



**Park Brow
Primary School**



Happy - Respect - Pride - Caring - Potential

TEACHING AND LEARNING POLICY 2023 -2024

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Park Brow school. It lays the foundations for the whole curriculum, both formal and informal.

At Park Brow Community School we believe in providing our pupils with learning experiences that not only lead to high levels of pupil attainment and progress but also raises aspirations and develops an ongoing thirst for life- long learning.

Children learn through their total experience, through a broad, balance and enriched curriculum (see curriculum policy) that encourages pupils to develop sequenced and progressive skills and knowledge across all subjects. During 2023-2024 the school will continue to refine and review schemes of work by planning, teaching, evaluating and adapting the curriculum to ensure it is highly ambitious.

Meaningful learning occurs when pupils are allowed to confront wherever feasible real problems, make choices and find solutions. To become independent learners.

We also recognise that the teaching of key facts and skills are essential, the teacher is the facilitator and coordinator of learning.

Our aims are to strive for the best for every child, and that means for their well being, as well as for their learning.

We value the academic achievement and the fulfilling of every child's potential. We also aim for our pupils to develop a responsible and independent attitude towards work and towards their roles in society, to be tolerant and understanding with respect for the rights, views and property of others.

We provide a range of extra -curricular activities, choir, creative arts, sports and residential visits. The curriculum is enhanced at every key stage by visits to and visitors from the locality and beyond. This is one of our curriculum drivers and is funded through the use of pupil premium funding.

This policy also guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create

an effective, well-managed learning environment in which the individual needs can be met.

Whilst the policy provides an indication of teaching and learning at its time of adoption we continually adapt and challenge our teaching to ensure we achieve the best for our pupils.

OUR ETHOS

At Park Brow School we all believe that we can all make a difference. Using the the symbol of the Star Fish we use the following words as an underpinning ethos around the school. These are known as our Special Words.

HAPPY RESPECT CARING POTENTIAL SAFE

The Kirkby Child and British Values is also underpinned in all that we plan and deliver.



Principles of Teaching and Learning

We see Teaching and Learning as a process of cooperative teamwork (**together we can make a difference**). We welcome, and positively encourage, the involvement of parents and others in the community.

All members of the school community work towards the school aims by:-

- Developing pupils self esteem and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered environment in which all are aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Working as a team, supporting and encouraging one another.

We believe that children learn best when they:

- are happy
- are interested and motivated
- achieve success and feel proud of their achievements.
- are involved in their learning through debate.
- are taught age related expectations but are also provided with challenge or support to promote a depth of understanding.
- clearly understand the task
- are confident, feel secure and safe.
- Are able to reflect and build on their prior learning.

TEACHERS work towards the school's aims by:-

- Providing a challenging and stimulating environment based on high expectations and a programme of study designed to motivate and engage all children to reach the highest standards.
- Delivering a sequenced and progressive curriculum based on skills and knowledge.
- Assessing and building on pupil's prior knowledge.
- Recognising, and being constantly aware of, the needs of each individual child according to their ability and aptitude including the deployment of additional staff within their team.
- Adapting teaching styles and questioning to ensure the success and challenge of each pupil.
- Planning lessons which have a clear outcome for all pupils and which is communicated to them at the start of each lesson including using well timed interventions to ensure success.
- Using the school's assessment and feedback policies to ensure pupils know what and how to improve their learning.
- Recognising the importance of health, behaviour and safety in maintaining an organised, tidy and stimulating working environment.
- Promote and develop good attitudes to learning.
- Being good role models – punctual, well prepared and well organised.
- Maintaining an up to date knowledge of the National Curriculum and other educational issues including safeguarding.
- Having a positive attitude to change and the development of their own expertise through ongoing CPD.
- Promote 'British Values,' Kirkby Child and Park Brow Special Words within their teaching to ensure pupils become 'Good Citizens' of the future.

PARENTS work towards the school's aims by:-

- Ensuring that children attend school regularly, punctually and in good health.
- Ensuring pupils are prepared for their day including having correct uniform, PE kit, water bottle and if relevant a healthy packed lunch.
- Providing support for the school's behaviour policy and the teacher's role.
- Offering encouragement and praise for their child's individual achievements based on their needs.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.

- Giving due importance to homework, hearing their child read and assisting in any work sent home.
- Supporting the school's policies in promoting a happy and inclusive school.

