that we achieve this:

To ensure a child centred curriculum we...

- Teach engaging lessons that focus on the interests of the children and 'hook' them into learning in various ways – for example: Using a central topic-based theme for each half term's work, linking as much of the curriculum as possible to this and planning a meaningful and thoughtful outcome
- Teach through a progressively planned foundation curriculum in order to maintain relevance with the outside world
- Provide exciting experiences that enhance the children's learning and open them up to a wider world they may be unfamiliar with – for example: residential visits, enterprise weeks, numerous visitors who can widen our curriculum through sharing their experiences with the children
- Ensure challenge and support for all our pupils, through individual education and behaviour plans, enriching activities to foster the enthusiasm of our more able and challenge activities, focusing on higher order questioning, that motivate and inspire (See our SEND policy)
- Manage behaviour effectively through the use of engaging lessons and positive praise (see behaviour policy)
- Provide well-structured and organised classrooms in order to foster curiosity and support with independent learning at each child's level

This will be evidenced by...

- A thoroughly considered long term plan for each year group which focuses on ensuring coverage of the relevant subject skills, grouped effectively into useful topic areas to ensure that they are taught within a relevant and engaging context
- A half term plan that centres around the year group theme and indicates cross-curricular links, exciting visits and information for parents
- Well-planned and resourced lessons that ensure progression throughout the week – using formative assessment records, or our foundation subject levelled skills to plan from
- Clear and organised planning that includes: skills based learning objectives for the lesson, success criteria that supports independent work, clear differentiation to aid and challenge each learner and opportunities for collaborative and practical work to engage each pupil
- Monitoring of levelled skills coverage by subject leaders
- Providing well-organised and attainable resources that aid smooth lesson organisation – monitored and updated by subject leaders (aided by designated TA/HLTA)

- Performance management targets that relate to improving pupil engagement and deepening teacher subject knowledge

To ensure we are focused on the future we...

- Teach each lesson with a skills based focus in order to provide our pupils with a bank of transferable competencies that will support them in their future life and across a range of subjects
- Specifically teach problem solving and feelings-management strategies taken from the SEAL & PSHCE curriculum in order to provide our pupils with the tools to communicate and work effectively with each other and foster a culture of respect and understanding
- Aim to link as many lessons as possible to the core subject areas, including ICT, to continue to emphasise the importance of skills for life and how fluency in these areas will aid this
- Teach collaborative learning strategies to enable our pupils to see the value of working effectively with others
- Have consistently high expectations for behaviour and work in each lesson, encouraging our pupils to aim high and believe they can achieve – having a ‘growth mind set’ mentality
- Nurture children’s self-esteem through the use of praise and positive feedback in each lesson
- Show respect for a range of cultures, communities and ways of life helping pupils understand the life choices they can make

This will be evidenced by...

- Monitored lesson observations
- The range and breadth of children’s work on display in classrooms and around school
- A thirty minute SEAL session each week that takes place immediately after the SEAL focus of the week assembly
- Evidence of restorative practice implementation to aid children with solving their own problems if possible and a reminder of the growth mind set in displayed posters and sayings around the school
- Links to literacy, numeracy and ICT across the curriculum highlighted in medium term planning and on half term summaries
- The use of ‘Learning Muscles’ throughout school to develop cooperative learning and pupils’ ability to communicate and work effectively together
- A range of contexts, cultures and community experiences planned and delivered through a range of subject areas

To ensure we are promoting independence and a commitment to learning we...

- Use assessment for learning strategies throughout lessons and when marking, to aid self and peer assessment ([see marking and feedback policy and assessment policy](#))
- Use cooperative learning strategies within the majority of lessons to foster independence and encourage children to develop their own learning skills
- Use high quality questioning as a stimulus to learning, throughout the lesson and sometimes when marking books to aid higher order application and reasoning
- Use personalised targets for writing and when giving feedback in all lessons to ensure accurate progression and to indicate useful next steps to each pupil
- Provide a secure learning environment where mistakes are welcomed as the best way to learn and challenge in each lesson is imperative- valuing each contribution to the lesson made by the pupils
- Involve parents in encouraging their children’s learning through the use of a home-school planner, making children’s learning for the half term explicit and inviting parents in to take part in and witness their child’s successes

This will be evidenced by...

