



## PARK HILL SCHOOL

### TEACHING AND LEARNING POLICY

[see also Marking & Recording, Quality Assurance Programme, Assessment & Recording Policy & Prep (Homework) Policy]

#### Introduction

At Park Hill School we believe in the concept of lifelong learning and the notion that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; moreover that it should be fun. Through our teaching, we aim to equip the children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

#### Aims and Objectives

We believe that there are many different ways of learning. In our school, we aim to provide a rich and varied learning environment in which the children are helped and encouraged to develop their skills and abilities to the full potential.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self-esteem and help them build positive relationships with others
- Develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- Facilitate the children's understanding of their community and help them to feel a valuable part of this community
- Help children grow into reliable, independent, responsible and positive citizens.

#### Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit the individual. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning.

We offer opportunities for children to learn in different ways. Including:

- Investigation and problem solving
- Research, finding out and discovering
- Group work
- Pair work

- Independent work
- Through play
- Whole class work
- Questioning
- Fieldwork and visits to places of educational interest
- Creative activities
- Using computers and responding to musical, tape-recorded material or film
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity
- Lessons on 'how to learn'

Pupils are encouraged to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn; what helps them and what makes it difficult for them to learn

### **Effective teaching**

When teaching, we aim to focus on motivating the children and building on their present skills, knowledge and understanding of the curriculum. We use the agreed curriculum plan to guide our lesson planning and teaching.

Emphasis in the Early Years is on participation, investigation and deduction, giving rise to problem solving and discovery – of self and the world through real life situations. Therefore, with adult encouragement, supervision and leadership, children learn to abstract the theory from their practical experiences so that the knowledge gained becomes a part of each child's basic belief system. Literacy aspects in the Early Years are covered with the 'Letters and Sounds' scheme, whilst the numeracy aspects are from 'Numbers and Patterns: laying the foundations in mathematics'.

Our teaching is based on our knowledge of the children's existing level of attainment. Our prime focus is to further develop the knowledge and skills of every child. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's individual Educational Plans (IEPs). We have high expectations of all children and believe that their work here at Park Hill School is of the highest possible standard for the individual.

Individual targets for the children are set in every academic term between the class teacher and the parents. We review the progress of each child at the end of term when revised targets are set.

We have differing expectations of individual pupils due to ability levels. Therefore, different levels of output can be acceptable. However, there are circumstances in which work must always be finished e.g:

- The information is needed in the pupils' books for revision, logic, understanding, etc. In this case the source material will be sent home for finishing with an explanatory note.
- When a child who has not applied himself/herself sufficiently in class and the resulting output is below acceptable volume/quality. The child may be sent to the office during a lunch break for supervision and completion of work, with a written note to that effect. Alternatively, the work can be sent home for completion.

Each of our teachers makes a special effort to establish good working relationships with all the children. We treat the children with kindness and respect. They are treated fairly and given equal opportunities to take part in class/school activities. All teachers follow the school policy with regard to discipline and classroom management. We set and agree, with children, the class codes of conduct, which are then displayed in each classroom. The children are expected to comply with these rules, which have been jointly devised, to promote the best learning opportunities for everyone. Children are praised for their efforts and, in so doing, we help to build positive attitudes towards both Park Hill School and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our Good Behaviour and Discipline policy. We ensure that all tasks and activities for the children are as safe as reasonable. When planning to take children out of school, we first inform parents and obtain their permission and carry out specific risk assessments for all non routine activities.

Classroom assistants, parent volunteers and adult helpers are deployed as effectively as possible. Sometimes they work with individual children and at others, in small groups. All adults are CRB checked.

Our classrooms are attractive learning environments. We change displays at least once a term to make sure that the classroom reflects the topics being studied at the time. We ensure that all children have the opportunity to display their work at some time during the year. We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes high-quality work by the children (see Display Policy).

Members of staff at Park Hill School are encouraged to reflect on their own strengths and weaknesses in order to plan their professional development needs accordingly. We do all we can to support the teachers in developing their skills so that they can continually improve their practice and we have an active CPD programme. Every member of staff spends at least two days a term in training.

All teaching is conducted in an atmosphere of trust and respect.

**The role of parents** (see Our Partnership with Parents Policy)

We believe that parents have a fundamental role to play in helping children to learn. We do all possible to inform parents about what and how their children are learning by:

- Recognising parental influence to be of the utmost importance in children's lives.

