



Teaching & Learning Policy

Tynsel Parkes CE Primary Academy is a welcoming community, committed to providing a nurturing and safe environment where every child is valued and loved. We aim to foster a love of learning that is supported by the teachings of the Bible: “Dear friends, let us love one another, all love comes from God.” – 1 John 4:7. We work together, encouraging all to be compassionate, confident, and responsible individuals who positively contribute to their communities and the world around us. We are dedicated to creating a learning environment that reflects the love of God, where every child can grow and learn with happiness, encouraging all to treat one another with kindness and respect. This is reflected through our living motto practised throughout the Academy ‘Loving & Learning Together’.

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Tynsel Parkes CE Primary Academy. Its implementation is the responsibility of all members of the academy community.

Teaching and learning are central to the work of our academy. It is our core function. This policy will capture the ways in which teachers teach, and children learn.

We believe children learn best when they:

- Are interested and motivated by the curriculum,
- Achieve success and gain approval,
- Receive feedback about their performance
- Are clear about expectations in their work and behaviour
- Are given appropriate tasks
- Are challenged and stimulated
- Work alongside the local community and their families
- Feel happy, safe, value and secure
- Are proud of their learning environment
- Enjoy coming to school

We believe teachers teach best when:

- Work is planned to meet the needs of the children
- There is a stimulating, positive and happy environment within the classroom
- The classroom is well-managed and organised
- There is good communication and teamwork among all teaching and support staff
- Staff feel supported
- There are regular opportunities for CPD
- There is a good supply of high-quality resources

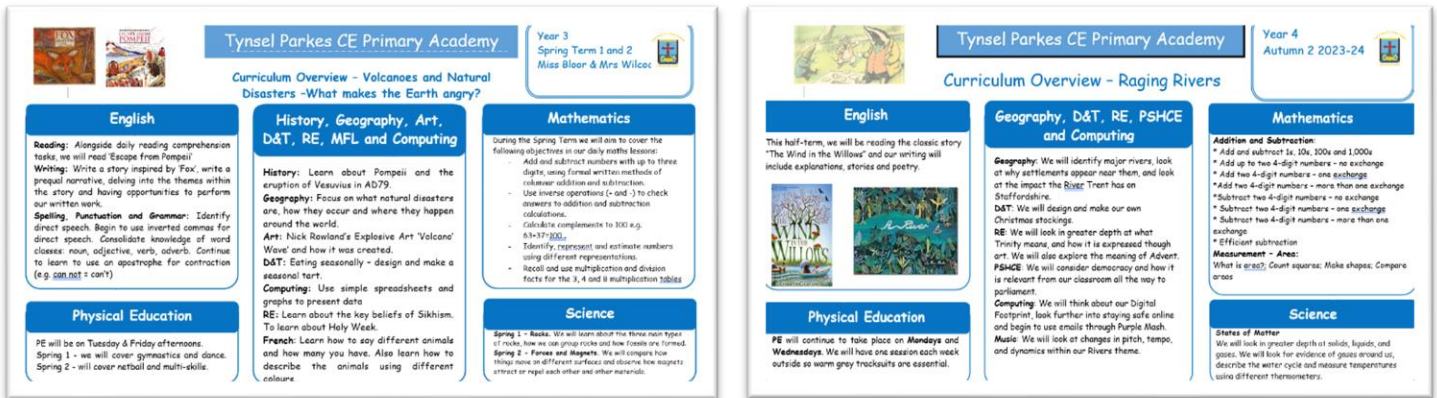
Curriculum

We aim to deliver a curriculum that builds on prior learning, deepens knowledge and enhances skills that foster a lifelong love for learning leading to achievement. (See Curriculum Policy). We adopt a topic-based approach allowing children to make meaningful links within and across subjects, enabling them to embed prior learning, think more deeply and make connections between individual subjects.

Planning

To aid with planning, some schemes of work and subscriptions have been purchased. For other subjects, medium and weekly plans are drawn up by teachers. Our subject long-term overviews created by each subject leader ensure that planning at Tynsel Parkes is progressive. Plans are modified and updated as required by changing circumstances and regular staff meetings to discuss curriculum developments and initiatives.