- Growth mindset classroom displays in each classroom that focus on the learning muscles needed to successfully practice the skills required
- Children being able to talk about their learning in relation to the learning objective and steps to success, giving each other advice and support to achieve where possible
- Producing confident, resourceful and enquiring learners who have high self-esteem and can problem solve effectively independently
- Next step comments used in core subject books to support children with understanding where they need to develop and giving them an instant opportunity to try this out
- Higher order questioning evidenced in planning and on display in lessons when observed
- Children’s pride in their achievements being evident coupled with their knowledge of what they must do to improve even further.
- Postcards home celebrating achievements, weekly celebration assembly, CBG tickets etc

What does good teaching look like?

As a staff we have created an agreement of what good teaching looks like in practice through discussion, sharing good practice and working together to improve practice in our classrooms.

What does consistently Good/Outstanding teaching and learning look like in every lesson?

Standards	Attitudes	Progress
<ul style="list-style-type: none"> • Continual reinforcement of quality of work – both through clear and high quality modelling and the examples evident in the classroom • High expectations at all times – both of behaviour – to each other and controlling themselves and learning attitude • High expectations clear in presentation and amount of work – pupils should be industrious and focussed whenever they are working • Appropriate pace so that all are able to move on with their learning, no children are listening for too long – when they then become switched off • Fluid differentiation key in each lesson to ensure all are able to make progress • Consistency of organisation, systems, reinforcement of attitude and work ethic highly important • High quality learning environment which encourages and promotes the importance of pride in your work, supports with learning and creates awe and wonder in learning • An expectation that pupils will sometimes be stuck and that they will work hard to ‘unstuck’ themselves before asking for adult help 	<ul style="list-style-type: none"> • Developing the whole child • Intrinsic motivation (engagement in an exciting lesson) • Growth <u>mindset</u> – children enjoy being challenged – are happy to be in the pit • Reasoning: can explain how and why they are working on a particular task • Ready to learn, focussed, whole body listening • Lead by example – excellent role models praised and recognised • Consistency of system will help pupils with this • All pupils can achieve due to well-pitched, organised and planned learning outcomes and success criteria • Collaborative learning – towards a common goal • Pupils respond effectively to both oral and written constructive feedback throughout lessons using advice to make progress • High quality modelling leads to pupil ability to collaborate, teach each other, learn from each other, practice independence and evaluate their success • Planning connects subjects so that pupils see the relevance of their learning and how they can use it • There is a shared responsibility, from all adults, that they are working as a team to help all pupils make progress – relationships between adults and pupils are exceptional as a result 	<ul style="list-style-type: none"> • Adults have a visible impact on learning (active marking, discussions within lesson, specifically planned for) • Discussion taking place between adult and child, child and child, adults feeding back to teacher – lessons contain embedded opportunities for debate and deeper thinking • Practical activity to meet all learner needs and keep pupils engaged with their learning • Visual examples that demonstrate what progress should look like support all • Scaffolding and challenging resources available for children to choose from • Effective self/peer evaluation to help each other move on • Use of ‘experts’ to support each other • A marked difference from what they could do at the beginning of the lesson....to the end... • Differentiated work so that all feel a sense of achievement, motivation and value • Questions are key in the classroom: To promote discussion, challenge thinking, check understanding and support independence • Pupils demonstrate their ability to problem solve in real life contexts and create/solve problems for each other linked to life beyond school • Deep knowledge of each pupil in the class ensure that they are all considered in the lesson and provision is made that will help each one learn – either through adult support, <u>scaffolded</u> resources, extra/specific challenge or activity that will really engage that child/children

What makes learning more effective?

