

# **E-ACT POLICY**

## **PARKWOOD ACADEMY**

### **TEACHING AND LEARNING**

<b>Date agreed by Governors</b>	
<b>Date of review</b>	
<b>Responsible officer</b>	<b>Principal / Business Director</b>

High quality teaching and learning is at the heart of the Academy.

The following principles are followed at Parkwood in developing outstanding learning opportunities for students:

#### Vision

- Staff will work collectively to articulate a vision and an approach to learning that raises student achievement.
- Innovative, radical approaches to encourage engagement and support for learning will be encouraged.
- Staff will lead by example, modelling high expectations in all areas.

#### Student Voice

- Students are involved in shaping their own learning, including being actively involved in discussions regarding their learning experience
- Students will increasingly act as mentors, coaches for others modelling success and expectations throughout the school.

#### CPD

- We provide a high quality personalised CPD programme for all staff based upon open professional dialogues encouraged between staff and their line managers and related to personal and team aspirations

#### Data

- Is used to track students' achievements, assess progress, and to inform teaching and learning.
- Will be used to understand students' progress, to focus resources accordingly and to inform planning on an individual level.

#### Assessment

- Assessment for learning is used within lessons to inform teaching strategies and differentiation.
- Assessment of learning is used to track student progress and ensure that there is an accurate and reliable picture of attainment at any given time
- Critical steps in learning are well understood by teachers and learning activities planned specifically to address them

#### Context and planning

- Teachers have a good understanding of the context of each class that they teach
- Lesson planning takes account of this context
- Learning to learn
- Students are given opportunities to acquire the skills they need for successful learning

- There is a focus on the development of transferable skills

Above all else good and outstanding teaching and learning will be underpinned by high quality and secure relationships that:

- Are humane
- Build esteem and confidence
- Celebrate and praise
- Set boundaries and give guidance
- Inspire success
- Make learning irresistible

Effective teaching and learning consists of a multitude of differing strategies and as any good teacher knows one size does not necessarily suit all. Different students have different needs and a good, effective teacher will understand, prepare and plan for each one of these.

**Assessment for Learning** is the process of discovering where learners are at in their learning, where they need to go to get better and how best they can get there. AFL requires an evidence base of what students know and this evidence can be achieved in a number of ways. It is, also a very powerful tool for motivating students, giving them the responsibility for their own learning and future success. At Parkwood assessment for learning can be seen through the way we provide feedback to students about their learning: We achieve this by:

- Exploring ways in which learners are assessed when ready and can be supported to progress
- Identifying areas of success and areas for development
- Being clear on how improvements can be achieved in order to bridge the learning gap
- Sharing criteria with students in a way which is clearly understood
- Assessing work regularly and promptly
- Using a range of summative and formative strategies, including peer assessment
- Teachers sharing best practice and learning from what they and their peers do well within and across departments
- All stakeholders continuing to develop a more insightful understanding of Assessment for Learning
- Routinely monitoring and evaluating all teaching staff/learning teams in relation to adopting the principles of Assessment for Learning
- Assessment for learning also provides teachers with the information they require to plan future learning activities for classes, groups and individuals within the bounds of a Scheme of Work.

**Learning to Learn** skills are explicitly taught in Year 7 to empower learners so that they have an awareness of:

- how they prefer to learn and their learning strengths
- how they can motivate themselves and have the self-confidence to succeed
- things they should consider such as the importance of water, nutrition, sleep and a positive environment for learning
- some of the specific strategies they can use, for example to improve their memory or make sense of complex information
- some of the habits they should develop, such as reflecting on their learning so as to improve next time .

Our education system must actually motivate and equip young people for life in the 21st Century, thus learning to learn skills need to be developed in each learning team. KS3 in other subjects identify sow across CUPS.

Giving opportunities for Students to be involved in talking about their learning and negotiating the best way to improve their learning is what we mean by Student Voice in the classroom.

**Transferable skills** are a key focus of attention in all learning teams within the school. Our curriculum is placed within the local needs for learners within our school. There is therefore, a relentless drive towards improving Literacy, Numeracy and transferable learning skills that we as a school know as CUPS:

**The development of new technologies and tools for teaching and learning** to promote skill development as well as knowledge acquisition are also considered to be central features to achieving effective personalised learning and teaching in school. An active MLE is in operation and supports learners and their parent. In lessons and learning and teaching within school we actively promote an innovative and creative curriculum that is complimented by the increasing use of new technologies.

## **Lessons at Parkwood**

**Learning Objectives and Learning Outcomes** are shared in Parkwood between staff and students explicitly and implicitly. It is expected that all students understand what they are learning and how this fits into the larger picture of their learning. The sharing of the lesson learning objectives may be done by displaying objectives on the whiteboard, through oral explanation, by asking students to write them down or through printed prepared handouts, study guides. It is expected that teachers will re-visit the learning objectives throughout the lesson and as a plenary.

**Planning and structure** are key ingredients to promote personalised, outstanding lessons. Our teachers are encouraged to use the Academy learning planning proforma to ensure effective learning takes place. This proforma encourages teachers to ensure:

- that the lesson has a clear beginning,
- that a variety of activities are planned which are purposeful and engaging and will stretch the learners,
- that there are opportunities for transferable skills to be developed and used
- that there are opportunities for students to work in pairs, groups, independently or as a whole class
- that a variety of teaching strategies are used
- that there are opportunities to assess the learning taking place
- that differentiation allows all learners to progress

Outstanding lessons at Parkwood Academy will be characterised by evidence of many of the following features:

- High level and high quality planning and resources,
- Excellent relationships between learners and staff,
- Engagement and behaviour is excellent,
- High expectations,
- Clear learning objectives/ objective led learning,
- Active questioning,
- Targeted personalised feedback,
- Activities that are challenging, supportive, learner centred and paced.
- Learners that are motivated and empowered to work independently,
- Evidence of a wide variety of activities and learning strategies being used including ICT,
- Good use of support staff

It is likely that all or most of the features identified above will be highly visible in outstanding lessons taking place here at the Academy.

## **Schemes of Work**

Medium and long term planning / schemes of work need to be in place for all topics/ modules being delivered at all Key Stages. Schemes of work should be the collective responsibility of a learning team although it is a subject leader's responsibility to ensure that these are available, that they are challenging, progressive, inclusive and coherent and that they are an effective and functioning document.

Opportunities to innovate and experiment in different types of learning activities aimed at raising attainment, engagement and achievement should also be identified. They should be continually updated and modified constantly to improve the changing cohorts of Parkwood Academy.