

Teaching and Learning policy

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Pupils learn best at our school when they:

- Have their basic physical needs met
- Have their needs as stated in their EHCP met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed

- Have access to the necessary materials
- Are not disrupted or distracted by others
- Are supported to work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning by a minimum of one weekly contact
- Update parents/carers on pupils' progress and produce a written report on their child's progress in line with the reporting cycle.
- Meet the expectations set out in the assessment, marking and feedback policy; the relationships for learning and behaviour policy; the safeguarding and child protection policy and the attendance policy.

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers

- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the assessment, marking and feedback policy; the relationships for learning and behaviour policy; the safeguarding and child protection policy and the attendance policy.

3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Enable teachers to share ideas, resources and good practice
- Meet the expectations set out in the assessment, marking and feedback policy; the relationships for learning and behaviour policy; the safeguarding and child protection policy and the attendance policy.

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone

- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by sharing good practice sessions and peer team teaching and observations to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the assessment, marking and feedback policy; the relationships for learning and behaviour policy; the safeguarding and child protection policy and the attendance policy.

3.5 Pupils

Pupils at our school will strive to, with the support of staff:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend school on time, and as often as possible, and be ready to learn.
- Become curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Meet the expectations set out in the relationships for learning and behaviour policy, the ICT Acceptable use policy, the attendance policy and mobile technology policy.

3.6 Parents and carers

Parents and carers of pupils at our school will work with the staff at the school to:

- Value learning
- Encourage their child as a learner
- Do their best to ensure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly

- Encourage their child to take responsibility for their own learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the SLT lead for provision and the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Meeting the needs of the young person as laid out in their EHCP
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

5. Learning environment

When pupils are at school, learning will take place in nurture spaces or specialist rooms.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones in line with nurture principles and differentiated provision across the range of SEND within the group.
- Display material relevant to current topics and schemes.
- Accessible resources for learning such as keywords, sensory boxes, literacy mats
- A seating layout that is planned to meet their needs as laid out in their EHCP.
- Displays that celebrate pupils' learning

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils by:

- Teaching in a nurture based provision using approaches as laid out in our relationships for learning and behaviour for learning and SEND policy.
- Using support staff effectively to provide extra support
- Adopting the strategies required as outlined in the young person's EHCP, personalised learning plan and risk assessment in order to establish the appropriate level of material and methodology to support them to make good progress
- Grouping young people according to a combination of need, age, curriculum and SCL dynamics to foster the optimum learning environment
- Personalising curriculum content and accreditations to meet the individual needs of the young person.

7. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders/subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing the quality and consistency of assessment and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Work scrutinies
- Sharing good practice sessions
- Monitoring qualitative and quantitative data

8. Review

This policy will be reviewed every year by the headteacher/Deputy Head/Academy Council. At every review, the policy will be shared with the full governing board.

9. Links with other policies

This policy links with the following policies and procedures:

- Relationships for Learning and behaviour policy
- SEND policy and information report
- Marking, Assessment and feedback policy
- Performance management

- Personalised learning plans
- Individual Risk assessments
- EHCP reviews