



**The Park Federation Academy Trust  
Lake Farm Park Academy**

**Teaching and Learning Policy**

## Approval

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## **Section 1: Introduction**

We believe that every child at Lake Farm Park Academy (LFPA) is entitled to the best possible education that we can provide. Our basic principle is that every child can succeed and this can be achieved by making LFPA a learning place for all.

We believe that the very best teaching and learning is key to achieving this aim and this policy reflects the high expectations of all staff and children at LFPA.

The purpose of this policy is:

- to ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement;
- to embed an agreed range of good practice across the academy;
- to ensure consistency throughout the academy;
- to provide all staff with a clear vision of the academy's expectations;
- to define the criteria that will be used for evaluating the quality of teaching at LFPA.

## **Section 2: Principles of Effective Teaching and Learning**

Children learn best when:

- Everyone has high expectations
- They can reflect on and evaluate their own and their peers' work
- They understand the purpose of the task and what they need to do in order to succeed
- They are given challenging activities and opportunities to enquire and discover for themselves
- They are presented with stories and examples to place their learning in a 'real-life' context rather than being given facts and abstract principles
- They are taught the skills enabling them to work collaboratively as well as independently
- They are motivated and enthused by their learning and have high self-esteem
- They are allowed to make errors and see errors as a key part of their learning

## **Section 3: Teaching**

Our teaching focus is simple - it is about doing the right things consistently well and ensuring that all our actions are focused on what will work best for the children at LFPA. The 'LFP 10' outlines the expectations we have of all of our staff (see Appendix A). Our teachers will

- have high expectations of all children and see themselves as personally responsible for the children meeting those expectations
- make the learning visible to the learner
- have an understanding of children's prior knowledge
- have enough subject knowledge to provide suitable challenge and meaningful experiences and appropriate next steps
- use a range of teaching strategies to provide direction and re-direction
- share and explain the learning intentions and success criteria with the children
- create an 'error-rich' climate so that students can experiment with their thinking

- have the vigilance to know what is and what is not working and continually evaluate and reflect on their practice

The outcomes of effective teaching will ensure that all pupils:

- make good progress and that no child being left behind;
- acquire new knowledge and skills, develop ideas and increase their understanding;
- show engagement, application and concentration, developing the skills to work independently and collaboratively;
- understand how well they are doing and what they need to learn or improve next.

## **Section 4: The Curriculum**

At LFPA, we follow the National Curriculum from Key Stage 1 (KS1). In Reception and Nursery, the Early Years Foundation Stage curriculum is followed. The curriculum is aligned with The Park Federation's Curriculum Statement.

Our curriculum is based around giving every child a thorough grounding in the basic skills of communication, language, literacy and numeracy with the goal that every child is:

- a confident communicator;
- a fluent reader with a love of literature;
- an expressive and imaginative writer;
- numerate.

The academy will ensure that:

- all statutory elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual pupils will be met.
- the curriculum is broad and balanced;
- the procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations, and what is required to help them improve;
- the curriculum provide equal access for all students, including those with additional needs, to a full range of learning experiences;
- the curriculum is implemented in line with this policy.

The curriculum will be topic-based, with most themes lasting for a half term. Cross-curricular links will be made where possible but subjects such as Maths and Phonics will be timetabled discretely. All topics will make a significant contribution to the development of language, literacy and numeracy skills.

## **Section 5: A Language of Learning**

Our language of learning is based around the five principles of 'LFP Powerful Learners':

- I will always aim high
- I keep on trying and don't give up
- I am not afraid to make mistakes

- I believe in myself
- I know what I need to learn next

## **Section 6: Assessment**

Assessment is most effective as a continual process to ensure that every child's individual needs are being adequately met and appropriate next steps are identified. Assessment should play an integral part in the classroom, involving all adults. All those involved must work closely together. The outcomes from assessment, recording and reviews of progress are used to monitor and evaluate curriculum planning. They are crucial in setting new learning targets for pupils.

The academy will ensure that our assessment procedures:

- are based on an agreed framework of consistent principles used throughout the academy, which allow us to effectively track pupil progress;
- inform teachers' forward planning and forms the basis for determining future teaching and learning development;
- are integrated into curriculum plans;
- help pupils to develop the skills they need to become reflective learners;
- recognise the whole range of pupils' achievements and experiences;
- provide intelligible and meaningful information for parents;
- use a wide variety of assessment strategies.

### **Informal Assessments**

When informal assessment is embedded in daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to children's needs. On-going teacher assessment is central to pupils making good progress.

Our staff will use a range of assessment strategies to maximise opportunities for pupils to demonstrate their knowledge and skills. These include observation, questioning, listening, marking and looking at other work produced. The evidence used to assess a child will be primarily based on a child's day-to-day work in class. Assessment activities will be planned in at regular intervals in order to support teacher judgements.

### **Formal Assessments**

Formal, or summative, assessment involves making a judgement of a child's attainment at a point in time in order to assess their performance in terms of a particular subject or objective.

LFPA will regularly carry out more formal assessment, including ensuring that statutory Assessment and Reporting requirements are met. These include:

- the Baseline Assessment during the first six weeks of Reception;
- the Early Years Foundation Stage Profile during the Summer Term of Reception;
- the Phonics Check in the Summer Term of Year 1
- end of Key Stage assessments in Years 2 and 6
- a range of yearly assessments using the Rising Stars framework.

