



# **Teaching and Learning Policy (EYFS and Primary)**

**Reviewed September 2021**

## Introduction

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

## Aims

At Park Lane, each child is our focus. We aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to become successful citizens in the 21<sup>st</sup> Century.

At Park Lane we are committed to creating and sustaining an environment where our pupils are:

- successful learners
- critical thinkers
- industrious and curious
- respectful and empathetic
- co-operative and collaborative
- honest and trustworthy
- knowledgeable and competent in their use of technology
- aware of environmental issues
- resourceful and responsible global citizens

Park Lane learners are:

- respectful
- responsible
- resourceful
- resilient
- risk-takers

## Effective teaching and learning

Personalised learning is at the heart of effective teaching and learning. At Park Lane, we recognise the need to develop strategies that will allow all children to learn in ways that best suit them so that they may fulfil their potential.

As a result of the global pandemic an effective Distance Learning Plan policy is in place to meet the needs of the pupils learning from home (please refer to DLP Policy).

## Learning to Learn

Learning and teaching are interactive. It is important that we teach pupils how to 'learn to learn' in order to become independent learners and develop skills for life-long learning. It must be made explicit to pupils what they need to do to be successful in their learning. This could include:

- discussions with pupils about learning;
- explanation of topic/task, e.g. by teacher, between pupils, by pupils to whole group, and pupils to the teacher
- reading and thinking time
- scaffolding (writing frames, sentence starters)
- modelling (sharing pupils' work, working through examples, guided writing, sharing planning and demonstrations)
- developing effective learning and study skills (e.g. revision techniques, recording notes, summarising and sharing of good practise (i.e pupil to pupil, pupil to teacher and teacher to pupil))
- formative feedback (oral and written) and continued target setting on how to improve by teacher and/or pupil (see Feedback and Presentation policy)
- regular reviews of progress to set targets

## Effective teaching and learning is characterised by the nine features of Personalised Learning:

1. Excellent teaching and learning
2. Target setting and tracking
3. Focused assessment
4. Intervention
5. Pupil grouping
6. The learning environment
7. Curriculum organisation
8. The extended curriculum
9. Supporting children's wider needs

## 1. Excellent Teaching and Learning

This is characterised by:

- Highly focused lesson design with clear objectives
- High expectations of child involvement and engagement with their learning
- High levels of interaction for all children
- Teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for children to talk individually and in groups
- An expectation that children will accept responsibility for their own learning and work independently
- Taken into account pupils' different learning styles-visual, auditory, kinaesthetic
- Praise and encouragement in order to foster and develop mood management, motivation, positive self-talk, persistence, self-reinforcement, self belief and the attribution of success to effort

## 2. Target setting and tracking

Individual childrens' progress is tracked, and we use a range of performance measures including teacher assessment/judgements (against English National Curriculum levels and descriptors) and test results. Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate. Data is collected on a regular basis and is shared with the staff and children.

Child progress meetings are held regularly to identify strengths/areas for development in performance and/or identify staff CPD requirements.

Parents receive regular feedback and updates on their child's progress (through twice yearly Parent-Teacher consultations, Mid-Year report in December and an End of Year report in June. In addition to this, in Primary a short progress report is given in November and February. This ensures that parents feel included in their child's learning and can provide support/encouragement as appropriate.

Year Curriculum Leaders (YCL) and Subject Leaders monitor a child's progress through lesson observations, child interviews, book and planning scrutiny. Assessment progress meetings are carried out throughout the year involving YCL, class teachers and the Deputy Head Primary and EYFS.

### 3. Focused assessment

Secure knowledge of each child's current progress is a core element of teaching and learning at Park Lane. Lesson planning is based on prior learning and throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made.

Fundamental to our formative assessment procedures is Assessment for Learning (AfL).

A range of AfL strategies are used in the classroom:-

- Learning objectives are made explicit and shared with the children.
- Success criteria are agreed by the children and teacher.
- Self and peer assessment is used against the success criteria.
- Children are engaged in their learning and receive immediate feedback on their progress.

Summative assessment opportunities are detailed in the assessment calendar. The Rising Stars progress tests are used from Year 1 – Year 6. We also choose to use the formal SATs in Year 6. (see Assessment policy)

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

### 4. Intervention

It is expected that the great majority of children at Park Lane will make at least the expected rate of progress through high quality, class based teaching. However, for some children this approach may not be sufficient and these children, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their expected levels.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular child or groups of children. When considering children for interventions, a wide range of assessment evidence is drawn upon to support judgements made about a child's progress.

