



Teaching and Learning Policy

Approved by: E. Muca **Date:** 31/01/2022

Last reviewed on: 31/01/2022

Next review due by: 31/01/2023

TEACHING AND LEARNING POLICY

The Park Campus Academy Vision

The Park Campus Academy vision is one where all students are inspired to reach their full potential, regardless of ability or background, and where the students and staff benefit from each other's strengths.

Objectives of policy

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and students to ensure that all our students learn well in every lesson.

Rationale

At Park Campus Academy we recognise that the quality of teaching has a direct impact on the quality of learning. The expectation is that every lesson at the school is good or better so that students have the best chance of learning and reaching their potential.

Learning

Good learning for students is secured when:

- They arrive at lessons ready to learn and have the correct equipment.
- They acquire new knowledge and skills.
- They engage in learning.
- They are helped to behave well and co-operate.
- They take ownership of their behaviour and learning.
- They receive clear guidance on how to improve through high quality feedback.

Teaching

Good and better teaching is secured when:

- Teachers have an expert knowledge of their subject, the curriculum and how to teach Park Campus students, so that they can authoritatively impart knowledge.
- Teachers have consistent expectations of Park Campus students and match all activities to individual learning needs.
- Teachers plan and deliver lessons which are clear about what the learning objectives are and measure Park Campus students' progress towards achieving them.
- Teachers plan and set tasks that are challenging but are achievable.
- Teachers use well-judged and varied teaching strategies in order to match students' individual learning needs.
- Teachers differentiate work for each student.
- Teachers use differentiated resources to ensure that no learner gets left behind.
- Teachers and teaching assistants work collaboratively to ensure students can learn effectively.

Preferred Learning Styles

Lessons need to incorporate and take account of preferred learning styles. **Visual**

Learners are those who learn best from diagrams and pictures or who prefer text.

Auditory Learners prefer to hear information and discuss their work. **Kinaesthetic Learners** prefer physical learning, feeling and making.

Creating an appropriate Climate for Learning

In order for students to experience a positive climate for learning teachers and teaching assistants need to:

- Ensure classes are greeted outside the room, or at the door.
- Communicate what is required of students at every stage of the lesson.
- Implement clear, fair and consistent behaviour management strategies. (See Park Campus Behaviour Policy)
- Adopt seating plans that allow all students' progress to be monitored.
- Ensure each student knows how to make progress.

Lesson Expectations

In order to ensure that all Park Campus students have a high quality teaching and learning experience, all teachers and teaching assistants need to ensure that:

- Key learning objectives of the lesson are clear and displayed.
- Resources are distributed and/or positioned ready for use.
- Teachers and support staff should work collaboratively so that they work effectively with students.

Assessment

- Teachers should assess students' work regularly, according to the schools marking and feedback policy.
- Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies.
- Effective use of data is critical to inform students, parents and other staff of student progress towards targets.

Marking

Wherever possible, this should take place 3 times per half term -once at the beginning, once in the middle and once at the end – in all subjects. Students should be given appropriate opportunities to self or peer-assess and respond to marking of their work.

At Park Campus Academy, good marking is secured for learners when the following takes place;

- VF (verbal feedback) as part of formative assessment as a means of moving students on daily.
- DIRT (Directed/dedicated, Improvement and Reflection Time) –this will be the deeper part of the marking.
- At the end of each unit of work that is marked, teachers need to give a summative assessment:
 - SIT
 1. Strengths of the work. What have they done well?
 2. Improvements – strategies for progress. This should be reflected through DIRT marking.
 3. References to Targets to move the student forward. These should link in with success criteria, moving students through relevant assessment steps to raise attainment.

Setting of Appropriate Homework Across the Whole Curriculum

Rationale

At Park Campus we recognise Homework is an essential part of a successful education and helps support students' ability to learn in a variety of contexts. Homework not only reinforces classroom learning, it also helps students to develop skills and attitudes they need for successful lifelong learning.

Effectiveness of homework:

Teachers and teaching assistants must ensure that homework is purposeful and that it enhances the students' learning journey. Homework is most effective when:

- Tasks are structured, linked to the scheme of work and their purpose is clearly explained to students;
- There is consistent practice across the Academy
- Homework is regular so that everyone knows what to expect;
- Students and their parents or carers are clear about what they need to do and what the outcome will be;
- There are high expectations;

Monitoring and Evaluation of Teaching and Learning

Introduction

At Park Campus Academy we believe that learning is the process which gives learners the opportunity to be successful in their academic achievement as well as being a successful bridge back into mainstream education. Teaching and learning is central to our work as educators and it stems from the school's ethos, values and vision.

Regardless of circumstance we will make all of our young people successful. We aim for all of our learners to make outstanding progress and every member of staff is dedicated to achieve this. The specialist services we deliver to our young people, ensures that they

overcome the barriers that previously prevented them from being able to engage in mainstream education.

Protocols

At PCA, we have an agreed format for monitoring and evaluating teaching and learning for the management of performance over time, in line with the Teacher Standards. This will consist of the following; during the academic year:

- Learning Walks
- Work Scrutiny
- The Assessment and Recording of Student Progress

Learning Walks

Our Learning Walks are a system that allows leaders and staff to capture the typicality in T&L.

Learning walks conducted by staff, monitor the teaching and learning within our setting and ensures that it, supports student's, Developmental, Academic and Emotional needs within the curriculum. Learning walks focus on specific areas of the;

- Teaching.
- Student behaviours.
- Environmental cues.

These areas have an impact on the overall progress of all students.

Learning walks are used to moderate teaching and learning, curriculum coverage, student engagement and the environment.

Work Scrutiny

Teachers and teaching assistants across Park Campus Academy are involved in moderating;

- The quality of marking.
- Student feedback.
- The overall impact marking has on student progress.

This provides staff the opportunity to;

- Identify good practice.
- Collaboratively identify strategies to improve the quality of marking.
- Have a positive impact on progress across Park Campus Academy

The Assessment and Recording of Student Progress

Student progress is reported every half term and is based on formative and summative assessments. Learning Walks and Work Scrutiny moderate both, assessment and pupil progress. Park Campus Academy also takes part in internal and external moderations throughout the academic year, where our quality of marking is monitored.

Students are given termly targets based on identified areas of development for the student. A student's progress is measured through their personalised targets and informs any student support plans.

Students are set both ambitious and realistic targets by teachers

considering their;

- Academic ability.
- Social, Emotional and Mental Health needs.

This helps support the pupil to make progress.

The monitoring of teaching and learning at Park Campus Academy is;

- Quality assured; through a model of paired observation and scrutinisation wherever possible.
- Compared; to give us a broader picture of the success of teaching over time.

We expect every lesson to be personalised in a way that caters for every learner across the spectrum of ability to ensure all learners are inspired to reach their full potential.