



Park Primary School Policy

Ensuring every individual achieves their very best through high expectations for all: with focus on confidence, creativity and care.

Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Through an emphasis on aspiration, confidence, creativity and care, we will nurture achievers who are lifelong ambitious learners: equipped to thrive in a challenging and ever-changing world. This policy statement reflects this aim.

Park's Learning and Teaching Policy Statement

Learning and teaching are our key functions. For children to be happy, (and wellbeing, behaviour and attendance to be at least good) provision of the very best learning opportunities facilitated by excellent, trusted, empowered professionals is necessary. We work towards the vision and values of the school through providing high quality learning experiences at all times and in all aspects of the curriculum: in the school environment and the interactions between all members of Park's community.

We believe that we all teach and learn through everything that we do: not solely in isolated classroom activities; we are all facilitators and lead learners in the process.

At Park we see our learning and teaching as acquisition, facilitation and two way feedback.

At Park therefore, excellent modelling (explanation/ metacognition) is considered as the essential component of effective teaching and learning.

For modelling to be effective, we accept the fundamental importance of:

1. deep subject knowledge which allows for effective pedagogy and extension;
2. excellent and specific feedback (from child to teacher and teacher to child);
3. precise planning which is: individually and jointly owned and individually and jointly understood; influenced by children's understanding; breaks down the learning; preempts misconceptions.
4. appropriate learning objectives which drive the learning activity;
5. success criteria (where relevant) which empowers the learners to achieve;
6. learning environments and learning walls (process) which celebrate learners' achievements whilst scaffolding current progress;
7. specific, targeted and planned (as well as responsive) questioning;



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8. relationships, classroom set-up, partner work and the need to regularly gauge and deepen understanding.
9. outstanding formative assessment which allows every learning opportunity to ebb and flow.

We believe that learning (knowledge and skills acquisition understood through feedback) should:

- be a rewarding and enjoyable experience for everyone; it should be interactive and fun whilst empowering children to make expected or accelerated progress;
- be irresistible thereby encouraging active participation;
- encourage the desire to take risks (The Learning Pit);
- emphasise process not results;
- provide varied opportunities to hone learning dispositions;
- build upon previous learning through provision of application opportunities.

We believe that teaching (facilitation and feedback) should:

- be inclusive;
- be inspired by a delicious curriculum;
- empower learners with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
- be challenging through high expectations for all;
- encourage a culture of perseverance, hard work, high self- esteem and a can-do approach;
- create a culture of success and continual improvement;
- be enjoyable.

Consistency and quality are ensured at Park through:

- recruitment of passionate, committed individuals who embody our values;
- effective and robust appraisal systems which have a balance of whole school and individual targets;
- professional development which empowers, guides, informs and is informed by research;



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- a transparent, evaluative and reflective culture which encourages self-improvement;
- excellent relationships which foster an improvement culture;
- team teaching to ensure that where consistency is necessary, it is achieved;
- Professional Learning Communities and facilitation of peer learning communities and coaching conversations;
- sharing good practice;
- an underlying professional desire to evolve and improve.

This policy statement expects consistency in order that the children can progress well and are treated fairly. Consistency, at Park, is not compliance, this policy deliberately avoids stipulating how, where, what and who. As a team of professionals, we believe in the essence of that stated above and we constantly make professional, research-informed choices based on the needs of the individual learners in our care. As professionals, we endeavour to know our children and we strive to act (always) in ways that will positively impact to the greatest degree. Steady progress is the fundamental expectation and we work together to plan for, deliver and adapt sessions in accordance with the 'live' learning as we see it; in this way, progress, evolutionary teaching and learning, deep understanding and achievements which can be applied, will be the norm.

Reference Documents to support Park's optimum classroom:

- 1) Inclusive Planning for Challenge For All - CB + RH
- 2) [Challenge Guide](#) - NT
- 3) Behaviour, Relationships and Learning Interactions (dispositions, approach and communication) VL + RH
- 4) [Feedback](#) (two way) RH
- 5) Questioning Guide (two way) RH
- 6) [Effective Formative Assessment Guide](#) RH
- 7) Explaining and Modelling
- 8) Scaffolding
- 9) Reviewing and Evaluating



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- 10) Honing skills, facilitating knowledge acquisition and developing dispositions-
NT/ CB A curriculum approach - The Vision
- 11) A Meaningfully Inclusive Classroom VL
- 12) Learning environment and ethos -classroom layout/ talk partners/ creating a learning culture - RH/ CB
- 13) Learning Objectives and Success Criteria - NT

The Autumn Term 21 Offer to support implementation and understanding of this Policy's intent is reflected in the CPD overview.

[SEF for professional growth tool](#),

[Explaining and Modelling](#)

[Modelling](#)

[Effective Instruction](#)