



# **PARK HIGH SCHOOL**

## **LEARNING AND TEACHING POLICY**

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# Learning & Teaching Policy

## 1. Aims of the Policy:

- To ensure high quality learning and teaching experiences for students of all abilities.
- To provide a framework for learning and teaching within which there is scope for creativity.
- To provide coherence of approach and consistency of expectation.
- To make explicit the entitlement of all students.
- To promote the core values of Park High.
- To raise attainment by increasing levels of student motivation, participation and independence.
- To promote reflection on, and sharing of, good practice through a variety of methods including CPD opportunities and the VLE.
- To promote an understanding of how learning takes place.
- To make explicit a baseline for monitoring and evaluating the teaching and learning that takes place.

## 2. Teaching at Park High

The purpose of teaching is to promote learning and to raise standards of both achievement and progress. Teaching includes the whole range of activities that a teacher employs to promote learning and progress. This includes:

- The Teachers' Standards.
- Use of expert subject knowledge.
- Planning of individual lessons and series of lessons to ensure all learners are challenged.
- Literacy and Communication is specifically planned for, to allow all learners to access the curriculum and to provide them with the academic register required to make progress.
- Having consistently high expectations of oneself as teacher and students as learners.
- Implementing varied learning activities to ensure progress of all students regardless of starting point.
- That students are made aware of the success criteria they are working towards.
- Effective use of differentiation to provide challenge for all.
- That learning starts promptly with activities that engage and stimulate learning.
- That pace of the lesson allows all students to make progress.
- That home learning is challenging and purposeful, including opportunities for pre learning and independent learning when appropriate and is in line with department policy.
- Marking, feedback (oral & written), formative and summative assessment takes place at regular points to help students make progress.
- Provides a positive climate for learning in lessons, ensuring high standards of Behaviour for Learning are embedded in routine practice.
- Intervention is provided when underachievement is evident.

### **3. Learning and Progress at Park High**

Learning takes place effectively when:

- The learning environment is secure, stable and stimulating.
- Relationships between teachers and students are positive and respectful.
- Students' self-esteem is high.
- Students understand the purpose of the learning and see relevance to their own experience.
- Learning builds on prior knowledge and understanding.
- Students can self-assess how and what they need to do to improve and are able to set appropriate targets.
- All students are expected to make clear progress in their learning over time at least in line with their starting points.
- Teachers provide differentiated learning activities designed to promote progress for all learners regardless of starting point and built on prior learning.
- The school provides CPD opportunities for teachers to develop their knowledge, skills and their repertoire and to work collaboratively to improve their practice.
- The school enables teachers to engage in peer observations to increase dialogue about learning and to support staff in trying new ideas.

### **4. Monitoring**

The quality of learning and teaching will be reviewed on a regular basis in a variety of ways:

- Examination results and tracking data such as Progress Check information
- Department Reviews
- Lesson observations – developmental opportunities within the context of subject review, themed reviews or performance management
- Student feedback
- Whole school themed review
- Learning walks
- Written work is monitored through a review process which has been strategically planned. Students' written work is reviewed in departments, across Head of Department Meetings and by SLT.

### **5. Review and Evaluation of the Policy**

Related policies:

- Curriculum Statement
- Continuing Professional Development
- Assessment
- ICT
- Able, Gifted & Talented
- SEND
- Literacy
- Behaviour for Learning