



PARK HIGH SCHOOL

Teaching & Learning Policy

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Teaching & Learning Policy

1. Aims of the Policy:

- To ensure high quality learning and teaching experiences for all students.
- To provide coherent implementation of the planned curriculum, to ensure that this is the lived experience of students.
- To ensure consistency of expectations.
- To make sure that there is rigour and challenge for all students, irrespective of starting point.
- To promote a research-informed and responsive teaching community.
- To ensure students are provided with specific feedback which enables them to make progress.
- To use the School Code to promote positive behaviour for learning.

2. Teaching and Learning at Park High:

The purpose of teaching is to promote learning and to raise standards of both achievement and progress. Teaching is carefully sequenced and scaffolded to ensure students gain the core knowledge they require to learn and make progress. Furthermore, teaching at Park High focuses on developing students' character and personal development. By developing their cultural capital and exposing them to the best of what has been thought and said, we help our students to become rounded, curious and questioning citizens.

This includes:

- The Teachers' Standards.
- Teaching and learning fulfils the requirements of the National Curriculum at Key Stage 3 and of examination specifications at Key Stage 4 and Key Stage 5.
- 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.
- Oracy in lessons is planned for and carefully structured. Students are taught to talk and through talk.
- Having consistently high expectations of oneself as a teacher and students as learners.
- Carefully sequencing lessons and scaffolding learning, to ensure progress of all students, regardless of starting point.
- Students understand how the disciplinary knowledge that they are taught fits into the broader narrative of the subjects they are studying.
- Knowledge organisers are used to distil the core knowledge that all students are required to learn.
- That students are provided with a range of model answers to ensure they have a full understanding of what they are working towards.
- Having clear and carefully crafted teacher explanations.
- Modelling, so that students know how to apply the knowledge and skills they learn.
- There will be deliberate practice, to ensure students have regular opportunities to practise their craft within a subject domain and demonstrate knowledge and skills.

- Questioning will be planned and used to ensure students are made to think hard with breadth, depth and accuracy.
- Effective use of responding and adapting to provide challenge for all.
- That learning starts promptly and is stimulating.
- That the pace of the lesson is adapted to allow all students to make progress. This includes revising and reteaching where appropriate to address misconceptions.
- Teaching is reiterative. Students are given opportunities to embed and develop their understanding by revisiting previous topics.
- That home learning is challenging and purposeful, including opportunities for pre learning and independent learning when appropriate and is in line with department policy.
- Provides a positive climate for learning in lessons, ensuring high standards of Behaviour for Learning are embedded in routine practice.
- The learning environment is secure, stable and stimulating.
- Learning resources are used judiciously and appropriately.

3. Assessment and Progress at Park High School

Learning takes place effectively when:

- All students are expected to make clear progress in their learning over time at least in line with their starting points.
- Marking, feedback (oral and written), formative and summative assessment take place at regular points to help students make progress.
- Be part of effective planning of teaching and learning.
- Regular, low-stakes assessments and questioning are used to check students' knowledge and understanding and to identify misconceptions quickly.
- Take into account how students learn and be supportive and constructive.
- Develop learners' capacity to recognise excellence so that they can become responsible, reflective and self-managing.

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 visits – 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 in order to ensure that students are accessing and learning the planned curriculum. Students' written work is reviewed in departments, across Head of Department and Postholder Meetings and by SLT.

5. Review and Evaluation of the Policy

Related policies:

- Curriculum Statement

- Continuing Professional Development
- Assessment
- ICT
- SEND
- Literacy
- Behaviour for Learning