**Eden Park Primary School**

**Teaching and Learning Guidance: 2016-17**

An exciting school with an irresistible curriculum and high expectations, committed to care, adventure and success

**OFSTED (June 2013):**

“*The school has developed an outstanding curriculum which delivers exciting and inspirational learning experiences to all pupils. This is greatly enhanced by all the music, sport and art offered to the pupils as well as the wonderful outdoor learning area.”*

*“The innovative curriculum’s breadth and richness is a real strength of the school and has been instrumental in improving pupils’ progress. It inspires pupils and raises their aspirations for the future.”*

**Introduction**

We have created a high profile document that will lead the way in further school improvement. It serves as an **umbrella document for** all subjects in the school. The core subjects, Sex Education (SRE) and RE have individual policies.

**The Learning Values**

Our work with the entire school community has given rise to our Learning Values. They are central to all of our teaching and learning. They are reflected in common practice across the school and are actively planned for, taught and celebrated. The children access these values in the form of four superheroes.

**RESPECT**

We want our learners to be considerate to others and to the environment, to develop tolerance and empathy and to be reflective.

**INDEPENDENCE**

We want our learners to be self-motivated, determined and to have high expectations of themselves.

**CREATIVITY**

We want our learners to have confidence to solve problems by being innovative, adaptable and original in their thinking.

**TEAMWORK**

We want our learners to enjoy working and learning together to achieve a shared goal.

**Our School Curriculum**

Our curriculum is mainly delivered through “Learning Experiences”. These are stimulating short units of work that aim to inspire, enthuse and encourage our children. They give rise to a sequence of lessons that provide children with a rich experience that is based on their needs and interests. They are supported by a team decision to work on one of the learning values as well as to deliver the current School Development Plan. The curriculum has been developed from the national curriculum where possible. From this we have created our own framework and skills ladders to support school teaching, learning and assessment.

Learning Experiences are all similarly structured. They begin with a stimulating “hook.” A sequence of well-judged, rigorous activities to develop learning follows. A single, high quality outcome concludes the experience. The outcome often involves a parent or community sharing event.

**The Golden Rules of Learning Experiences**:

* Plan experiences that focus on what the children need both in terms of learning and value. Identify these through discussion and observation.
* Take objectives from the national curriculum and from the “progression of key skills” documents that the school have devised. Base planning on the need for a “driver” subject, and up to 3 supporting subjects. The focus is on creating curriculum balance across a cycle and not necessarily within each Learning Experience.
* Provide children with first hand inspirational experiences wherever possible and with meaningful outcomes. The children need purpose for their learning.
* Plan lessons that are meaningful, relevant and take account of children’s interests. Lessons are structured flexibly and differentiated. Wherever possible these should enthuse teachers and other adults as well as children. For that reason, Learning Experiences, if repeated, will be remodelled and improved.
* Do not be afraid to take risks: make learning experiences memorable. We encourage children to take risks through scaffolding activities and this fits well with our learning values.
* Give children enough time to complete the learning experience making sure that the work they produce is of a high standard and generates pride. Ensure, however, that children will also be under some time constraint/pressure so experiences are short and concise and do not slow.
* Have children take an active role in their own development and be aware of what they need to do to improve and how to succeed through sharing objectives.
* Provide children with a rich range of problem solving experiences that cater for a variety of learning styles, extend thinking and encourage pupil talk and discussion.
* Set extremely high expectations of attainment and demonstrate these through adult led modelling. Aim for each child to reach for the highest level of personal achievement.
* Reflect high standards in a stimulating learning environment that maximises opportunities in the use of learning resources, such as computing, the media suite, and the active use of the outdoors.
* Learning Experiences, wherever possible, should be central to the community that we serve and involve this community actively. Local trips and visits are integral to our curriculum.

**Resourcing, Maintaining and Developing the Curriculum**

Our school has remodelled its curriculum, and our long term planning reflects these changes. We regularly monitor the impact of our curriculum and reflect on the effectiveness. We focus our School Development Plan on helping us to deliver our curriculum.

Whenever Science, Grammar and RE are not part of a Learning Experience, they will be taught discretely in order to maintain continuity. Maths is taught daily and PE is also taught every week with specialist support. Literacy will always be a driver or supporting subject in all Learning Experiences, with writing being central to all outcomes.

Additional planning, where necessary, aims to meet the learning needs of all our children. Phase leads and the SEND team will support the planning of all work, when required, and support identification of all pupil needs.

**Monitoring, evaluation and professional development.**

The school monitors the quality of teaching and learning through a structured programme. This record collects evidence of the quality of teaching and learning in a number of ways:

* Observation cycles and book monitoring involving members of the SLT from across the MAT
* Head of school “drop-ins” and planned visits
* Learning Walks, following identified lines of enquiry to identify further actions and development needs.
* Planning meetings with SLT involvement
* Work Scrutiny and moderation in single phase, across phase and also with other schools. This involves rigorous assessment procedures and may also involve pupil interviews.
* Environment assessment by SLT.
* Staff development meetings that precisely identify individual and groups of children in danger of not making progress.
* NQTs and new members of staff also receive regular lesson observations.

As part of the SDP, the school is also enhancing learning for all pupils in two major ways:

* Kagan: the children work often in mixed ability teams, supporting each other with shared outcomes and enhancing communication skills.
* Metacognition: the school is working to enhance thinking skills and deeper thinking along with Growth Mindset to support children’s learning.

In addition, the Academy Challenge Team plays an important role in the monitoring schedule. They are able to hold the school to account through policy in many aspects of its agenda. They also hold a critical role in monitoring the performance of the school through data reviews, the SDP and their own detailed monitoring schedule.

**Assessment**

The school has worked hard to develop its own assessment procedures to reflect both National Curriculum statements and its own views of age appropriate expectations. Details of this are given in an additional “assessment” policy. The assessment processes use a bespoke set of criteria for our curriculum.

**Partnership with Parents**

Parents are viewed as partners with teachers and their children in the learning process and, as such, need to have access to detailed information about their child’s progress:

* A summative assessment of progress and achievement is given through the annual report to parents. The format of this report was reviewed and improved in 2015.
* Individual parent consultation evenings will indicate the nature of progress and pupil targets.
* Home school link books, checked daily, form a constant source of communication between parents and the school in Key Stage One.
* Parents receive additional information regularly via email, the school website and a text service as well as receive posts on Twitter.
* High quality weekly newsletters provide a wealth of additional information.
* Homework is set and valued highly. Homework procedures were revised in September 2014 using a group of parents to create a guide, including a half termly reward ceremony.
* Parent questionnaires are completed annually and fully reviewed to help give the school direction from its community.
* The school offers an open door policy to establish strong relationships with parents, able to pop in and make appointments whenever they are required. School is proactive in requesting meetings with parents and sometimes elicits further support (e.g. Attendance, SEN, 1:1 tuition).

**Our Whole School Community as Learners**

A culture of openness, honesty and professional conduct will be promoted at all times.

We value all individuals’ rights to be learners. For this reason, the school seeks to develop a programme of continued professional development for its entire staff through providing relevant training opportunities. Staff are encouraged both to lead and adopt teaching improvements. Staff often work in cross phase groups in ways to develop and improve whole school practice.

**Review date**

This policy will be reviewed annually by members of the Leadership and Management team in consultation with the school community, Headteacher and Academy Council. The next review date is in Autumn 2017.