PUPILS work towards the aims by:-

- Ensuring they are punctual to lessons and prepared with the right equipment including PE kit.
- Take responsibility for their own learning and progression by developing a positive growth mindset.
- Developing self belief based on real understanding of their strengths and areas for development.
- Always commit to giving their best and pushing their boundaries, even if that means learning from mistakes (PIT of learning).
- Follow the school's code of conduct and demonstrate our 5 special words to make a difference to themselves and others.

Strategies for Teaching and Learning.

OUR CURRICULUM (see Curriculum policy and map) is planned where skills and knowledge are taught in a sequenced and progressive way building on prior knowledge to ensure pupils long term memory of subject content is maintained. Staff plan, teach, evaluate and adapt the curriculum to ensure that it becomes a highly ambitious curriculum.

Emphasis is placed on our curriculum drivers, making the curriculum more relevant to the needs and context of our pupils.

We support the delivery of the curriculum through group work, individual and class based teaching. Groups are usually mixed ability although matched ability grouping may be used where appropriate, in particular in Mathematics or English. Especially if pupils require further challenge or consolidation of learning. Discussion, debate and opportunities to work quietly or individually are all encouraged.

Teachers cater for different learning styles. During the school day they aim for a balance and variety of learning opportunities: still/active, outdoors/indoors, independent/cooperative. The staff take time to get to know the pupil and to tailor the curriculum and deliver lessons to a cohort or individual's needs. Tutors employed through the use of the catch up tutoring programme offer support especially in Reading.

We have a specialist teachers in Spanish, Computing and Gymnastics all of whom offer their expertise to our pupils in these areas throughout the week.

Every class has at least one teaching assistant who in our current climate includes supporting pupils with Educational Health Care Plans (EHCPs), special educational needs and working with all groups of pupils under the direction of the class teacher.

The school uses Super sonic phonics as the basis for planning for the delivery of phonics throughout the school. It also uses reading resources to supplement

teaching. Phonics lessons are carefully structured in phases appropriate to the stages of development of each individual. Pupils are taught in small groups and at a whole class level.

The teaching of Reading (see Reading policy) is delivered using a number of different published schemes. These are book banded to ensure appropriate support and careful progression for children is planned. The school also has a library for independent fluent readers, this is structured to allow access for all age and ability groups allowing for reading to be inclusive. The school supports individual, guided and shared reading throughout the week. Guided reading takes place daily. Some pupils receive additional Reading and Phonic support to become independent readers. A variety of Maths resources are used to ensure lessons are planned carefully and tailored to the needs of the pupils.

Pupils with additional needs receive extra support in the classroom from classroom assistants when appropriate. In some cases they are withdrawn from class to work with SPLD teacher or other outreach support teachers e.g. Speech and Language Therapist. At Park Brow School every effort is made to ensure that SEND pupils continue to receive a Broad and Balanced Curriculum.

Pupils who need therapeutic or emotional support may also be withdrawn from lessons to work alongside our school learning mentor or SEMH lead. Parents are sometimes invited to join these sessions.

Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life by:

- Each child having the opportunity to have their work displayed at sometime in the school year.
- Sustained effort, improved/good behaviour, improved/good attendance or demonstrating our five special words, Kirkby Child are celebrated in praise assemblies.
- School events such as concerts, sporting competitions, performances are seen as opportunities for all pupils to show a wide range of talents.
- Notes home by Headteacher or Classteacher to share and engage parents.
- Our 'Good to be Green' termly school challenge e.g. activity course, mountain walk.
- Each child having the opportunity for praise in the form of a whole class or individual smile for following our five special words throughout the day. These can be awarded by any member of staff. Pupils collect Dojohs and exchange them for a reward at the end of each term.

Displays in school are used to support learning or to demonstrate work of excellence, effort or improvement. These contribute to an attractive and stimulating school environment reflecting a wide range of subjects. Working walls in classrooms reflect ongoing topics or are used as a method of checking, modelling and supporting learning. Our learning environment aims to be challenging stimulating, calm, happy, caring, organised, tidy, well-resourced in order to maximise and support learning.

Displays are also encouraged to be as interactive as possible using questions to support learning (long term memory), engage discussion or further enhance interest.

ROUTINES and BEHAVIOUR strategies in the classroom contribute to a healthy learning environment and promote good attitudes to learning.

To be effective they should be:

- clearly understood
- fair and consistent
- realistic and positive
- displayed in the classroom.

Strategies for ensuring Progress and Continuity.

