



# Parklands Community Primary School

## Teaching for Learning Policy

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**Review Date:** Spring 2027

**Reviewed by:** Teaching and Learning Committee

# TEACHING FOR LEARNING POLICY

## Introduction





At Parklands, we aim for our children to develop a love of learning enabling them to become lifelong learners. Our children will achieve their best in a happy and safe environment, becoming confident and aspirational members of the school community and wider society.

We want our children to be the best that they can be!

Our school is committed to high quality teaching and learning and to raising the standards of achievement for all pupils. The purpose of this policy is to provide an agreed set of standards, consistency of practice and equal opportunities for all learners. The principle of inclusive learning and equality of opportunity are embraced and learning is promoted for each individual learner regardless of their prior experience, ability, gender, age, ethnicity, or any other circumstance.

## Aims and Objectives

This teaching for learning policy is intended to promote consistency and high standards. Through our teaching we aim to provide:

<b>Excellent Education</b> 	<b>Healthy Learners</b> 	<b>Community Minded</b> 	<b>Future Ready</b> 
<ul style="list-style-type: none"> <li>➤ Have high expectations for all pupils to fully engage with their education to develop a lifelong love of learning.</li> <li>➤ Encourage everyone to aim high and achieve their personal best and take pride in their successes. Be the Best that you can be!</li> <li>➤ Provide an engaging curriculum that adapts to the needs of our children; leading to outstanding progress and outcomes for all.</li> <li>➤ Inspire our children with a broad and balanced curriculum that makes meaningful links within a local, national and global context.</li> <li>➤ Encourage our children with a wealth of memorable and engaging experiences in and out of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Nurture the physical and emotional well-being of our children, providing a safe environment where they feel confident, happy and valued.</li> <li>➤ Encourage our children to find fulfilment in the friendships they make.</li> <li>➤ Ensure our children know how to stay healthy on the inside and healthy on the outside.</li> <li>➤ Ensure our children develop an understanding of their feelings in a supportive and nurturing environment.</li> <li>➤ Provide opportunities for our children to discover, develop and nurture their own talents and interests.</li> <li>➤ Ensure our children know how to stay safe in ever changing technical world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide a happy and safe environment where everyone is valued and feels listened to.</li> <li>➤ Ensure our children show respect and tolerance for others.</li> <li>➤ Celebrate our differences and our individuality.</li> <li>➤ Develop respect for the school environment and the wider world.</li> <li>➤ Create a stimulating vibrant learning environment which fosters inclusion and an exciting place for learning.</li> <li>➤ Actively participate in our local community.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Encourage all children to have goals and ambitions for their future.</li> <li>➤ Encourage all children to be resilient problem solvers.</li> <li>➤ Encourage all children to be self-aware, self-motivated and self-disciplined.</li> <li>➤ Ensure all children are well supported and prepared for their future.</li> </ul>

## Effective Learning

People learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. At Parklands Community Primary School we offer opportunities for all pupils to succeed in learning new knowledge, skills and understanding by:

- developing a positive environment where they feel safe and feel they belong, they enjoy being challenged and stimulated;
- providing a vibrant, exciting and stimulating curriculum which is enriched further with trips, outside visitors, themed days/weeks;

- delivering teaching using adaptive teaching techniques to support children with different learning styles;
- providing hands on participative learning where pupils explore materials; learning to design, make and evaluate;
- using a range of visual aids and stimuli in classroom resources, such as the use of IT, dance, drama, role play, creative activities and music;
- collaborating effectively, exploring and sharing ideas together and with each other;
- allowing learners to practise and transfer newly acquired skills (e.g. through cross-curricular work: the skills acquired through a report writing unit in English can then be transferred into Geography, History, Science) and celebrate their learning at the end of the unit with a fabulous finish!
- providing opportunities to build on prior knowledge;
- enabling the pupils to be actively involved and engaged in their learning through self initiated tasks and by giving them an input into their half termly topic;
- providing an environment which is organised, well resourced, appreciative, well managed and conducive to learning;
- offering an outstanding range of extra curricular activities which considerably enhance their learning;

#### **We feel that effective learning results in:**

- knowing you have succeeded and knowing what the next steps are;
- feeling you can achieve your targets;
- being able to explain what you have learnt;
- applying learning to other situations (cross-curricular);
- feeling positive about your learning/achievements;
- confidence in making mistakes and acknowledging that these are steps in our learning;
- developing a Growth Mind-set and a love of learning for life.

