



LHP 24 TEACHING AND LEARNING POLICY

Policy Review Date: September 2019

Relevance to other Policies

Please cross-reference this policy with the following:

- Longdon Hall School Statement of Purpose
- Curriculum Policy
- Assessment Policy
- Behaviour Policy
- Marking Policy
- Monitoring and Evaluation Policy

Version	Date	Updated By
1.1	March 2014	A.McGregor
1.2	March 2015	A.McGregor
1.3	March 2016	A.McGregor
1.4	September 2016	S.Holford
1.5	April 2017	C.Plant
1.6	September 2017	N. Simpson, G. Mann
1.7	September 2018	N.Simpson, D.Pallett

Introduction

This policy supports the school's statement of purpose to provide high quality education for young people with special educational needs.

Aims

This policy is underpinned by the aim to address the special needs of our learners, whose nature is highly complex. Our learners experience learning difficulties, social and/or emotional disorders, difficult and often chaotic home arrangements and social contexts and often negative previous experiences in education.

Because of this, and in line with our Curriculum Policy, our commitment to our learners is to provide them with supported opportunities to become:

- Successful learners
- Confident individuals
- Responsible citizens

Student progress is measured from an initial starting point and against individual standards as well as in line with national averages. Maintaining high expectations of our learners by providing a learning environment that encourages and supports students in achieving their potential is a priority.

All of our students have access to the National Curriculum with adequate support at a level appropriate to their needs.

Effective Learning and Teaching

We acknowledge that people learn in many different ways, and recognise the need to develop strategies that allow our students to access learning in ways that support and challenge them. We aim to take into account the varied needs of our students when organising our curriculum and teaching. Front-line teaching staff have been trained to TEEP Level 1 (**appendix 5**). It is understood that staff delivering teaching and learning will use the TEEP model (*Teacher Effectiveness Enhancement Programme, SSAT*), which promotes creativity in the planning of teaching and learning.

We also acknowledge that developing strong relationships with students in our school is beneficial and contributes to their academic and personal development.

Learning

Sound teaching practice is evidenced in students engaging with/in learning tasks. When students are engaged, they can experience success and make progress, leading to developing their self-esteem and confidence.

Engaged students:

- Enjoy and are enthusiastic about learning
- Persevere with and complete tasks
- Ask questions
- Offer opinions and participate in discussions

When students are engaged, their behaviour is:

- Settled and safe
- Well-mannered and respectful/considerate
- Tolerant
- Cooperative

Students demonstrate progress in learning when they show growth in what they know, can do and understand. This is evidenced through:

- Participation in lessons and discussions with staff and peers
- Offering comments/opinions
- Asking questions
- Recalling prior learning to complete tasks
- Observations by staff and peers
- Work samples and progress files
- Self-assessment
- Reports

Teaching

A teacher's approach makes a major impact upon pupil learning, attainment and progress, and the way students respond to school. There are a number of key elements which indicate outstanding practice and ensure high quality teaching:

Planning and organisation

Teachers' planning is organised into schemes or units of work. An annual curriculum overview and sequence for each subject is planned and discussed by all staff. This is updated by subject leaders on a regular basis. Opportunities for cross-curricular links are identified for learning to occur in context across subject areas where possible.

Units of work highlight levelled objectives, ordered lessons, resources, considerations for differentiation and adjustments, and opportunities for assessment.

Short term lesson plans (**Appendix 1**) will state clear learning objectives, list engaging, challenging and differentiated learning activities that provide all students with opportunities for success; identify use of resources including ICT and support staff and also highlight use of a plenary to consolidate and clarify learning. A range of pedagogical approaches should be employed to ensure lesson variation, and that learning is occurring with breadth and depth. Additional pupil information is also provided on each plan to ensure lessons are set at the right level and meet individual learning needs. Teachers also need to be flexible and evaluate their own practice to make necessary adjustments to planning in response to changing student needs. An individual pen portrait of each child is also provided on the back of the plan setting out prior learning, recent progress, trigger behaviours and effective teaching strategies for that child.

