



Teaching and Learning Policy

'We aspire for all at Parsonage Farm to feel valued and cared for, to have a continued excitement for learning, ensuring success as they journey onwards.'

At Parsonage Farm, we believe that every child is an individual and should be supported to become a confident, resilient, independent, lifelong learner and encouraged to 'be the best that they can be.'

Our aim is for all children to leave Parsonage Farm with a sense of belonging to a community where they have developed the confidence and skills to make decisions, make connections and become lifelong learners, so that they are prepared for the next stage in their education.

We have carefully created our curriculum to meet the needs and learning styles of all children. It has been designed around a set of progressive knowledge and skills, but the context in which these are delivered is tailored to each cohort of children dependent on their interests and needs. The knowledge and skills are planned so that the sequence enables children to know more, do more and remember more. It is purposeful and meaningful for the children in our school at this time, based on first hand experiences and provides memorable experiences.

We believe that enjoyment of the curriculum promotes achievement, confidence and high levels of engagement.

Teachers monitor children's progress and adjust their planning and teaching accordingly. Assessment for learning checks for understanding and ensures progress is being made. This is based on questioning, discussions as well as recorded work.

At Parsonage Farm, we have staff who:

- have high expectations
- are positive role models
- see each child as an individual
- work as a team
- support, challenge, encourage and inspire
- recognise achievements, potential and progress for all children

The school aims to support learners in achieving their full potential by:

- maximising the effectiveness of teaching and learning;
- enabling individuals to take responsibility for their own learning within a supportive framework;
- recognising and celebrating the achievements of all;
- enabling individuals to make informed and personal choices in their learning;
- increasing access and removing barriers to learning including promoting disability, gender and race equality.

It is our belief that all learners should have equal access and entitlement to:

- a range of well-resourced and structured learning opportunities;
- effective teaching across all subjects;
- appropriate and wide ranging assessment which identifies additional learning needs;
- effective and appropriate learning support which meets individual needs.

Effective planning, teaching and evaluation across the school will:

- ensure that learning outcomes are shared with all learners;
- give learners opportunities to choose ways of working and the opportunity to shape the direction of their learning;
- give pupils first-hand experiences through visits and visitors;
- include outdoor learning
- use stimulating starting points including artefacts, problems, stories and topical events;
- make activities relevant to children's lives;
- build on what pupils find interesting and have experienced both in and out of school;
- use a range of learning styles, including practical investigations, problem-solving, role-play, visual aids, small group discussion and collaboration;
- use a range of resources which reflect the diversity of society;
- look for opportunities to encourage children to apply their prior learning creatively;
- give pupils opportunities to reflect on and share personal experiences and feelings;
- plan for pupils to share their work with others;
- give pupils opportunities to work with others from their class, year group and different age groups;
- plan, manage and monitor collaborative activities carefully;
- address the needs of individuals within groups;
- help children to develop criteria for evaluating the value of their own and others work;
- capitalise on unexpected learning opportunities and change the direction of a lesson where this is most effective;
- ask open ended questions;
- model flexible and independent thinking for children;
- discuss problems children are facing and how these can be solved;
- incorporate effective use of ICT;
- use assessment to inform future planning.

A variety of teaching strategies will provide opportunities for the children to:

- ask questions and challenge assumptions;
- use their knowledge and prior experiences;
- look for trends and patterns;
- reapply their learning in new contexts;
- communicate their ideas in new ways;
- use their imagination;
- consider alternative solutions and fresh approaches;
- look at things from different points of view;
- anticipate and overcome difficulties;
- feel secure and supported emotionally;
- keep an open mind and adapt ideas to achieve results;
- evaluate critically what they do;
- review their own progress;
- put forward ideas and explanations;
- listen carefully to feedback and incorporate this into their thinking;
- collaborate effectively with others.

Monitoring and Evaluation

This policy will be monitored and evaluated by:

- Senior Leadership Team
- Governors

Its effectiveness will be monitored and evaluated through lesson visits and pupil progress meetings. The policy will, where necessary, be revised in light of these evaluations.

This Teaching and Learning Policy should be read in conjunction with the Assessment for Learning Policy and SEND Policy.

Next Review Date: March 2025