- Understanding that parents are their children's first and most enduring educators.
- Holding parents' meetings for each form at the beginning of the school year to explain our school strategies for teaching and prep.
- Sending information to parents at the end of each term in which we outline the topics that the children will be studying during the following term at school
- Sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- Explaining to parents ways in which they can support their children with prep and reading
- Stating the objectives of the exercise(s) on prep worksheets.
- Holding termly parent/teacher meetings
- Making constructive remarks when marking pupils' work

We believe that parents have the responsibility of supporting their children and the School in helping to implement school policies. Therefore, we ask parents to:

- Do their best to keep their child healthy and fit to attend school in order that he/she has the best possible attendance record
- Ensure that their child is equipped for school with the correct uniform, PE kit and stationery/pencils etc
- Work with the School on all behaviour and discipline matters
- Discuss any concerns they may have with the class teacher/ Headmistress/ Principal

### **Assessment**

In our experience, effective assessment provides information for teaching and consequential learning. Therefore we give regular feedback to our pupils so that they may understand how and what they do well; furthermore what it is that they need to do better. We are then able to base lesson plans on a detailed knowledge of each pupil. Parents receive regular reports on their child's progress. In these ways, teachers, pupils and parents are all working together to raise standards for our children.

The aims and objectives of assessment in our school are to:

- Enable our children to demonstrate what they know and understand in their work
- Help our children understand what they need to do next to improve their work
- Help teachers plan work which accurately reflects the needs of each child by providing differentiated lessons and support
- Provide regular information for parents to aid them in supporting their child's learning
- Equip the Principal, Headmistress and teachers with information to make judgements about the effectiveness of the school.

### **Feedback to pupils**

We believe that feedback to pupils is very important, as it tells them how well they have done and how they could further improve.

Children receive verbal feedback on their work whenever possible. This is usually done whilst the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. Children of all ages receive written comments. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

Written feedback to a child is related to the learning objective for the lesson. By so doing, we make clear whether or not the objective has been met and produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was not so. In both cases we identify what the child needs to do next in order to improve in this area.

Time is allowed at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's works

### **Marking and Recording**

All children's work should include their name and the date. Children too young to write will need this written by their teachers.

All work is to have some mark by the teacher before it is filed or sent home e.g. a tick, star and/or comment.

Marks are to be recorded in planning diaries and used towards the end of term and other reports, as necessary.

Early Years' (Nursery and Reception) teachers record progress in profile booklets. Samples of work are kept in all six areas of learning. Other marked work goes home.

In general, comments written on children's work are to be positive. Negative comments can be made but, if possible, linked to positive ones e.g. 'Your handwriting usually shows great care; today you have not achieved your usual standard'.

Teachers' writing is to be in the official Park Hill style.

Spellings are usually corrected except in particular circumstances such as specific creative writing tasks.

Work must be marked before being handed back to children or, in exercise books, before the next piece of work is undertaken.

All subject contents are checked against the relevant Scheme of Work by the Principal or Headmistress.

## **Homework (Prep)**

### **Years One and Two:**

- Encourages good study habits.
- Expands the time an individual has for study; particularly providing time to practise and reinforce concepts taught in class.
- Provides a link between home and school; parents can gain a realistic idea of the capabilities of their child.
- Parents are asked to actively support their child at home by supervising all prep.
- Is not meant to be burdensome for either parent or child; parents are asked to inform us immediately of any concerns.
- Provides an opportunity to remedy a perceived weakness.
- The issuing teacher must always mark prep. promptly.

On Mondays, a note setting out the week's prep is sent home. Reading is a priority and parents are asked to record pages read, on a daily basis, in the reading diary.

### ***Year One***

Other than reading, prep is intended to take about 10 minutes (slightly longer at weekends). If prep is not returned regularly, the matter will be discussed with parents in the context of their child's progress.

### ***Year Two***

The children write the teacher's instructions into a communication book, which is then checked by the issuing teacher. Parents are asked to initial the prep book when the prep has been completed and to let the teacher know by a note in that book of any problems or queries.

Approximately 20 minutes' work a night is expected in addition to daily reading, spellings and revision of tables.

### ***Early Years (Nursery & Reception)***

The Early Years children take home books and games to share.

Reception are encouraged to prepare Show & Tell along with the help of a parent and share experiences from home.

### **Monitoring and review**

We are aware of the need to review the school teaching and learning policy regularly so that we can take into account new initiatives, changes in the curriculum, developments in technology and/or changes to the physical environment of the school. We shall review our policy at least annually. This policy is routinely discussed with new staff at induction sessions and referred to in regular staff meetings/training sessions.

NB: This policy should be read in conjunction with the Quality Assurance Programme  
See also, Assessment & Recording document

GS/kw: 09.05/02.07/05.08  
GS: 02.09  
MDC/hc: 07.08/05.11  
MDC/sk: 10.08/02.09/10.10/06.