Staff across all Key Stages share their weekly planning using the One Drive system within Office 365. This enables staff to share and edit plans for the coming week and also allows teachers and TA's the facility to view planning for the week ahead.

Assessment and Marking

Assessment (both formative and summative) for each student is ongoing and used to inform planning, provide feedback to students, staff and parents. It identifies students' individual needs, including specific support, further diagnostic assessment and intervention. (Please refer to **Assessment Policy** and **Marking and Presentation Policy** for more detailed information)

Classroom Environment

Classrooms should be safe, stimulating places, where student work is valued, marked and displayed. Classroom expectations should be displayed, as well as visual supports for daily timetables and other school routines. Resources need to be effectively managed.

Management of Pupils

Building positive relationships with pupils is key. Students should have a clear understanding of school expectations through explicit teaching and clear, consistent communication. A consistent approach to expectations and consequences throughout the school day are necessary for student development.

Credits for behaviour and achievement are awarded at the end of each lesson as part of the School Credit and Reward system. 'Catch Up' is also offered at the end of each education day to support pupils who have not completed work. Knowledge of details of the students' Individual Education Plan (IEP) is essential for specific variations in dealing with individual children. Individual risk assessments and Positive Handling Plans (PHP) also provide important information with regard to safe and effective management of students.

Monitoring and Evaluation (for additional information see **Monitoring and Evaluation Policy**)

Each teacher is responsible for ensuring their teaching and their pupils' 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 pupils to inform planning and ensure that work is well matched to each pupil's needs. Work produced should be regularly reviewed to ensure that pupils are making appropriate and sufficient progress. Opportunities for moderation are provided in teachers' meetings on a regular basis.

The overall responsibility for the monitoring of teaching and learning rests with the Head of Education who will make regular visits to classrooms to observe lessons and review pupils' work. Staff will be provided with feedback from these visits. Subject Leaders will also be expected to observe lessons within their own subject area using the Teaching Observation pro forma (**Appendix 2**)

Coaching

In addition to the formal lessons observation process the school operates a school wide coaching programme. This is where colleagues are coached by each other in order to share best practice and to develop pedagogy skills in the classroom. The focus is for one to observe/coach the other including the provision of constructive feedback and then for you both to agree a time for the process to be reversed. (**Appendix 3**). For each of the 6 half terms there is a different area of focus (**Appendix 4**).

The role of the Teaching Assistant

The primary role of the Teaching Assistant is to enable access to the curriculum and to facilitate independent learning, and to promote inclusion. This may be with pupils who have specific learning difficulties, pupils with communication problems or pupils experiencing behavioural difficulties. It is critical that all TA's are aware of each learner's individual needs, has access to all relevant information and also plays an active role in planning lessons and setting individual targets. Teachers are aware that TA's also play a key role in day to day assessment of progress – regular, ongoing communication with teaching staff is essential. The role of the Teaching Assistant is crucial if pupils are to achieve greater autonomy, higher academic standards, greater social awareness and feel part of the whole school community.

It is of equal importance that Teaching Assistants should feel valued and part of a team approach, to meeting the needs of the pupil/s in their care. They are, therefore, included in planning meetings and their training needs are discussed and identified in regular performance management meetings and supervision meetings.

Appendix 1 Short Term Lesson Plan

Teacher:	Class:	Subject:
Context of Lesson:		
Learning Objective:		
Success Criteria:		
Low Ability	Middle Ability	High Ability
Starter:		
Main Activity:		
Differentiation:		
Extension Activity:		
Plenary:		

Assessment:	Self	Peer	Teacher	TA
	Questioning	Evidence of work	Verbal feedback	Written feedback
Use of TA				
Resources				
Use of ICT				
TEEP Principles				
Literacy Links (e.g use of reading rewards, differentiation and resources for intervention Wave 2 and Wave 3 pupils)				
Numeracy Links (eg use of maths based language and key words, differentiation and resources for intervention Wave 2 and Wave 3 pupils)				
SMSC/British Values Links				