Alongside internal planning, knowledge organisers and curriculum overviews are created to share planning intentions with children and their families.



Differentiation

A range of strategies are used to create differentiation: adult support, questioning, adapted resources/activities and the use of ICT. Differentiation and scaffolding are provided for all children's needs whenever appropriate. At Tynsel Parkes we strive to ensure that differentiation does not seal the achievements made, where appropriate to ensure that all children have the opportunity to use, apply and master skills regardless of the level at which they are working.

Teaching / Learning strategies and questioning

A combination of guided, modelled, collaborative and independent activities are provided within learning experiences at the professional judgement of the teacher. A careful balance is struck, enabling children to feel supported yet challenged and able to express their learning in a variety of ways at different times.

Questioning is used within learning experiences to promote independent thought and learning. A range of open questions are used to guide children via enquiry and self-development.

The Ofsted framework states that retrieval practice is an effective teaching tool for the strong retention of knowledge. If children are to remember what we teach them, we need to go back to the material throughout the year and revisit it. Children are given the opportunity to recall information, vocabulary and experiences learnt in the last lesson, during their last topic and from the previous year.

Another focus for Tynsel Parkes is developing metacognition and self-regulated learning, through the introduction of 'Thinking Moves'. Self-regulation is the extent to which learners are aware of their strengths and weaknesses and the strategies they use to learn. It describes how they can motivate themselves to engage in learning and develop strategies to enhance their learning and how to improve in the future. It will look different for learners of different ages, and different tasks, but teachers will recognise these characteristics in their most effective learners.

Feedback, marking and assessment (See also Marking & Feedback, and Assessment Policies)

Teachers use a variety of ways to assess the progress children make and aim to make the children part of the process. At the start of each lesson, children discuss the lesson they are in and are told vocabulary and the learning objective, so they know exactly what they are learning. Questioning, partner /group discussion, feedback and marking check that the children are achieving the learning objective and understanding and applying the vocabulary taught.

Teachers help children recognise what they need to achieve during the lesson and what their learning should include for them to be successful. This may involve class discussion of what an excellent example may look like, reference made to the working wall or an official 'success criteria' for longer tasks.

Other strategies are commonly used to assess learning:

Self-Assessment- At Tynsel Parkes we believe it is important for children to understand how successful they have been with their learning. They use the original learning objectives or success criteria to assess how they have got on. This also enables the children to identify where their learning needs to improve.

Peer Assessment - This is when another child decides how successful a child has been in achieving the learning objective for the lesson. They can highlight successful areas and areas for further improvement. Sometimes this is done in the middle of learning so it can be improved straight away. This helps children learn about how their work is assessed and what they need to include to move forward with their learning next time.

Teacher feedback-This can be given during a lesson to give the child time to make improvements right away or written after the lesson in the child's book. Feedback is often given verbally in lessons or after some pieces of learning.

After each lesson or sequence of learning the teacher identifies when children have struggled and makes appropriate steps to ensure they achieve success. Similarly, the teacher identifies where children have exceeded the learning intention and makes appropriate adaptations to future planning. More formal summative assessment is then made on the online programme Insight Tracker.

Learning Environment

The classroom and learning environment is pivotal in supporting the learning of children and staff. Learning takes place in a stimulating learning environment that:

- Is welcoming, nurturing, happy and caring
- Is challenging, supportive and engaging
- Is well organised, safe and tidy with well-presented displays including learning walls
- Has resources that are attractive, labelled and accessible

Attitudes, Relationships and Behaviour- (See Behaviour Expectations and Behaviour Policy)

We aim that our all-encompassing approach enables every child to have a love of learning and a love for one another, regardless of any differences. We use our Academy's Christian Values to promote positive attitudes to learning. Praise and positive reinforcement are used to promote good behaviour.

The role of the Principal and Senior Leadership Team

It is the responsibility of the Principal and Senior Leadership Team to implement and monitor the academy's teaching and learning policy consistently throughout the academy and to report to the Local Academy Council and SUAT, when requested, on the effectiveness of the policy. The senior leadership team supports

the staff by implementing the policy, setting the standards and modelling good practice in teaching and learning. The staff are supported by the senior leadership team who will provide regular opportunities for continual professional development and reflection.