



PARK PRIMARY ACADEMY

Teaching and Learning

Last Reviewed: April 2025

Next Review: April 2026

Contents

1. Aims
2. Components of Quality Teaching and Learning at Park Primary
3. Quality First Teaching
4. The Park Primary Curriculum
5. Planning
6. Improving Teaching and Learning at Park Primary
7. Supporting Documents
8. Reviewing the Policy

Appendix 1 – Teacher Coaching Proforma

Appendix 2 – Support Staff Coaching Proforma

1. Aims

This policy aims to:

- Set out the agreed principles and approaches which underpin teaching and learning in our school, all stake holders including staff, governors and families.
- Promote a consistency of approach and expectations, continuity and progression in order to improve the quality of teaching to promote excellence for all.
- Ensure that teaching and learning is of the highest standard to ensure that we attain the highest possible outcomes for our children in a broad and balanced curriculum.

2. Components of Quality Teaching and Learning at Park Primary Academy

Teachers at Park Primary are expected to meet all the [Teacher Standards](#), which provide a useful, if broad, overview of the components of successful teaching and learning.

In terms of school-specific guidelines, we view teaching and learning as a highly complex process, which varies widely depending on many contextual factors including:

- The age or stage of the pupils
- The subject being taught
- The prior experiences of the teacher and pupils

At Park Primary Academy, we therefore adopt a quality first teaching approach which will have the greatest positive impact on pupils and pupil outcomes.

In order to achieve this, teaching at Park Primary is underpinned by the eight key components of quality first teaching (see Teaching and Learning Guidelines for further detail on the components):

- Prior Learning
- Classroom Climate
- Lesson Design Plan
- Student Self-Awareness
- Successful Learning
- Collaborative Learning
- Effective Questioning

- Quality Feedback to move learning forward

3. Quality First Teaching

Quality first teaching is about creating the right opportunities in the classroom, to help pupils develop the desire to learn and positive learning behaviours, such as resourcefulness and resilience. At Park Primary Academy, this is achieved by planning activities that challenge and excite pupils on a daily basis, in an environment that celebrates successes, and recognises and rewards perseverance.

The ingredients of Quality First Teaching at Park Primary are summarised in this diagram:



It is important to understand that none of these ingredients stand alone. For example, if children do not understand what success 'looks like', it is very difficult for them to self-assess.

4. The Park Primary Curriculum

The Park Primary Curriculum is designed to take into consideration our children's varied backgrounds and cultural experiences. It is our belief that our pupils deserve a curriculum that does not narrow their life chances but expands them, enabling social equity and mobility.

Children's learning across the curriculum is enhanced with meaningful experiences that bring it to life, including WOW launches, educational visits and purposeful 'outcome' celebrations, with subjects taught discretely to ensure knowledge, skills and understanding in individual subjects are developed successfully. Our relentless drive to develop children's mathematical and reading skills, as well as their spoken and written communication, also informs how we teach across the curriculum; we believe children need as many

meaningful opportunities as possible to truly master these fundamental skills. We are committed to helping every pupil not only to achieve their very best, but also to have high aspirations for their future.

5. Planning

Careful thinking about what exactly we want pupils to learn, and how best to enable pupils to achieve this, through the learning experiences that are provided for them, lies at the heart of the planning process at Park Primary. We believe that planning should be pupil-focussed, thinking carefully about how the learning activity will be experienced by each pupil, and how this experience will generate intended learning outcomes. Therefore, making the planning process explicitly about how and why teaching will be effective for all pupils. (Chris Kyriacou, 2018)

Although there is an expectation that written planning is essential, we believe that shared learning discussions should take place at the beginning of each planning session. This is to promote articulation of intended outcomes and actual learning within the classroom. In addition, colleague support and challenge, ensures more effective and consistent teaching, than planning done in isolation.

6. Improving Teaching and Learning at Park Primary Academy

Improvements to teaching and learning are always led by a relentless drive for better pupil outcomes; academically, physically and emotionally. The decisions made about teaching and learning are always well researched, and implemented within a cycle of improvement.