### 5. Pupil Grouping

All classes are mixed ability. In order to meet the learning objectives and learning needs and provide appropriate challenge and support for all children, teachers use a range of grouping options across the year group and within their classes.

- ability groups across the class (maths, phonics)
- skills based grouping (guided reading/writing)
- mixed ability grouping (science enquiry/historical investigation)
- paired work (response partners) to facilitate discussion
- individual work

- pupil choice
- whole class groups

## 6. The Learning Environment

Our classrooms are attractive learning environments. Displays are changed regularly, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. Highly visual and interactive displays are used to engage children and encourage self-help strategies.

All classrooms are well resourced (each room containing an interactive whiteboard, classroom computer with internet access, class libraries of fiction and non-fiction books etc) facilitating a wide range of different teaching and learning activities.

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

## 7. Curriculum Organisation

We adopt a creative curriculum approach to guide our teaching. In Primary, long term plans detail what will be taught in each year group. In EYFS and Primary, medium and short term lesson plans contain detailed information about the teaching activities and task to be set.

In personalising the curriculum, we aim to find appropriate challenges for children and address their particular needs so that they may all have an equal opportunity to succeed.

We aim to cater for the needs and interests of a full range of learners including:

- learners with learning difficulties and disabilities
- learners with English as an additional language
- girls and boys
- learners with social, emotional and behavioural difficulties
- high learning potential children

## 8. The Extended Curriculum

Helping children to discover and/or develop new interests is essential to personalised learning at Park Lane. During the school year a range of activities are organised to enhance the curriculum:-

- Residential visits
- Clubs/Enrichment activities
- Visits

- Visitors
- Competitions

This approach extends beyond school hours. The school hosts a number of after school activities including: Choir, Sports, Arts and Crafts, Creative writing, Ballet, Spanish, German, Cookery and Homework.

## 9. Supporting children's wider needs

At Park Lane we establish good relationships with all our families and aim to provide a climate open to dialogue. Within school, we can offer advice and support through our school-based services, for example:

- Our on-site school nurse
- Occupational therapy
- Speech and language therapy
- Referrals to needs specific professional services
- Czech Academic advice and assessments

## The role of the school

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- holding curriculum meetings to explain our school strategies for teaching the English National Curriculum and the EYFS Statutory Profile;
- running a number of workshops from Reading strategies through to eSafety
- sending out the weekly EYFS and Primary updates school newsletter
- sending home the Week Ahead in EYFS
- using the online learning journal Tapestry for EYFS
- term planners are sent out in the Autumn, Winter, Spring and Summer terms in Year 1 – 6 detailing what will be taught in the different areas of the curriculum
- End of year expectations for each year group
- sharing pupils' learning during 'Stay and Share' morning or afternoon sessions
- providing information to parents throughout the year in which we share our pupils' teaching and learning programme
- sharing class photographs and information using Class Dojo
- sending out Year Curriculum Leader Top Tips
- sending home school reports (Mid-Year, End of Year and short Progress reports (Primary)

- explaining to parents how they can support their children with homework with a homework workshop near the start of the academic year
- holding parents' evenings which provide an opportunity to discuss the progress our children are making
- choosing to arrange a personalised meeting if there are any causes for concern
- sending out the Park Lane press around three times in the year
- school year book

## The role of Parents

We believe that parents, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:-

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct PE kit;
- ensure that their child follows the guidelines set out within our eSafety Policy
- ensure that their child is supported with homework activities which consolidate learning
- inform us of their child's interests and capabilities
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;

## The role of the pupil

We believe that our pupils have a responsibility to:

- participate as fully as possible in the learning opportunities and help other children to do the same
- work hard and try his/her best
- behave appropriately in school according to the school's behaviour code
- be polite and helpful to other children and adults in school
- come to school regularly and be on time
- take good care of the school environment
- complete homework regularly
- tell the teacher or an adult at home if he/she finds the work difficult

## Lead Learners

Teachers are lead learners, committed to continually improving their craft, and making each lesson better than the last. They openly embrace evaluations of their own teaching in order to improve. This should happen in a number of ways:

- using pupil voice to receive pupil feedback and gain a clear understanding of when teaching is effective
- shadowing each other teach
- videoing and reviewing lessons
- working in teams, both within and across Phases/Key stages and subject specialisms to explore effective teaching and learning
- joint planning of lessons that inspire pupils to become independent and effective learners
- using peer observation across Phases/Key stages so that good practise is widely shared and collaboration fostered
- focusing on what makes a lesson 'outstanding'

All of our teachers reflect on their strengths/areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding so that they continually improve their practise.

## Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

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