

Park Way Learning Policy

Rationale

At Park Way we want to promote lifelong learning. We hope that the children will learn respect for others, resilience in dealing with life's challenges and to take responsibility for their own actions. We celebrate the success of all the children and are always endeavouring to seek new ways to improve the quality of learning opportunities for our children. Our policy seeks to provide guidance and support to all staff, so that they can provide the very best learning opportunities for all children who attend Park Way School.

To develop and support this we believe that effective learners

- ✓ have appropriate self-confidence and a positive self-image
- ✓ need to feel that their basic physical needs are being met
- ✓ need to feel emotionally secure, safe, relaxed and mentally healthy
- ✓ take responsibility for their own learning
- ✓ are actively engaged, independent and reflective
- ✓ are self-motivated and self-evaluating
- ✓ are independent, show initiative and are willing to take risks
- ✓ understand what they need to do to move forward in their learning
- ✓ ask good questions, are interested and inquiring
- ✓ listen and communicate well
- ✓ are able to access information, resources and the environment appropriately
- ✓ are able to express their needs and feelings appropriately
- ✓ interact with others positively
- ✓ interpret and transfer skills in new contexts
- ✓ remember and apply their learning
- ✓ take a pride in their learning
- ✓ persevere and are resilient

As the children progress through the learning process we want to

- ensure that all children are competent in basic skills;
- teach children to take a pride in everything they do;
- ensure that children experience a rich and challenging curriculum that allows them to apply and further develop basic skills;
- enable children to become confident, resourceful, enquiring and independent learners;
- enable children to become better thinkers so that they can solve problems creatively
- foster children's self-esteem and help them build positive relationship with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent citizens capable of making a positive contribution

We believe that in an effective lesson:

- children are content and secure and are able to experience a sense of achievement
- children understand what they are learning and what success will look like – the objectives are shared with children
- everyone is included and all needs are met - provision is inclusive and lessons differentiated well

- all children learn and make good progress - children achieve
- all children, including those with gifts and talents, face an appropriate degree of challenge
- children with AEN/SEN are supported well
- activities are pitched to match children's skills, knowledge and understanding - we start from where the children are
- the pace promotes high performance and allows thinking time
- activities are fit for purpose - activities are carefully chosen to optimise learning
- children have opportunities to improve and move forward
- children have opportunities to be independent in their thinking and learning, make choices and take risks
- children are engaged and motivated
- behaviour is good and any inappropriate behaviour is dealt with effectively
- adults and children have high expectations
- misconceptions are dealt with and are used as opportunities for learning
- resources are accessible, selected carefully, are appropriate and of a high quality
- teaching assistants and other adults are deployed well and impact positively on learning
- children receive effective feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection

Teaching

There will be:

- Adult-pupil engagement
- Confirmation of progress
- Visible calmness
 - Adult voices
 - Range of tones of voice
- Range of open questions
- Positive responses from adults and children
- Visible signs that the behaviour policy is being followed by **everybody**
- Focus on what & how the children are going to learn – Use “We are learning to” (WALT)
- Reference to learning walls and that they are being used to enhance learning
- Children obviously talking about their learning
- Children visibly enjoying their learning.

Part 2

The Classroom

The classroom should promote effective learning. We expect that all children will experience consistently high quality learning environments. We expect that every aspect of the classroom should promote learning. **Consequently we do not expect to see anything in classroom that is not related to the children’s learning experience**

Consequently at Park Way we expect that every classroom must have:

Class rules/ sanctions displayed

Example of school handwriting style A-Z

Class weekly planning displaye

Reading/Book Area

Maths Area

Role Play (speaking and listening area)

Writing Area

Coming together area

Creative Area



Also there should be the following:

- Quality displays celebrating the children's work and interactive displays that relate to current learning,
- Working walls,
- Alphabet friezes,
- Phonic displays,
- Number lines,
- Globes,
- Parent notice board : this should have outline plan and other POSITIVE notices,
- All classrooms will be clean, tidy and uncluttered. Everything in the room will promote learning, so we do not expect to see graffiti/ stickers on trays or anywhere else in the classroom,
- Everything should be stored in the correct storage units, no carrier bags of resources eg. Under teachers' desks.
- There will be clear routines for tidying up at the end of the day.