Our approach to improving teaching at Park Primary is based on a professional coaching model. This involves a lead teacher or peer collaboration, to help teachers and teaching assistants to understand the factors that influence successful learning, adopt new teaching practices, and to provide feedback on performance. This is supported by the use of a coaching pro-forma (see appendix). This is done with the intent to both support accurate and continued implementation of Quality First Teaching strategies.

7. Supporting Documents

This guidance does not stand alone. To be effective, it must be embedded into our classroom practice and integrate with our other policies. Therefore, teachers should also refer to:

Teaching and Learning Guidelines which provide further detail on the components of Quality First Teaching.

8. Reviewing the Policy

The supporting documents listed above will be regularly reviewed throughout the year and amended to reflect the latest external and internal research and literature as needed.

The Teaching and Learning Policy will be reviewed annually with the next review scheduled for September 2026.

Appendix I – Coaching pro-forma for teachers

Ingredient	Evidenced in lesson	Ingredient	Evidenced in lesson
Prime ingredients	• Questioning linked to prior learning • Use of lolly sticks or targeted questioning • Teacher modelling • Partner talk • Everyone is catered for no matter what their needs		• Pace of lesson • Uses questioning confidently • Verbalizing metacognitive thinking • Teacher carefully monitors collaborative activities and supports pupils that are struggling or not contributing
Prior Learning	• Reference to previous topics learning being taught • Visuals to prior learning • Linking topics to other areas of the curriculum • Building on skills from prior learning	Successful Learning	• Pupils have clear steps to success • Set the standards – provide model of excellence looks like using a visualizer • Use 'I do, we do, you do' • Say it again better • Scaffolded tasks e.g. worked examples • Pupils can access their work independently
Classroom climate	• High expectations are clear and reinforced throughout the learning • Reference to working wall with worked examples displayed • Pupils independently accessing resources to support their learning • Use of positive framing to creates a motivational and positive environment • Use of behaviour chart to minimize disruption	Collaborative Learning	• Peer modelling • Carefully considered pairings and groups of pupils so that all pupils are support to fully participate • Teacher promotes good practice in collaboration – e.g. modelling high quality discussions so that collaborative activities are productive
Lesson Design Plan	• Sharp/clear learning objectives • Teaching follows a clear structure • Deliberate vocabulary development • High levels of pupil engagement • Use of mini whiteboards • Planned use of adults	Effective Questioning	• Use of a variety of questioning techniques e.g. a range of answers, a statement, right and wrong, • Assemble questions to support practice at each level of difficulty • Pupils to ask appropriate and inquisitive questions about their learning
Student Self-Awareness	• Opportunities for pupils to edit and improve their work • Peer and self-assessment • Pupils are aware of their next step in learning • Pupils are able to talk about and discuss their learning effectively.	Quality Feedback to move Learning Forward	• Pupils are able to build upon each other's answers • Children's work shared under the visualizer • Whole class feedback • Group feedback • Appropriately timed feedback

Appendix 2 – Coaching pro-forma for teaching assistants

Ingredient	Evidenced in lesson	
Prime Ingredients	• Resources are prepared • Pupils are accessing resources to support their learning • Use of adult modelling to support pupils learning • Targeted questioning to complete tasks • Correct use of technical language • Use of appropriate and continuous verbal feedback given	• Positive praise about the learning • Facilitating high quality learning conversations • Correct use of spoken and written English • Short and concise use of language • High expectations of behaviour • Positive relationships with pupils
Self-scaffolding	• Children accessing resources independently • Appropriate thinking time given for starting a task/ answering a question • Support staff check the understanding of pupils using questioning	
Prompting	• Use of open ended questions to support pupils to complete a task • Sentence stems prepared and used to support pupils learning • Timers are used to promote independence • Getting ready checklists are visibly used • Success criteria on tables, used by pupils	
Cluing	• Use of extended questioning to support pupils in their learning • Adult refers to the success criteria, working wall or models of excellence. • Worked example readily available for pupils to use	
Modelling	• Facilitation of I do, We do, You do. • Use of mini whiteboards to model learning • Use of physical resources to support the modeling	
Correcting	• Hand over hand where appropriate • Clarifying vocabulary – say it again better • Addressing misconceptions	

