



Crookhey Hall School

Teaching and Learning Policy

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1. Introduction

Teaching and learning are inextricably linked; teaching is the process of providing opportunities for pupils to produce relatively permanent change through the engagement in experiences provided by the teacher. This is accomplished through the provision of a range of experiences within appropriate learning environments designed to meet each young person's individual needs. The quality of the process is ensured through the regular monitoring and evaluation of teaching and standards of the young person, achievement based upon the establishment of a baseline, the setting of targets at annual review and within Individual Educational Plans (IEPs).

We aim through successful teaching and learning to develop the children and young people, enabling them to become lifelong learners and achieve their potential. It is our responsibility to find ways to ensure that all children and young people are engaged in their learning, motivated and enabled to succeed. We recognise that everyone has special skills, abilities and aptitudes and all have an entitlement to access a broad, balanced and challenging curriculum. As well as this, every child and young person is entitled to experience a variety of teaching methods, range of courses and programmes of study which are tailored to their wide range of needs, interests and aspirations. The social, emotional, communication and behavioural needs require specific attention if appropriate learning and educational progress is to occur. Specialist support for the children and young people, through both the delivery of the programmes of study and personalised learning programmes, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, Person Centred Counselling or Cognitive Behaviour Therapy, for example. As there are many teaching and learning opportunities outside the formal curriculum we strive to provide children and young people with the optimum conditions for achievement and development in all situations.

2. Aim

This policy aims to ensure that both teaching and learning take place in accordance with the school's vision statement, aims/values statement, curriculum statement and is complemented and supported by the school's policies and procedures for appraisal and staff development.

Our aims are:

- To raise the levels of attainment for all of our pupils , enabling them to achieve their personal best
- Develop confident and enquiring learners who are able to make informed choices
- Make teaching and learning an enjoyable experience

- Build on natural curiosity and enthusiasm for learning
- Develop our pupils' communication skills
- Promote self-esteem and self-confidence
- Involve and stimulate our pupils through active learning
- Provide additional therapeutic support based on individual needs
- To set high yet achievable expectations for all and to provide appropriate support
- To create a climate of praise and positive reinforcement
- Develop, implement and review Individual Education Plans
- To manage behaviour effectively
- To take account of the differences and range of cognitive ability, preferred learning styles and needs and plan accordingly

We will:

- differentiate, adapt tasks, provide a range of resources, develop extension work, set realistic targets, provide different levels of support and offer a range of opportunities for learners to demonstrate knowledge, skills and understanding
- Provide a broad, balanced and engaging curriculum that is inclusive and accessible to all.

3. Objectives

The objectives of the policy are to:

- Ensure a shared understanding of the factors indicative of good practice in teaching and learning
- Ensure consistently high standards of teaching in the school
- Enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences
- Ensure the highest possible standards in pupils attainment, learning and behaviour and that teaching takes account of each pupil's individual needs as defined within his/her Statement of Special Educational Needs or Education Health Care Plan and subsequent IEPs
- Set high expectations for all pupils in order to raise their aspirations
- Provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that will motivate, engage and challenge pupils
- Ensure that all teaching supports the development of effective learning of literacy, numeracy and information technology skills
- Provide a clear overview of the school's approach to the monitoring and evaluation of teaching and learning.

4. Teaching

The manner of teaching makes a major impact upon a pupil's learning, attainment and progress and the way young people respond to teaching and learning. There are a number of key elements indicative of good practice that when combined, ensure high quality teaching. These are noted below.

5. Subject Knowledge and Continuous Professional Development

Excellent subject knowledge should be applied consistently to challenge and inspire pupils. This is evidenced through a teacher's ability to:

- Provide explanations and clarify points in a manner easily understood by our pupils
- Ask questions in a manner which allows our pupils to extend their learning
- Mark work in such a way as to provide feedback to our pupils which will inform their learning
- Continuously update their subject knowledge and teaching practice in line with current developments/initiatives
- Draw on a wide range of contexts and resources to enhance our pupil's learning.

6. Expectations/Target Setting

Teachers should have high expectations of their pupils. These are evidenced through a teacher's ability to:

- Use established baseline assessment data when setting individual pupil targets and pursuing targets for achievement
- Make clear their expectations to their pupils
- Provide differentiated work that is challenging, while at a level well matched to individual abilities
- Ensure that their pupils apply themselves to their work and have high standards of presentation
- Involve their pupils in target setting.

7. Planning and Preparation

Lesson planning is an important factor in ensuring there is progress in our pupils learning. It is evidenced through a teacher's ability to:

- Identify clear objectives (outcomes) for each pupil according to his/her individual needs
- Set challenging and realistic targets for improvement and endeavour to achieve them
- Plan differentiated lessons, which cater for varying needs by task, resources and outcomes
- Use stimulating resources including the use of ICT and emerging technologies
- Use support staff and learning resources in an efficient manner, which contributes positively to the pupil's learning.