Planning- all teachers are involved in planning the delivery of an overall broad and balanced curriculum built on prior skills and knowledge. All staff follow the National Curriculum. In 2023-2024 subject leads continue to be responsible for evaluating and adapting the curriculum alongside all staff. Staff ensure clear progression and sequence across each year group and each phase of school.

Plans are produced by individual class teachers for each half term. Long, medium and short term plans are monitored by curriculum leads, senior leads and the headteacher.

CURRICULUM ADVISERS – have a variety of roles:-

All staff advise on a subject. Staff are provided with regular time to monitor and evaluate their subjects. Developing policies and programmes of study to ensure subject knowledge and skills are planned in a progressive and sequenced way.

- Maintenance and overview of their area's resources to deliver an ambitious curriculum.
- Supporting colleagues in the development, review, evaluation and assessment of their subject areas.
- Developing staff's confidence through targeted and whole school CPD.
- Attending relevant courses and conferences, reading and keeping up to date with their subject and disseminating information to staff.
- Monitoring teaching and pupil progress in their subject and preparing subject health checks for the Headteacher and Governors.
- Advising on preparing and evaluating actions plans for their area in line with the school development plan.

Curriculum areas are allocated a budget in April according to the needs identified in the School Development Plan and the accompanying School Budget Plan. The Headteacher, Finance Officer and staff will discuss resource needs each term based on outcomes from monitoring. Requests for all equipment should be made to the Headteacher. An agreed requisition form must be completed for all orders.

FEEDBACK TO PUPILS about their progress is achieved through marking and feedback (see feedback policy). Pupils at the start of each lesson have a daily review of their work, this is called 'making a difference' time (MAD time). This is an opportunity to correct, consolidate or be challenged about their learning. Pupils respond in purple pen when appropriate to differentiate edited work.

Pupils know if they have been successful in achieving the lessons outcomes as their WALT is underlined in yellow, green or red.

ONGOING ASSESSMENTS are used to produce an overview of a child's progress and attainment in a subject (see assessment timeline and policy). Staff use lesson assessment sheets at the end of each session to plan pupils next steps and to maintain an overview for formative assessment.

TRANSITION is encouraged at each phase of our pupil's schooling:-

- Liaison with parents, private nurseries, child minders before children enter Nursery or Reception. Those pupils who attend our two year old provision have internal transition.
- Nursery and Reception staff are part of the same team and therefore transition is seamless across both areas. Detailed discussions around pupils also take place through EYFS pupil progress meetings where all staff get to know the pupils well.
- Local Authority and internal transition meetings take place as pupils move from EYFS to Year 1 with the transfer of assessment and other pupil details.
- All staff have planned transition staff meetings during the Summer Term so that they have a good understanding of their class prior to September intake. Pupils also have an opportunity to spend some time in their new classes.
- Pupil progress meetings take place with all year group staff as soon as possible in September(usually during the first full academic week). Parents also have an opportunity to meet the teacher.
- Year 4, 5 and 6 have an ongoing opportunity to work with our feeder school KHS. Transition occurs naturally in Year 6 with pupils having the opportunity to visit their new school. Pupil details and a thorough review of each pupil takes place with the receiving Secondary Schools in the Summer Term. Those pupils who may find the process difficult are provided with additional sessions. The Secondary School uses a scale of vulnerability for each pupil.
- Park Brow School also works proactively with its feeder school in curriculum development to ensure progression and a fluid curriculum across KS2 and KS 3.

Strategies for Reporting and Recording

RECORDS OF PROGRESS

- Discussed in depth at the start of each term through pupil progress meetings.
- Retained throughout the child's time at school and passed to the receiving school when the child leaves.

REPORTING TO PARENTS is done both formally and informally and there is an annual written report. Parents are informed of their pupil's achievements through:-

- Parent review days are held on a termly basis when pupil profile sheets are shared. Appointments are made as flexibly as possible to accommodate all our parents.
- Parents are always welcome to make appointments with classteachers at any time to discuss concerns.
- Parents are also able to contact school via the school app or school email at parkbrow@knowsley.gov.uk
- Pupils with additional needs have more regular meetings with the school SENCo to update personal pupil profiles (PPP) or (PSP).
- Annual Reviews take place for pupils with an EHCP.

FORMAL SUMMATIVE ASSESSMENT

Park Brow uses NFER assessments at the end of each full term combined with Teacher assessment. These assessments are inputted on to the Target tracker assessment system. Outcomes and targets are shared with pupils and parents . The BSquared assessment system is used for children working below National Curriculum age related expectations.

