

Teaching and Learning

Intent

At Parklands, our teaching and learning is firmly rooted in our school desire to give all children strong foundations from which they may become successful, independent learners for life and is centred around our school values of 'think', 'collaborate' and 'persist'.

We aim to:

- Ensure all pupils receive a high-quality education that equips them with the knowledge, skills and vocabulary they need for future success.
- Promote high levels of achievement, aspiration and personal development.
- Develop confident, resilient and independent learners.
- Ensure all pupils, including those with SEND and disadvantaged pupils, access an ambitious curriculum and achieve well from their starting points.
- Foster a love of reading and a commitment to lifelong learning.

Implementation

High-Quality Teaching

Teaching is underpinned by consistently high expectations and an ambitious curriculum for all pupils. Learning is carefully sequenced so that new knowledge and skills build on what pupils already know, enabling them to make meaningful connections across the curriculum.

Teachers:

- Demonstrate strong subject and pedagogical knowledge and engage in ongoing professional development to continually improve practice.
- Plan and deliver learning that is closely aligned to the intended curriculum and responsive to pupils' needs.
- Use effective explanations, modelling and guided practice to support pupils in acquiring new knowledge and skills.
- Utilise an "I do, We do, You do" approach where appropriate to develop understanding, confidence and independence.
- Make explicit links to prior learning and support pupils in connecting new knowledge to existing understanding.
- Use questioning effectively to check understanding, deepen thinking and address misconceptions.
- Adapt teaching appropriately to remove barriers to learning while maintaining high expectations for all pupils.
- Ensure pupils with SEND access the same ambitious curriculum as their peers through carefully considered adaptations and support.
- Deploy teaching assistants effectively to support learning and promote pupil independence.
- Develop pupils' use of subject-specific and academic vocabulary across the curriculum.
- Prioritise reading as a gateway to learning and provide regular opportunities for pupils to read, discuss and apply their understanding.
- Encourage pupils to articulate their thinking, explain their reasoning and reflect on their learning.
- Maintain positive relationships and create classrooms where pupils feel safe, valued and ready to learn.

- Consistently uphold the school's expectations for behaviour and attitudes to learning.

Learning Environment

The learning environment supports the delivery of the curriculum and reflects high aspirations for all pupils.

- Classrooms provide stimulating, purposeful and inclusive spaces that support learning.
- Resources are carefully selected to enable all pupils to access and engage with learning successfully.
- Reading is highly visible throughout the school and promotes a culture of reading for pleasure and purpose.
- Displays celebrate achievement, reinforce key learning and support pupils in remembering important knowledge and vocabulary.
- School values and behaviour expectations are evident throughout the school and contribute to a positive learning culture.
- In the Early Years Foundation Stage, the environment is carefully designed to promote curiosity, independence, exploration and language development.

Assessment

Assessment is an integral part of teaching and learning and is used to support pupils in making strong progress through the curriculum.

- Formative assessment is used routinely to identify misconceptions; check understanding and inform next steps in teaching.
- Teachers are skilled in the school's chosen assessment for learning strategies including questioning, retrieval practice, mini-whiteboards, hinge questions, exit tickets and one-sentence summaries.
- Retrieval activities support pupils in recalling prior learning and help teachers evaluate what pupils know and remember over time.
- Feedback is provided in line with the school's feedback policy and supports pupils in improving their work.
- Summative assessment is used proportionately to evaluate pupil attainment, inform future planning and monitor curriculum effectiveness.
- Pupil progress meetings take place termly to review achievement, identify barriers to learning and agree appropriate support and challenge.
- Insight is used to record, analyse and track pupil progress and attainment.
- Assessment information is used to ensure no pupil falls behind and that support is timely and effective.

Curriculum

Our curriculum is ambitious, broad and carefully sequenced to ensure pupils develop secure knowledge, understanding and skills over time.

- The curriculum reflects the context, needs and experiences of our pupils while providing access to the knowledge and cultural capital they need to succeed in modern Britain.

- Curriculum planning ensures clear progression in knowledge, skills and vocabulary from the Early Years to Year 6.
- Subject leaders are responsible for the development, implementation and evaluation of ambitious curriculum plans.
- High-quality schemes and curriculum resources are used to support consistency and progression across the school.
- Opportunities for retrieval and review are planned to strengthen long-term memory and deepen understanding.
- Cross-curricular links are carefully planned where they enhance learning and enable pupils to make meaningful connections across subjects.
- Visits, visitors and enrichment experiences enhance learning and broaden pupils' understanding of the world.
- Focus days and enrichment opportunities raise the profile of subjects and support pupils in developing new interests and talents.
- Reading, writing, vocabulary development and oracy are promoted across the curriculum.
- No Outsiders, Rights Respecting principles, British Values and the Equality Act are woven throughout the curriculum to promote inclusion, respect and understanding.
- Senior and middle leaders monitor curriculum implementation and its impact through a range of quality assurance activities.
- Pupil voice is valued and informs school improvement. Subject leaders regularly gather pupils' views to evaluate curriculum effectiveness and identify areas for development.

Parents and Wider Opportunities

Partnerships with parents and carers play a vital role in supporting pupils' learning and development.

- Parents are encouraged to engage actively in their child's learning through meetings, workshops, curriculum information and regular communication.
- Informal and formal opportunities enable parents to discuss their child's progress and wellbeing.
- School communication platforms celebrate learning and strengthen home-school partnerships.
- Extended provision, wraparound care and extra-curricular clubs enrich pupils' experiences and support their wider development.
- Parents are supported in understanding how they can help their children succeed both academically and personally.

Impact

As a result of high-quality teaching and an ambitious curriculum:

- Pupils achieve well from their starting points.
- Pupils acquire and retain key knowledge, skills and vocabulary over time.
- Pupils can confidently explain their learning and make connections across subjects.
- Pupils demonstrate positive attitudes to learning and take pride in their achievements.
- Reading is valued, prioritised and enjoyed throughout the school.
- Pupils with SEND and disadvantaged pupils are successfully included and supported to achieve their potential.
- Pupils are well prepared for the next stage of their education and for life in modern Britain.