8. Methods and Organisation/Teaching Styles

Effective teaching is characterised by the use of a range of methods and organisational approaches to enhance our pupils learning. This is evidenced through the teacher's ability to:

- Employ a wide range of strategies including direct teaching to individuals, groups and whole classes
- Demonstrate a clear understanding of and respond to each of our pupil's emotional and behavioural needs
- Follow advice from or work alongside specialist support services
- Provide lessons which are well structured (starter, development of learning objective and plenary including mini plenaries), inform and stimulate pupil's and maintain their interest
- Systematically and effectively check pupil's understanding throughout each lesson using mini-reviews and to use the plenary and mini plenaries to summarise learning, while helping pupils to know how they can improve
- Ask questions which probe pupil's knowledge and understanding
- Provide opportunities for investigation and problem solving
- Promote co-operative and independent learning through the provision of whole class, small group and individual tasks
- Provide opportunities for pupils to reflect upon, learn from and improve upon their performance
- Maintain the challenge and pace of each lesson
- Encourage pupils to use skills/knowledge gained from cross curricula links.

9. Management of Young People

Managing a young person's behaviour is not simply about responding to inappropriate behaviour, but about creating conditions that will encourage positive behaviour. The effective management of our young people is essential in ensuring their learning.

This is evidenced through a teacher's ability to:

- Maintain a positive learning environment using a variety of methods, adopting a consistent approach, which is firm, fair and based on a shared understanding between teachers and our pupils as to what constitutes acceptable and unacceptable behaviour
- Organise purposeful and co-operative learning activities, which maintain our pupil's interest through the appropriate use of time and resources
- Use praise and reinforcement of effort/strategies/success.
- Involve our pupils and any other adults present in the management of the group as a whole
- Encourage our pupils to respect the rights of others.

10. Assessment, Recording and Reporting

The effective assessment of our pupils ensures that their individual needs can be identified. Effective teachers use assessment to ensure that they match carefully the work they provide to the needs of their pupils and thus promote effective learning and progress.

This is evidenced through a teacher's ability to:

- Make effective use of baseline and individual subject assessment to inform planning and support progress
- Assess pupils work regularly according to the school assessment policy
- Record assessment data systematically
- Provide feedback to pupils which recognises their achievements and informs as well as motivates.

11. Learning Support

Teachers should:

- Be aware of the specific learning needs of their pupils and use IEPs as working documents
- Consult the SENCO and work with Learning Support Assistants (LSAs) to ensure their pupils are effectively supported in their learning.

12. Learning

Where teaching is of a high-quality, young people respond to the challenges they are set, show a willingness to concentrate on tasks and generally make progress in relation to prior attainment. There are a number of key elements which demonstrate that young people are learning. These are identified below.

13. Showing a Positive Attitude

This is evidenced when our pupils:

- Are actively involved and enjoy learning
- Show a willingness to apply themselves to tasks
- Concentrate on, are motivated by and show an interest in their work
- Demonstrate the ability to persevere and complete tasks
- Show a readiness to ask questions
- Are prepared to offer knowledge, opinions and ideas of their own and are willing to debate and discuss topics.

14. Behaving Well

This is evidenced when our pupils:

- Are well mannered
- Show respect for others, their feelings, beliefs and property
- Respond well to school rules and classroom routines

15. Forming Good Relationships

This is evidenced when our pupils:

- Relate well to one another
- Work co-operatively in lessons and around school
- Show consideration towards staff and peers

16. Making Progress

Our pupils demonstrate progress in learning when they show gains in what they know, can do and understand.

This is evidenced:

- When our pupils show an improvement against a baseline assessment, co-ordinated by the SENCO
- When our pupils make gains against targets set in IEPs and in specific subject targets
- Within teachers' individual records and annual reviews
- In exercise books and files, including subject specific work samples

17. Monitoring and Evaluation of Quality of Teaching and Learning

Each teacher is responsible for ensuring his/her teaching and their pupil's learning is of the highest possible standard. This should be done with reference to the information presented above. It is important that teachers actively use their assessment of their pupils to inform planning and ensure that lessons are differentiated and the work set is well matched to each pupils needs. Work produced should be regularly reviewed to ensure that pupils are making appropriate and sufficient progress.

The overall responsibility for the monitoring of teaching and learning rests with the Head Teacher alongside the Senior Leadership Team, who will make regular visits to classrooms to observe lessons and review pupils work. Staff will be provided with feedback from these visits.

Purposes and aims of monitoring can be summarised as:

- Improving teaching and learning
- To contribute towards a development of a supportive and critical analysis of teaching and learning
- To discover obstacles to learning
- To check continuity across the age range and year groups
- To check suitability and effectiveness of curricular planning
- To check the suitability and availability of resources

18. Quality of Teaching

Evaluation Criteria

Teaching quality is to be judged by the extent to which:

- Teachers have clear objectives
- Pupils are aware of these objectives
- Teachers have a secure command of the subject
- Lessons have a suitable content and are effectively differentiated
- Activities are well chosen to promote learning of that content
- Teaching methods engage, motivate and challenge all pupils, enabling them to progress at a suitable pace, and to be aware of their achievements and progress

19. Senior Leadership Team (SLT) Role

Using the above evaluation, linked to OFSTED criteria, all teaching staff are observed every term by the SLT. Teaching quality is improved and refined by providing constructive feedback, including an OFSTED grade. The quality of teaching and learning is improved as teachers, in response to this feedback, modify practice where necessary.