#### **Effective Teaching**

Our teaching is inclusive and ensures that all tasks set are appropriate meeting the needs of each individual child. When planning work for pupils with specific educational needs we use information and targets contained in the pupil's Personal Learning Plans and Educational, Health and Care Plans (PLPs and EHCPs).

We believe pupils learn effectively when the teacher provides:

- high expectations
- a challenging & stimulating curriculum based on good subject knowledge and a clear understanding of the National Curriculum requirements;
- lessons that are progressive & continuous where pupil's previous learning and interests are built upon
- regular opportunities to review their learning and check it has been embedded (retrieval practice);
- shared learning objectives and success criteria which are understood by the pupils;
- work which is adapted appropriately to cater for the needs of all pupils;
- an atmosphere where the pupils are prepared to take risks;
- opportunities to use the outside area where appropriate;
- time to review and reflect on the learning;
- high quality targeted intervention
- regular quality interactions providing in the moment personalised feedback;
- opportunities for appropriate challenge
- lessons where pupil's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation

- opportunities to celebrate children's work
- purposeful displays that follow the learning environment guidance. See Appendix 1

### **We feel that effective teaching includes:**

- a passionate commitment from teachers to do the very best for their pupils;
- excellent pedagogical content knowledge - the ability to identify, present and explain key concepts;
- an ability to use a variety of models of teaching and learning;
- a collaborative working style where teachers can plan, observe and discuss one another's work;
- the ability to question, reflecting on and modify practice.

### **Roles and Responsibilities**

Teaching and learning is a shared responsibility and all members of the school community should work towards the school's aims by:

- esteeming pupils as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging
- providing a well-ordered environment in which all are fully aware of behavioural expectations;
- offer equal opportunities in all aspects of school life and recognise the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

### **Teachers**

Teachers will endeavour to:

- be good role models, punctual, well prepared and organised;
- demonstrate our Parklands 3 values – keeping everyone safe, being ready to learn and being kind and respectful and our Parklands FRIEND values (Focused, Respect, Integrity, Excellence, Nurturing, Determination);
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and their own professional development;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

### **Pupils**

Pupils are encouraged to support the school's aims by:

- following the Parklands 3 and FRIEND values;
- attending school regularly and punctually;
- being organised, bringing necessary equipment;
- conducting themselves in line with the expected behaviour policy;
- taking increased responsibility for their own learning;

### **Parents and Carers**

Parents have a fundamental role to play in helping their pupils to learn. We inform and support parents to further their pupil's learning and confidence at school by:

- holding parents' consultation meetings to discuss progress and strategies for further improvement;
- having an open-door policy
- discussing their child's progress and behaviour as and when appropriate;

- sending information to parents regularly;
- setting out clear homework expectations;

### **Local Community**

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, celebrations of learning, etc;
- presenting themselves as positive role models to be emulated;
- organising events to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

### **Governors**

Our governors determine, support, monitor and review the school's policies on learning and teaching to ensure learning and teaching are effective by: I

- monitoring how effective learning and teaching strategies are in terms of raising pupil attainment;
- supporting the use of teaching strategies by allocating resources effectively;
- ensuring that the school buildings and premises are effective
- monitoring teaching strategies in the light of health and safety regulations;
- ensuring staff development and performance management policies promote good quality teaching;
- monitoring the effectiveness of learning and teaching policies through the school self- review processes
- keep up-to-date with developments within education.

### **Planning**

At Parklands Community Primary School, we are committed to following the programmes of study as required by the National Curriculum 2014 (NC).

We have a curriculum overview that highlights key objectives from the NC as well as specific skills from our progression of skills documents. From this, Medium Term plans are generated where Learning objectives will be specified and reference will be made in plans to Individual Support Plans where appropriate.

Plans are based upon previous assessment data, pupil need and subject expectation.

Pupils with special educational needs (SEN) receive support provided through quality first teaching including adaptive teaching strategies, as well as Classroom and SEN Teaching Assistants and the SENCO if appropriate. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs & Inclusion Policy).

Where appropriate our curriculum offers a cross-curricular approach to enhance the experience for the children. Across the history and geography subjects, we plan an irresistible hook and an authentic outcome to give learning a real purpose.