The Reading /Book corner should promote;

- Calmness
- Be inviting
- Have somewhere to sit
- Quality storage
- Books be in good repair
- Have an extensive range of books – fiction, non-fiction, picture books, encyclopaedias, comics, magazines, newspapers
- Variety of different books at different levels - colour-coded to school's system
- Range of bi-lingual books
- It should be clean and well kept
- Range of dictionaries and thesaurus'
- Range of comics, newspapers and magazines



The Writing Area/Office should have

- Range of papers, folders, diaries, "left overs" from the school office
- Paper folders, post its
- Whiteboards(clean)



- Selection of quality of quality writing materials
- Paper clips and other office stationery
- Dictionaries
- Writing frames
- Somewhere reference to VCOP
- Model of levels in writing
- Writing targets



The Maths Area should have

- Age and ability appropriate resources
- Well labelled resources
- Age and ability appropriate number lines
- Maths targets

Role Play/Speaking and Listening Area

- Role play area should relate to the topic in the classroom
- Quality tape recorder/CD Player and tapes/CDs

Display

In the classroom there will be:-

- Celebration of children's **best work**: this will include;
 1. Captions identifying the learning process and where the work originated from
 2. Captions will be written in "role model" handwriting" (following school policy or typed also in accordance with policy
 3. Work that is mounted to a high quality that shows the work to its highest level
 4. Where appropriate children are encouraged to mount their own work, having been taught the essential skill
 5. Include artefacts and 3d items where appropriate.

At The End of Each Day

- There will be clearly defined roles and routines for tidying up the classroom whether the class teacher is present or not.
- All areas of the class will be attractive and well maintained
- All equipment will be put away -there will be no pencils, or other stationery on the floor, tables, displays or other surfaces.
- The books in the book corner will be tidy and well organised.

Outside the classroom

We expect...

All areas to convey high expectations. It is the responsibility of everyone to ensure that central areas maintained to the highest standards. That they are tidy, clean and promote the school values of Respect, Resilience and Responsibility.

Library

- Teachers will teach correct use of the library and care for our books.
- Children will not return books to the library unsupervised.
- Classes will leave the library tidy and put away books that have been used.



Corridor

- All surfaces are clean and uncluttered.
- There is no litter or items placed in displays that shouldn't be there.
- Displays reflect and celebrate learning that has taken place in the classroom.
- "One off "displays eg "Sports day" should only be up for *no more than three weeks*.

Hall

- Should always be left ready for the next teacher. We expect clear surfaces, no food left overs, PE equipment stored correctly and generally no clutter so that all children can use the hall in a clean and safe environment.
- Displays in the hall should celebrate the work of the school.



Playground

- Should always be clean and tidy and safe for use.
- Equipment should be out ready for children to use and tidied away after each break.

Display

Display around the school will **showcase the very best learning**.

Display will be;

- Planned carefully
- Move beyond the confines of the board and be 3D wherever possible.
- Encourage exploration and interaction.
- Mounted precisely with straight frames, double mounted wherever possible.
- Stuck firmly to the mount so that learning does not bubble, crease or curl up.
- Personalised and will avoid children producing mass versions of the same "blue print"
- Contextualised, with clear labels that explain the process of learning.
- Inclusive of questions and prompts that invite children and observers to explore the display and learn from it.
- Inclusive of children's explanations about their learning.



Children's Learning

Children's Books/Folders

- Children's books will be well organised, clean and tidy.
- All teachers will be expected to use the agreed books/folders as laid down by the SMT annually
- Books and folders are labelled using white stickers with first and last name, class, subject and year group. It must be legible and spelt correctly
- Children will not embellish their books at all.
- Books will have evidence of quality learning with high quality presentation of thoughts and ideas.
- There will be clear evidence of progress in learning across the week, term and year.

Inside Books/Folders

Every piece of work will have:

- Date (long for literacy, short/numerical for maths)
- Learning objective written by the child or typed and stuck in the book for younger and less literacy able children.
- Pencil for all maths work.
- Blue pen to be used for writing when children have appropriate handwriting skill.
- Children write on alternate lines for literacy.
- All maths calculations/ working out should be in the books.
- Anything stuck into books will be trimmed so that it does not protrude beyond the cover of the book.

Assessment/feedback

All work must be marked as the following:

- Traffic light stamp
- Level of support indicated (independent, CT support, TA support) – agree how
- Comment relating to LO/success criteria/targets
- Age-appropriate feedback
- Clear demonstration of children 'reflecting' and responding on prior learning & comments – e.g. opportunities evident to develop skills further, time given to revisit if found task difficult
- Staff will mark in green and children respond in blue
- Clear adult handwriting following school's handwriting policy/scheme.
- There should be evidence of Self-/peer-assessment.
- There should be evidence of pupil conferencing.
- There should be evidence of observation by adults.

Planning: All planning should always be based on prior learning!

- Links to class provision map & class profile of need.
 - Planning meets all learners' needs
- Variety of learning styles planned for.
- Where appropriate there should be clear differentiation – at **least** 3 ways.
- Clear links to prior learning/APP/A4L.
- Clear signs of peer support & peer assessment
- Progression in learning evident throughout week
- It should be obvious that that the plenary is used as part of the assessment process

- There should be clear written signs of daily communication between the teacher and other adults working in the classroom.

Examples of what we don't want our school to look like!

