



Alexandra Park Junior School TEACHING AND LEARNING POLICY

At Alexandra Park Junior School, our vision, **"To Learn, Be Happy and Achieve our Best,"** underpins every aspect of school life. We believe that high-quality teaching is the greatest lever for improving children's life chances and that every child, regardless of their background or starting point, deserves an ambitious, inclusive education.

Our approach to teaching and learning is intentional, evidence-informed and rooted in the needs of our community. We do not pursue consistency through compliance; instead, we have developed a shared understanding of what excellent teaching looks like through our Everyday Excellence framework, enabling every classroom to reflect high expectations whilst respecting teachers' professional expertise.

Our curriculum is ambitious, broad and carefully sequenced, ensuring pupils develop the knowledge, skills, vocabulary and cultural capital needed to achieve, belong and thrive. Through exceptional teaching, responsive assessment and inclusive practice, we are committed to ensuring every child leaves Alexandra Park as a successful learner, a confident individual and a responsible citizen.

Aims

Everyday Excellence – What Great Teaching Looks Like

Teaching and learning at Alexandra Park Junior School is built around five interconnected principles that reflect our shared understanding of excellent classroom practice.

1. Curriculum in Action

Teachers deliver an ambitious, well-sequenced curriculum that builds knowledge progressively over time. Learning is carefully connected to prior learning, key vocabulary is explicitly taught and revisited, and pupils understand what they are learning, why it matters and how it prepares them for future learning.

2. Classroom Culture for Learning

Every classroom is calm, purposeful and inclusive. High expectations, positive relationships and consistent routines enable pupils to feel safe, respected and ready to learn. Oracy is prioritised so that every child develops the confidence to think, communicate and contribute effectively.

3. Responsive Teaching and Assessment

Assessment is integral to learning. Teachers use pre-assessment, questioning, mini whiteboards, discussion, observation and ongoing formative assessment to identify misconceptions and adapt teaching in real time. Feedback is timely, meaningful and enables pupils to improve their learning immediately.

Alexandra Park School, Brook Lane, Godwick, Oldham OL8 2EE

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4. Inclusion, Support and Progress

High-quality adaptive teaching is the first response to meeting pupils' needs. Through our Ordinarily Available Inclusive Practice (OAIP), Progress Plans, WellComm, targeted intervention and effective deployment of teaching assistants, barriers to learning are identified early and removed without lowering ambition. Every child is supported to achieve age-related expectations wherever possible.

5. Talk, Collaboration and Thinking

Vocabulary, dialogic teaching and purposeful discussion are central to learning. Pupils are encouraged to explain, justify, question and refine their thinking through collaborative learning opportunities that deepen understanding across the curriculum.

High -Quality Teaching

High-quality teaching is characterised by ambitious curriculum delivery, responsive assessment and inclusive classroom practice. Teachers use their secure subject knowledge and understanding of pupils' starting points to deliver lessons that are purposeful, engaging and appropriately challenging. Learning is carefully sequenced, vocabulary is explicitly taught, and pupils are encouraged to think deeply, collaborate and communicate confidently across the curriculum. Teachers;

- Form positive relationships with the children in their class and other members of the school community;
 - Plan engaging, active and cross-curricular lessons (where appropriate) effectively which take children's prior learning and current assessment into account and are appropriately adapted in order that the lessons consolidate, build upon and extend learning for all children;
 - Insist on high expectations of standards in books, learning and social behaviours;
 - Develop the range of Reading and oracy skills required to access all the full curriculum effectively;
 - Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
 - Ensure that effective direction and support is given in order that the children make good or accelerated progress;
 - Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
 - Apply a range of teaching styles which appropriately match the children's learning needs and starting points in order to sustain their motivation, concentration and application;
 - Develop and sustain good links and focused communication with parents/carers in order to support the children's learning;
 - Develop and maintain safe, secure and inspiring classroom and learning environments;
 - Demonstrate effective lesson pace and organisation;
 - Use resources effectively, including other adults, to support children's learning;
 - Use technology effectively in order to support children's learning;
- Use effective questioning to gauge and extend children's knowledge, skills and understanding.

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Inclusion

Inclusive practice is central to teaching and learning at Alexandra Park. Teachers maintain consistently high expectations for every pupil whilst adapting teaching to remove barriers to learning. Through our OAIP framework, Progress Plans, WellComm assessments and collaborative work with families and external agencies, support is personalised without narrowing the curriculum or reducing ambition.

Core learning

At Alexandra Park we access and evaluate quality research, follow advice from external support and look at good practice in many other settings. We have used Rosenshine's 'Principles of Instruction' (2012) to help us design teaching strategies for every area of the curriculum (See individual policies for more subject specific detail).

Every unit of learning taught across the curriculum must have:

- *A starting point that collects and assesses pre-existing knowledge (Elicitation tasks, pre-assessment, wonder clouds, questioning etc);
- *Knowledge organisers which are sent home, available in books and used throughout a unit as much as possible;
- *Regular retrieval activities built into the unit;
- *Time for pupils to summarise their learning through review and reflection;
- *Visuals created by pupils and teachers, displayed in the classroom and open areas;
- *Identified and progressive vocabulary to be taught to children at the start of every lesson.