Reception are assessed against the EYFS profile.

Year 1 and 2 also have a standardised phonics test also moderated by the LA.

Year 6 have formal standardised tests (SATS) which are moderated by the Local Authority.

On completion of these formal assessments results of individual pupil's assessments are made available to parents. The overall statistical profile (but not individual results) is made available to parents, governors, the Local Authority and the Department for Education.

Strategies for the use of Resources

All classrooms should have:-

Tables arranged for:

- ease of working
- flexibility
- purposeful discussion and collaboration.
- provision of quiet corners
- large working surfaces

Chairs should :

- be sufficient in number for the activities in the classroom
- leave enough room for children to move easily around the room

Storage/display areas arranged to:

- support different areas of the curriculum
- support a project or activity
- give character to a room
- house children's personal belongings.

Reading Area:

This area should be:

- accessible to pupils
- attractive, comfortable and inviting
- furnished to enable quiet reading and study
- carpeted
- provided activities for pupils to become active readers
- have a wide range of authors to stimulate reading.

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Relevant textbooks should be available in each classroom.

Pupils should also be encouraged to act independently in choosing, collecting and returning resources where appropriate i.e help desks, ipads etc.

The effective implementation of National Curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. The school library and classroom have a selection of books covering all curriculum subjects. Additional books are loaned from the Library Service.

INFORMATION TECHNOLOGY is a major resource that is used across the whole curriculum. Interactive whiteboards are the central teaching tool in each classroom. Children use laptops, computers and ipads in every area of learning. The internet is used widely to support the children's learning. Children are taught how to appropriately access information and how to keep themselves safe online. The school is linked to the Local authority filtering and security system. Staff will regularly spot check technology during and after lessons.

TIME is a resource that we value. To maximise its use:-

- Initially the children's time is tightly organised by the class teachers and by whole school timetabled agreements.
- Timetables are displayed on each class teacher's door.
- Tasks are specific and clearly defined.
- All pupils engage in useful activities immediately on entry to the classroom.
- Pupils are provided with extension or challenge activities.

To ensure continuity, relief teachers should be left with written guidance and suggested activities for all planned absences from the classroom. Planning files are kept on teacher's desks at all times.

SCHOOL POLICIES are available on the school website. It is the duty of each teacher to be familiar with school policies and to apply them. All new staff receive an Induction.

HEALTH AND SAFETY are the responsibility of all who work in the school. It is incumbent on each member of staff to familiarise themselves with the Health and Safety Policy and to ensure they not only keep themselves and others safe.

Cleaning is carried out by a professional cleaner. Nevertheless everyone should be encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. Nothing should be left on the cloakroom floor, all equipment must be returned to its appropriate place.

REVIEWED October 2023

Appendix 3.

Good questioning encourages pupils to think more deeply and to share their thoughts and ideas with others. Teaching ensures that pupils are given access to a range of questions.

Type of questions	Example
Open	<p>What do you think...?</p> <p>Why do you think...?</p> <p>How do you know...?</p> <p>Do you feel...?</p> <p>Find different ways of...?</p> <p>Can you try different ways of...?</p>
Closed	<p>What is...? What are...?</p> <p>When did...?</p> <p>How many...?</p> <p>Where is...? Where would you find...?</p>
Recalling facts	<p>Asks pupils to name an event, process or fact.</p> <p>Asks pupils to recall some information but not apply it.</p>
Observing	Asks pupils to describe what they see, using appropriate vocabulary.
Hypothesising, predicting or speculating	Asks pupils to estimate, suggest why something happens and suggest what will happen as a result of doing something; to ponder, guess or draw an inference.
Concluding	Asks pupils to draw different threads together or follow a logical route to arrive at a solution.
Personal responses	Asks pupils to express personal feelings, thoughts and ideas.
Discriminating	Prompts pupils to consider advantages or disadvantages, to look at something from different points of view.

Designing and comparing procedures	Asks pupils to plan and prepare a process for tackling a problem. Asking pupils to analyse before or after an activity which process will be/was the most effective.
Interpreting results	Asks pupils to draw conclusions from data or information, particularly where they are expected to understand a trend, identify what might happen next.
Applying reason or what they know	Asks pupils to provide more than one solution to a problem. Asks pupils to apply one or more aspects of their learning in order to explain what has happened or might happen next.