## PARK HILL SCHOOL

### ASSESSMENT & RECORDING

(to be appended to Teaching & Learning/EAL)

#### ***All Classes***

Written reports to parents

Golden Books

Target setting

Communication Books/Reading Diaries

Child Orientated Meeting discussions/notes

File Notes/Incident Reports

English as an Additional Language: feedback from lesson notes.

In Addition:

#### ***Early Years: (Nursery and Reception)***

Samples of work

Early Years Profile

Observations

Ad hoc recording if issues arise

Teddy Peg check list of achievement

Phonics/number records

#### ***Years 1 & 2***

Weekly spelling mark

Weekly tables and/or number test

Annotated marking on children's work

NFER assessments in maths, English and NVR during autumn and summer terms

Schonnel reading tests in autumn and summer terms

Mental arithmetic marks

Unaided writing – levelled piece; each term

Sport checklist for proficiency

GS: 10.04/05.08

MDC/hc: 07.08

MDC/sk: 10.08

EC/MDC: 11.11



## PARK HILL SCHOOL

### MARKING AND RECORDING POLICY

Every piece of the children's work is to be named and dated. Children too young to write will need these written by their teachers, in Park Hill style.

All work to have some mark by teacher added before it is filed or sent home e.g. a tick, star and/or comment.

#### **Parent and Teacher meetings/Target Setting**

Early in every term, targets for each child are agreed with parents at an individual parent teacher meeting. The written formal reports will reflect progress towards these targets including social, emotional and academic areas. Certificates may be awarded to children to celebrate success and/or effort at any time throughout the term.

The parent and teacher meeting will start with articulating the child's strengths, then give parents as well as teachers an opportunity to express any concerns. Targets may arise from concerns. Usually 2 or 3 targets will be agreed.

Targets are to be brief, specific to the individual child, measurable, achievable, agreed with parents and recorded.

Marks in Years 1 & 2 are to be recorded and used towards end of term and other reports as necessary. These children have spelling, dictation and maths test results recorded weekly. Reception and Nursery teachers record pupils' progress through their individual profiles.

In general, comments written on children's work are to be positive and constructive. Negative comments may be made but, if possible, linked to something positive e.g. "Your handwriting normally shows great care but today you have not achieved your usual standard".

Teachers' writing is to be in the official Park Hill style in all circumstances e.g. on displays, board work, in books etc

Spellings are usually to be corrected, except in particular circumstances such as specific creative writing tasks.

Work must be marked before being handed back to children or, if in exercise books, before the next piece of work is undertaken.

All subject contents are to be checked against the relevant Scheme of Work by the Principal or Head Mistress once every school year.



## PARK HILL SCHOOL

### PREP (HOMEWORK) POLICY

#### **Aims and Objectives:**

- Encourages good study habits.
- Expands the time an individual has for study; particularly providing time to practise and reinforce concepts taught in class.
- Provides a link between home and school. Parents can gain a realistic idea of the capabilities of their child.
- Provides an opportunity to remedy any weakness.

The issuing teacher must always mark prep promptly; in line with the marking policy.

#### **Early Years**

Prep is not usually given. Occasionally, a game or flash card with a sound to reinforce learning is sent home. Children whose phonic work develops quickly may be given a reading diary and books sent home.

#### **Years1 & 2**

Prep is part of the learning day. Parents receive notification of each week's prep via e mail (or hard copy if requested) at the start of the week. We ask parents to assist their child/ren where necessary but the prep is usually reinforcement of class work and about 10 – 15 minutes per night is expected.

Reading homework is given daily and a record thereof made in the reading diary by parents.

Science and French are set every week.

Religious Studies or Social Studies are occasionally sent home to finish classwork.



## PARK HILL SCHOOL

### QUALITY ASSURANCE PROGRAMME

“At Park Hill School we are constantly striving to improve the quality of the learning community.” We have a number of strands of action which are as follows:-

#### Staff:

- Annual appraisal by Headmistress plus overview with Principal
- Regular full staff training
- Individual targeted staff training
- Headmistress/Principal observations
- Peer observation programme

#### Children

- Overview of all recording and assessments e.g. EAL assessments; records of work; mark books; NFER; Learning Journeys and EY profiles
- Overview of individual target setting by Headmistress or Principal
- Schonell reading test and NFER plus twice per year
- Regular review of children’s work
- Review of biannual written reports

#### Parents

- Regular update of information provided by the school
- Photo board of staff
- Regular in house open days
- Termly parent/teacher meetings
- Feedback from parents e.g. written reports

#### Inspection

- Staff considers all reports
- RBK Early Years Link Advisor
- Ofsted

#### Analysis of leavers

- Age expired
- Ad hoc

#### Review of policies; routinely

#### Overview of planning

- Is it meeting learning objectives?
- Does every lesson have a clear objective?
- Is every lesson evaluated?
- Are teachers regularly observed?