



The aim of this document is to set out our expectations in terms of the constituents for Outstanding Learning and Outstanding Teaching at Parklands. These definitions underpin the daily work of all teachers and other professionals working with students as part of their daily work in our school.



What does **Outstanding Learning** at Parklands look like?

We believe that outstanding learning happens when:

- *The learning environment is appropriate and contributes to effective learning*
- *Assessment and feedback is used to guide students' progress so that they know where they are heading and how to get there. Students should also take responsibility for their own role in the feedback process.*
- *Students are aware that their teachers have high expectations of them and they should be equally aspirational*
- *Students develop increasing autonomy and the knowledge and skills to prepare them for their life beyond Parklands*
- *Students are given the opportunity to develop creativity, leadership and teamwork*

The Learning Environment

- Students are encouraged to participate in a range of educational experiences that challenge and engage their enthusiasm. Our curriculum is flexible and allows regular experiences that develop wider transferable skills.
- Consideration is given to provide a range of learning spaces that allow students to learn and apply skills in different ways across the curriculum. Teachers have access to opportunities to expand the classroom walls: for example 4D space, TV studio, learning challenge events, RESPECT events and our SECURE programme, technology that expands horizons and develops wider perspectives on learning
- Teachers have an expectation that all learners should be actively engaged in a two-way learning experience. Learning should be purposeful and active, should involve talk and can be messy and fun.
- It is a fundamental expectation at Parklands that behaviour underpins effective learning. Every learner should feel safe and comfortable, be able to take risks and think aloud. No student should be allowed to disrupt the learning of others.
- The physical environment for learning is safe, comfortable and conducive to effective learning
- Classrooms should be welcoming and planned to optimise learning. Environments outside of the classroom are safe and positive

Assessment and Feedback

- Teachers value and use high quality feedback as an essential ingredient in their teaching.
- High quality feedback can be both verbal and written.
- The core aim of feedback is to allow students to know what they should do in order to improve their work
- Learning objectives and assessment objectives are clear; students understand the context of their learning.
- Students know “where they are at”, “where they are heading” and “how they should get there”
- Feedback is a two-way process, and the quality of dialogue in that process is of central importance. Students should respond to teachers' feedback.
- Self assessment and peer assessment are useful tools to add to teacher feedback
- Students are provided with DIT (Dedicated Improvement Time) in lessons, in order to respond to their teachers' feedback and improve their work.
- Assessments should be planned in advance, be rigorous and meaningful, so that they develop students and also test understanding, but also allow students to act upon the improvements before moving on.

High expectations

- Students are expected to contribute, listen to each other, and respect each other's' contributions
- Teachers are expected to use prior data to set challenging targets, and review these targets with students
- The school should celebrate success wherever possible and useful

- Teachers should value effort and risk taking
- Teachers should stretch able learners through teaching methodology
- Teachers should recognise that all children have a range of talents and abilities, and it is part of our responsibility to nurture and develop these.
- Teachers should use praise and positive encouragement in lessons
- Teachers should act as a role model for behaviour and learning: teachers do not “know” everything, and should not be afraid to demonstrate this

Autonomy and Skills to Prepare Students for Future Life

Teachers should:

- expect that students are prepared for every lesson
- support students in planning longer tasks
- ensure students are able to apply skills, and give them the opportunities to decide which skills are needed to solve problems and extend their learning
- encourage the setting of personal goals
- set appropriate homework and liaise with parents to support home learning
- actively seek to develop students’ independence; providing learning activities accessed without the teacher
- model ways to learn, and extend learning, in their subject
- support note taking and revision with sufficient forward planning

Creativity, Leadership and Teamwork

Teachers should:

- use open tasks that students can extend and develop
- aim to develop problem-solving tasks that have built-in extension tasks
- encourage creative solutions and alternative thinking around difficult questions
- stress the importance of process when working towards a piece of work
- create an environment where risk taking, dialogue and collaboration is valued
- allow students “thinking time” or “discussion time” to develop ideas and solutions
- understand that creativity culminates in the production of original work
- foster leadership and collaboration in the active learning process

What does Outstanding Teaching at Parklands look like?

We believe that outstanding teaching happens when:

- ***Excellent relationships with students are created and maintained***
- ***Subject Expertise is present***
- ***Teachers have a sophisticated understanding of child development especially the brain and mindsets***
- ***Teaching is genuinely responsive and intuitive***
- ***A broad repertoire of teaching strategies is part of the teacher’s expectation within school***
- ***Teachers are committed to their own career long professional development***
- ***Teachers demonstrate core values and successful learner attributes in and situations***

Teachers should;

Excellent Relationships

- Have clear and consistent boundaries and engender trust
- Respect all children in their care, know about their needs and take time to speak to children individually.
- Be aware of students’ strengths and weaknesses
- Advise parents about their child’s home learning needs
- Insist on high standards and excellent effort

- Get involved in the wider school community and contribute beyond your classroom

Subject Expertise

- Show passion and enthusiasm for their subject
- Keep up to date with subject developments including the latest National Curriculum guidance.
- Know how their subject contributes to the development of students in the wider curriculum, to careers and students' future aspirations
- Know how to revise effectively in their subject
- Articulate how the creative process happens in their subject
- Evaluate the success of lessons and resources, reflect and modify where necessary

Child Development

- Be aware of the latest methodology in terms of teaching and learning strategies, and how these can be applied to their subject
- Understand the different ways that children learn
- Pitch language appropriately
- Understand the progression through the stages of a child's development
- Take a holistic approach to young people and incorporate pastoral strategies into their teaching

Responsive Teaching

- Understand that AfL means that they must respond continually to the personalised and ongoing needs of their students in every lesson.
- Check, review and understand the prior learning of their students before teaching a new work.
- Check students' learning, to ensure that all are secure in their understanding and making progress
- Alter their plans and strategies, in order to accommodate all students' needs
- Know their classes and their prior achievement.
- Use higher level questioning and other techniques to ensure that no individual is allowed to opt out of thinking. "No hands up" is encouraged.
- Listen carefully to the feedback from their students

Teaching Repertoire

- See themselves as both a subject specialist and a teacher of children
- Take their pastoral responsibilities seriously: develop their skills as a form tutor /learning coach and role model.
- Work in teams to deliver flexible learning eg RESPECT days, Learning Challenge and teaching of SECURE
- Adapt their teaching to accommodate flexible and creative approaches to the curriculum, and new teaching resources such as technology

Professional Development

- Take responsibility for their own professional development
- Reflect on their strengths and areas for development
- Manage their own learning to develop their skills and expertise
- Expect to collaborate in sharing good practice with colleagues
- Undertake action research to develop their depth of learning around their core duties

Demonstrate Core Values

- Always behave in a way that demonstrates the core values of outstanding learning at Parklands
- Lead by example, show enthusiasm, patience, politeness and respect
- Model learning attributes, understanding their role as facilitator and *not* the font of all knowledge.
- Have a range of strategies to promote effective learning: challenge, creativity, autonomy, variety of learning, flexibility, interest, inspiration, motivation