### **Moderation**

We ensure consistency of standards by regular moderation of teachers' assessments. Work is moderated throughout the year so that there is standardisation of levels of achievement. This is done within each year group and across each key stage. Evidence

to support moderation includes pupils' work, teachers' records and professional dialogue about pupil's achievements.

LFPA complies with any statutory moderation requirements.

## **Section 7: Monitoring the Effectiveness of Teaching and Learning**

Monitoring enables LFPA to fulfil its duty in knowing about standards, practice and areas for development. It enables staff to improve their teaching and practice through observations, discussions and opportunities to reflect on what is successful as well as areas for development.

LFPA have developed The LFP 10 criteria for the monitoring of teaching and learning (see Appendix A). These form the basis of monitoring proforma.

LFPA uses a range of monitoring procedures to judge the effectiveness of teaching and learning, to inform the Academy Development Plan and to support Performance Management objectives and the planning of CPD.

Monitoring may fall into the following categories:

- governor visits;
- lesson observations;
- pupil work scrutiny;
- planning scrutiny;
- Bright Spot walks;
- Informal observations of engagement between staff, pupils, visitors and families;
- Annual stakeholder questionnaires;
- Reviews of the implementation of academy policies.

The outcomes of any formal monitoring will be fed back to staff. Effective feedback should:

- identify strengths and clarify what good performance is.
- confirm good practice and what it is that makes it good.
- identify areas for development.

Feedback should deliver high quality information to the person being observed about their practice. It encourages dialogue about learning and it provides opportunities to move professional practice forward.

### The LFP 10

1. Teachers have depth in subject knowledge, and effective strategies for imparting this knowledge to pupils.
2. Every child is challenged, with high expectations of what every child can achieve.
3. Curriculum planning relates closely to pupils' interests and to individual needs.
4. All adults working with a child know their strengths and next steps, and communicate these clearly through verbal and written feedback.
5. The teaching of literacy is prioritised, particularly language, communication and phonic development.
6. Pupils are interested and engaged in their learning, and have a desire to learn more.
7. Pupils behave well and follow The LFP Way.
8. Independence, perseverance and self-belief are fostered.
9. Assessment processes are thorough and used successfully to check pupil's progress.
10. Children have access to stimulating learning environments.

### An outstanding culture

- A commitment to the development of professional practice.
- Rigorous monitoring of progress and achievement, with timely and well planned interventions.
- Consistency of teaching and learning, through 'The LFP 10' guidelines.
- Decisions are based on what is best for our pupils.
- Everyone is responsible for, and contributes to, the academy's performance.
- Collaboration with families and the community.

## The LFP 10

### What does this mean in reality?



- 1. Teachers have depth in subject knowledge, and effective strategies for imparting this knowledge to pupils.**
  - Have up-to-date knowledge of the relevant curricula and relevant policy changes;
  - Shape classroom practice around evidence-based research;
  - Reflect on own practice and are proactive in professional development;
  - Use a range of teaching strategies in day-to-day practice.
  
- 2. Every child is challenged, with high expectations of what every child can achieve.**
  - Understand the needs and next steps of every child;
  - Adapt the pace of learning according to need;
  - Ensure learning has depth as well as breadth;
  - Plan learning to enable pupils to meet at least end-of-year expectations
  
- 3. Curriculum planning relates closely to pupils' interests and to individual needs.**
  - Link planning to the relevant curricula;
  - Put learning in context;
  - Base learning around pupils' next steps.
  
- 4. All adults working with a child know their strengths and next steps, and communicate these clearly through verbal and written feedback.**
  - Frequent communication between all adults, including sharing assessment information;
  - Pupils understand their own progress and what they need to learn next;
  - Every adult contributes to learning.
  
- 5. The teaching of literacy is prioritised, particularly language, communication and phonic development.**
  - A language-rich environment;
  - Adults provide high quality examples of spoken and written language;
  - Clearly identified key vocabulary;
  - Literacy a feature of every lesson.
  
- 6. Pupils are interested and engaged in their learning, and have a desire to learn more.**
  - Good listening and concentration skills;
  - Children ask questions and show interest in their learning;
  - Adults use questioning to extend learning;
  - Children respond appropriately.
  -
  
- 7. Pupils behave well and follow The LFP Way.**
  - Pupils uphold the class and school rules;
  - Develop a culture of mutual respect;
  - Pupils manage their own choices;
  - Adults manage behaviour consistently.

- 8. Independence, perseverance and self-belief are fostered.**
  - Pupils can work by themselves and with others.
  - Pupils are confident to have a go and take risks.
  - Pupils are not put off by making mistakes.
  - Pupils know when to ask for help.
  
- 9. Assessment processes are thorough and used successfully to check pupil's progress.**
  - Regular opportunities for informal and formal assessment.
  - Assessment feeds into lesson planning.
  - Planning supports rapid progress and weaker progress is quickly identified.
  
- 10. Children have access to stimulating learning environments.**
  - Appropriate classroom displays and prompts;
  - Access to appropriate resources;
  - A tidy and well-organised classroom;
  - Appropriate rules and routines in place.