We also agree that the following things produce the most effective learning:

- Providing a stimulating learning environment which:
 - Celebrates children’s high quality work and work in progress
 - Gives children the opportunity to present their work to a wider audience
 - Excites and engages curiosity and interest
 - Encourages independence and the ability to reflect on their work
- Providing regular, formative feedback which:

- Is consistently productive
- Specific to the individual child
- Given by all adults who work with the pupil
- Designing planning which:
 - Is an ongoing process that is adapted according to formative assessment
 - Begins from an understanding of where the pupils are in their learning and where they need to get to
 - Considers what it will look like if pupils do achieve the learning objective set and how they can be supported to get there in incremental, achievable steps
 - Really considers whether the activities planned will make a significant difference to learning
- Delivering lessons which:
 - Set clear, precise goals for achievement
 - Meet all pupils' needs
 - Are continually purposeful and meaningful – paced to allow all to learn effectively
 - Ensure students are working harder than the teacher

Castleford Park Junior Academy Non-Negotiables for effective teaching and learning:

Core Expectations – Key in every lesson

- Clarity of learning through consistent use of learning objectives or WALT.
- Clear success criteria.
- Children understanding what they will have learnt by the end of the lesson – are able to explain what they know better/can do more effectively
- There is a culture of high expectations evident in levels of challenge, effective differentiation, clear modelling and productivity evident in books.
- Effective Assessment for Learning (AfL) is a key part of lessons. Teachers use mini plenaries and plenaries to address misconceptions and ensure children understand how to carry out their work. Questions are used well to probe pupil's responses (checking understanding) and reshape tasks and explanations so that children better understand new concepts.
- All work is well marked by the teacher providing appropriate feedback to move learning forward. Pupils should respond to teacher comments and their response acknowledged by the teacher.
- All staff have high expectations of behaviour for learning.
- SMSC a regular feature of lessons

Developing teaching and learning across school and supporting staff development:

- Coaching consistently takes place across schools to allow staff to set their own goals for development and improvement (see coaching policy)
- Staff are also provided with regular CPD with staff meetings focused primarily on this and INSET days designed to complement training needs
- Where a staff member needs more support than informal coaching, they will be assigned a 'mentor' who will design a specific and frequently referred to plan to help the teacher improve rapidly. The diagram in appendix one indicates priority areas for development in order to ensure 'consistently good' teaching:
- The diagram in appendix two explains our procedures for monitoring depending on teaching outcomes when performance is triangulated for each teacher:

Priorities for development when building teaching capacity

AFL overview: Do teachers 'read' their children appropriately throughout the lesson to provide for their needs, address misconceptions and challenge at the next level? Are questions used diagnostically and to challenge thinking?

Clarity

- Do the children know what they are learning and why?
- Can they explain what they have learnt by the end of the lesson or what they hope to have improved at?
- Do the LO and SC reflect this effectively?
- Do the teachers have clear aims for what children need to be better at and why they have chosen to teach it as they have? (Bespoke planning for each group due to prior assessment)
- Are pupil tasks clear? Is teacher modelling clear and effective to help pupils

Structure

- Is behaviour managed effectively to enable productive and focused learning to take place? Does lesson pace contribute to this?
- Are high expectations for behaviour, challenge and outcomes clear throughout the lesson?
- Is the teacher conscious of lost learning? (Productivity, grouping of pupils and direction of TA to ensure this does not happen for differing groups of pupils?)

Challenge

- Is lesson content interesting and motivating for all pupils? Is it linked to a purpose/context that is meaningful?
- Is challenge promoted for all groups of pupils?
- Are all adults clear about how all children can be coached/supported to achieve this?
- Is there an industrious and highly motivating atmosphere evident due to the high expectations of all adults?
- Do all adults give appropriate feedback throughout the lesson and after and expect children to respond?

Monitoring and Review:

Signed  _____

Date: Nov 2017

Miss K. Law Headteacher

Signed _____

Date: Nov 2017

Mrs M. Roe Governor (T & L Committee)

Next Review: November 2019