Each lesson (where suitable) taught across the curriculum must have:

- *A starter that recaps previous learning (from multiple points of learning not just last lesson);
- *Breaks new learning down into bite sized pieces;
- *Questioning varied throughout using Bloom's Taxonomy;
- *Use a variety of cooperative strategies to avoid overuse of talk partners;
- *Children to make their own enquiries and explore them;
- *Feedback given to all pupils by every adult in the room;
- *Encourage opportunities to develop oracy skills including sentence stems, word aware etc.
- *Use of peer assessment and self assessment;
- *Opportunities for the teacher to 'think out loud' and model learning processes;
- *Provide pupils with opportunities to explain their learning through presentations, drama, debate, discussion etc.
- *Checking in on pupil understanding through a variety of methods other than question and answer (paraphrasing, summarising, being teacher, use of whiteboards etc.);
- *Provide opportunities for pupils to review their learning in that lesson, using their Steps to Success.

Curriculum Enrichment

At Alexandra Park Junior School we believe that providing enrichment through real life experiences is key for achievement. For each term's topic we plan effective and engaging wider learning experiences such as educational visits, themed activity days, art projects, use of computer technology and exploration of the local area including the park, library, science centre and gallery. This approach equips all children with an equality of opportunity and experience with which to build learning on.

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Classroom Environment

We aim to provide as immersive a learning experience as possible to engage pupils further in their learning yet not to overstimulate them. Pupils are involved in creating this. Displays will have explicit links to the curriculum. Where possible, they will include interactive displays, where pupils can pin up notes and write on whiteboards. They should inspire learning and celebrate the achievement of pupils.

Working walls in core subject areas are used and updated throughout a topic and provide good quality support prompts/ methods and guides that the children can access easily. Displays in the classroom are re-utilised in the open areas when a topic is complete for retrieval purposes.

You will see in our classrooms that:

Each display must include key words from the knowledge organisers

Children's work is used to affirm features of work that are desired.

WAGOLL's (What a good one looks like) are displayed.

Vocabulary relevant to the focus of the learning is evident in all subjects.

They are of an interactive nature.

Work on the wall is at age related expectation.

Work is not mounted as it is expected to develop rapidly and change frequently.

Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference.

Handwriting should be modelled in our letterjoin.

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children
- Supporting a small group within the classroom
- Delivering intervention groups under the guidance of the teacher
- Carrying out assessments
- Preparing resources
- Supporting children with EHCPs.

Behaviour Management (Please refer to the school's expectations for learning policy)

We believe that excellent standards of behaviour are central to effective learning. Our Expectations for Learning outlines our procedures relating to behaviour both within the class room and in the wider School environment. Outstanding learning behaviours are encouraged, praised and rewarded with dojo points, prizes, stickers, certificates and their achievements are celebrated in our whole-school assemblies.

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Assessment (please refer to the School's Assessment Policy)

Assessment exists to improve learning, not simply to generate data.

Teachers use a balanced combination of formative and summative assessment to identify pupils' next steps, inform planning and evaluate curriculum effectiveness. Through pre-assessment, responsive questioning, observation, retrieval practice and ongoing feedback, teachers continually adapt learning to ensure pupils remain challenged and supported.

Our Insight Assessment System, moderation processes and regular Pupil Progress Meetings enable leaders and teachers to monitor progress, identify barriers and ensure that support is precisely targeted. Assessment information is used to strengthen teaching, inform curriculum development and improve outcomes for all pupils.

Feedback across the school is guided by three key principles:

- **Meaningful** – helping pupils understand what they have achieved and what they need to improve.
- **Manageable** – sustainable for staff and focused on learning rather than workload.
- **Motivating** – encouraging pupils to reflect, respond and take ownership of their learning.

Monitoring and Evaluation

Leaders believe that outstanding teaching develops through professional trust, collaboration and continuous improvement.

Professional development is aligned to the school's strategic priorities and informed by educational research, coaching, collaborative planning and reflective practice. Leaders create the conditions for excellent teaching to flourish by investing in staff, encouraging professional dialogue and maintaining consistently high expectations.

Monitoring is developmental. Through our Spotlight Monitoring process, leaders evaluate curriculum intent, implementation and impact by triangulating evidence from learning walks, book scrutiny, pupil voice, staff voice, assessment information and curriculum discussions. This enables leaders to celebrate strengths, identify priorities and continually refine the quality of education.

Monitoring findings directly inform professional development, curriculum refinement and school improvement priorities, ensuring that evaluation leads to meaningful improvement for pupils.

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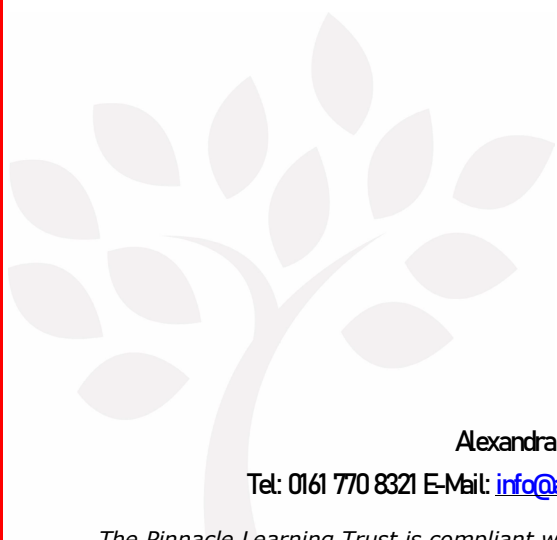
To Learn, Be Happy and Achieve Our Best



Our Commitment

At Alexandra Park Junior School, we believe every child deserves exceptional teaching every day. Through ambitious curriculum design, responsive assessment, inclusive practice and a relentless commitment to professional excellence, we develop pupils who are knowledgeable, articulate, resilient and ready for the next stage of their education.

We are committed to creating classrooms where children think deeply, communicate confidently and achieve their very best.



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