



Making a Difference

Phoenix Park Academy



Teaching & Learning Policy

Issue No: 1

Issue Date: September 2016

Review Date: September 2017

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Staff Responsible: JS

Date Approved by Governors: December 2016



WELLSPRING
ACADEMY TRUST

Teaching & Learning Policy

The Teaching and Learning policy sets out a holistic approach to pupils' social, emotional and academic development.

These are the core principles for working in all settings:

- Nurture principles of positive relationships, consistency, structure and routine are the foundation for engagement
- Base line assessments are accurate and barriers to learning identified
- Learning opportunities are relevant, compelling, engaging and challenging
- Staff are able to use a range of approaches to learning to engage, motivate and inspire pupils to achieve
- Social skills are taught to build co-operative learning skills
- A 'Growth Mindset' approach is embedded across all classes to build resilience
- Pupils achievement is celebrated to fuel aspiration
- Regular professional learning sessions are used to develop and cascade best teaching and learning practice on a regular basis along with coaching and shared planning

Differentiation:

Staff consider pupils' needs and work is differentiated to meet each pupil's learning and behavioural needs so that they are able to engage with their work with the right level of challenge to ensure motivation and progress. Contexts for learning inform planning and Pupil Profiles are read and contributed to by all staff to support this process.

Assessment for Learning is embedded to ensure work is differentiated appropriately for each individual.

A holistic nurture approach:

Staff have unconditional positive regard for pupils and use therapeutic language to support pupils and break down barriers to learning.

Teachers have an understanding of child development, of individual pupils' Special Educational Needs including social, emotional and mental health difficulties such as attachment difficulties and incorporate strategies into their teaching to address gaps in learning and development.

Pupil voice

Pupils are listened to in tutor/nurture time where they have an opportunity to share their thoughts or feelings with staff in order to settle to learn.

Pupils' contributions to co-construct learning are encouraged.

Curriculum topics are chosen that will have relevance to the pupils, whilst widening their horizons.

The strong trusting relationships between pupils and staff enables pupils to feel confident to express their thoughts and feelings.

Behaviours for learning

Behaviours for learning are taught across the curriculum, through modelling and through SEAL which runs through the curriculum. The nurture start to the day enables staff to focus on behaviour for learning through SEAL activities and targets.

Literacy across the curriculum

Strengthening literacy skills is a priority across all curriculum areas to address deficits which are common to a majority of pupils and is explored through:

Drama/role play, speaking and listening opportunities, modelling e.g. speaking in grammatically correct English, word games, and focus key words in all subject areas.

As reading is essential to access any curriculum area targeted reading intervention is provided as required at all key stages.

The Learning Environment

- Staff are flexible and imaginative in how they use space
- Groupings are arranged appropriately for each task
- Use of community and natural learning environments are used to enrich the learning experience whenever possible and appropriate

Elements Curriculum

This is a thematic curriculum around umbrella themes across key stages 2 to 4. Subjects are taught using a context with encourages learning to engage pupils and with a focus on the relevance of the learning to the world around them. Our objective is to ensure that through the curriculum we enhance pupils' social and emotional development as well as develop knowledge skills and understanding so that they are able to make the transition into successful adulthood.

Assessment, Feedback and Pupil Progress

Assessment for Learning and Assessing Pupils' Progress are used for formative and summative assessment in order to ensure work is meaningfully differentiated, that pupils know what they need to do to make progress and is also used to develop learning at a deeper level. Feedback that is responded to by pupils is essential – strategies are used to support pupils in accepting and acting upon feedback. Progress is monitored and data analysed by teachers on a regular basis to inform future planning and interventions. Work is standardised across staff for quality assurance at regular intervals across the school year.

Learning beyond the classroom and homework

To extend learning beyond the classroom the formation of a positive relationship between the school staff, in particular the form tutor, teaching assistants and parents/carers is essential. Primary children are encouraged to take a book home from the library to share with parents/carers. Review days provide an opportunity to have a learning conversation where parents are given a fuller understanding of what their child needs to do to make further progress and what they can do to contribute.

Safeguarding and E Safety

The safety of pupils is paramount in all teaching and learning environments. Risk assessments are made for all visits and parental permission received. Staff have been trained in E Safety and pupils are taught about E safety through lessons on E Safety and when the opportunity arises. (See separate policies on E Safety and Safeguarding)

Leadership

Leadership is dispersed so that at all levels there is leadership in innovative practices to engage and motivate learning. Leaders revise and review the practices in the policy so that the policy is a live and evolving piece of documentation that ensures best practice.