### **Assessment**

We base our teaching on our knowledge of the pupils' level of attainment which is guided by our formative assessments (carried out in each lesson) and summative termly assessments (measured against the end of year expectations).

### **Monitoring of Teaching and Learning**

Teaching and learning is monitored every term by leaders (SLT and Subject Leaders) who carry out a range of actions to ensure that teachers;

- provide high presentation levels across all subject areas are evident
- follow the Feedback and Marking guidance (See Appendix 1)
- use next steps and questions to allow pupils to learn further and opportunities for work to be improved is given
- carry out regular assessments to inform planning, ensuring all pupils make good or better progress
- identify pupils who may need additional support and deploy staff to lead interventions
- set targets for SEND pupils/vulnerable pupils
- come prepared for Pupil Progress Review meetings to discuss pupils' progress, attainment and identify next steps
- Carry out learning walks to share good practice
- Take part in book scrutinises to share good practice and identify areas where improvement is needed

### **Subject Leaders**

Subject Leaders, with support from SLT, have a responsibility to create, review and implement action plans for their subject in line with the school development plan. Monitoring will include planning and book scrutinies, learning walks and pupil voice.

### **SLT**

SLT oversee the monitoring of teaching and learning in order to revise and amend the school development plan and report to Governors. As well as this, SLT will carry out, formal book scrutinies and learning walk, lead Progress Review meetings and review half termly attendance data.

### **Inclusion**

Parklands is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCo, parents and external agencies (where appropriate) to plan tailored support. See the SEND policy and Information Report for more information.

### **Sources and References**

- The National Curriculum in England Framework Document July 2014  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/381344/Master\\_final\\_national\\_curriculum\\_28\\_Nov.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf)
- Early Year Foundation Stage Profile – 2021 Handbook  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/919681/Early\\_adopter\\_schools\\_EYFS\\_profile\\_handbook.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/919681/Early_adopter_schools_EYFS_profile_handbook.pdf)
- Development Matters in the Early Years Foundation Stage  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/988004/Development\\_Matters.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf)

### **Relation to other Policies and Appendices**

The Teaching for Learning policy should be read in conjunction with our policies for curriculum, subject areas, marking and feedback, behaviour, SEND and assessment.










## Appendix 1

### Marking Guidance

Marking and feedback at Parklands will be live and in-the-moment, fast, and consist of quality interactions allowing our children an opportunity to reflect on their strengths and progress as a learner.



Marking guidance will be implemented consistently across the school and will progress developmentally.

#### English and Topic Marking

Celebration of success as a learner	<b>Tickled Pink Highlighter or Pink Biro</b> Ratio 3:1	Finger Spaces	
Opportunity to progress as a learner	<b>Green for Growth Highlighter or Green Biron</b> Ratio 1:3	Check this. Does it make sense?	_____?
New Line	/	Missing Word/s	^
New Paragraph	//	Check Spelling	<b>Sp (in the margin)</b> Write correct spelling underneath or ask child to use a dictionary. Mark no more than 3 spelling errors.
Error in Punctuation Full stop (KS1)	 	Error in Upper/Lower Case Capital Letters (KS1)	
Conjunctions	 conjunctions	 Incorrect Tense	
Adjectives	 wow adjectives	Next Step	

- Children should have at **least 2** interactions / next step comments for English each week covering a range of areas for development. E.g. sentence structure and grammar
- Teacher's will acknowledge the learning in the broader curriculum, by identifying areas of success including the correct use of vocabulary. Teacher's will address misconceptions through their quality interactions.
- Children respond in purple and progress within these areas should be seen across a unit of work.

#### Maths Marking

Celebration of success as a learner		Number Reversal	— Write the correct number for children to repeat x 3. No more than 3 errors.
Opportunity to progress as a learner	_____?	Next Step	

- Children should have **at least 2** interactions / next step comments for maths each week.

#### Support Provided

Write in the margin the level of support given during the lesson where appropriate

Teacher Support	Teaching assistant Support	Collaborative Work	Paired Work
T	TA	CL	PW

#### Learning Behaviour



A gold star shows the pupil's effort and positive learning behaviour.

Teachers mark all work in **pink (celebration of success)** or **green (opportunity to progress)** pen.

Teaching Assistants to initial any marking.

Children self assess and respond to all next step comments in purple pen.