Appendix 2 Lesson Observation Form



Effective Teaching Checklist

Teacher:	Class:	Subject:	Date:
Skill Area		Comment/Evidence	
Planning <ul style="list-style-type: none"> Long/Mid/Short term plans Subject documentation in place and up to date Clear signs of progression and matches ability/needs of learner - differentiated 			
Effective Teaching Techniques <ul style="list-style-type: none"> Learning objectives and required outcomes clearly signaled to learners and reinforced during lesson Previous lesson recapped Variety of appropriate, planned tasks and activities Clear differentiation of tasks Use of appropriate range of teaching styles Clear, controlled communication with learners, effective use of questioning Sound subject knowledge Appropriate plenary Appropriate health and safety measures 			
Learning <ul style="list-style-type: none"> Pupils interested and engaged Acquisition and application of skills Individual and group learning opportunities Learning checked, progress made 			
Classroom Management <ul style="list-style-type: none"> Appropriate seating arrangements for students Effective behaviour management strategies used, disruption kept to a minimum – positive interactions, praise, constructive feedback, clear understanding of whole school behavior policy Positive learning environment – effective use of posters, classroom expectations, NC Levels, subject specific word lists, pupil spelling lists etc Clear understanding of credit system and effective management of credits at end of lesson 			
Assessment <ul style="list-style-type: none"> Regular assessment of progress – in lesson and also clear documented evidence of student learning and progress Awareness of student IEP targets, linked to planning of lesson Opportunities for pupil self assessment and peer assessment Opportunities for students to reflect on progress All marking completed in line with whole school policy 			
Use of resources <ul style="list-style-type: none"> Effective use of Teaching Assistants – awareness of role in the classroom and understanding of their contribution to supporting learning Effective use of IT in lesson delivery Effective use of additional support materials All resources available and ready at start of lesson Effective use of individual targets – target board 			
Strengths		Areas for Development	

Appendix 3 Coaching Form

Coaching Feedback Form (2017 – 2018)



Staff Name

Coach Name

Date

Class/Group

Area of the Lesson to be observed:

Comments:

TEEP Strategies used:

-
-
-

Suggested areas for development:

-
-
-

Lesson Objectives Clear	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
Lesson Objectives Referenced	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
Students aware of working level/targets	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
Students aware 'next steps' to progress	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
Literacy opportunities in lesson	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
Work differentiated G&T/SEN	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
Effective questioning used	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
Marking - constructive, next steps	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
Effective Plenary	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
Links to British Values/SMSC/PSHE	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
Assessment Opportunities	Teacher	<input type="checkbox"/>	Self	<input type="checkbox"/>	Peer <input type="checkbox"/>

Signed Staff _____

Signed Coach _____

Appendix 4 Coaching Focus

Half Term	Area of Focus
1	<p>Planning & Expectations</p> <p>Is planning effective, logical, linked to learner's needs and abilities and allows for challenge and assessment opportunities? Are academic and behavioural expectations for ALL pupils HIGH?</p>
2	<p>Effective Use of Questioning</p> <p>Is use of questioning effective in determining pupil levels of understanding? Are questions differentiated, challenging, varied, clear, linked to learning?</p>
3	<p>Building Literacy Skills</p> <p>The set of skills which allows an individual to engage fully in the community and in learning, through the different forms of language, and the range of texts, which the community values and finds useful.</p>
4	<p>Pupil Engagement & Innovative Practice</p> <p>Are pupils engaged throughout the lesson? Is apathy addressed effectively, appropriate pace, addressing different learning styles, students highly involved, differentiated content, personalised, good teacher subject knowledge?</p>
5	<p>Differentiation & Personalisation</p> <p>Responding to the needs of all learners in the class. Aware of IEP's, individual targets and range of tasks appropriate. Level of planning, pace, support, outcome and questioning all differentiated/Personalised to meet need.</p>
6	<p>Behaviour Management</p> <p>Set of activities/responses by which the teacher promotes appropriate student behaviour and eliminates/prevents inappropriate student behaviour, develops good interpersonal relationships and a positive socio-emotional climate in the classroom, and establishes and maintains an effective and productive classroom organisation.</p>

Appendix 5

TEEP Model (SSAT)

