



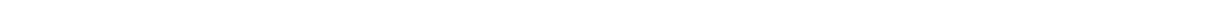
**Reddish Hall  
School**

# Teaching & Learning Policy



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## Document History

<b>Version</b>	<b>Comments/amendments</b>	<b>Name</b>	<b>Date</b>
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# Contents

1	Introduction
2	Aim
3	Objectives
4	Teaching
5	Subject Knowledge and Continuous Professional Development
6	Expectations/Target Setting
7	Planning and Preparation
8	Methods and Organisation/Teaching Styles
9	Management of Young People
10	Assessment, Recording and Reporting
11	Learning Support
12	Learning
13	Showing a Positive Attitude

1 4 Behaving Well

1 5 Forming Good Relationships

1 6 Making Progress

1 7 Monitoring and Evaluation of Quality of Teaching and Learning

1 8 Quality of Teaching

1 9 Senior Leadership Team (SLT) Role

## **1. Introduction**

Teaching and learning are inextricably linked; teaching is the process of providing opportunities for students 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 children and young people, 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
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- Build on natural curiosity and enthusiasm for learning
- Develop children and young people's communication skills
- Promote self-esteem and self-confidence
- Involve and stimulate children and young people 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 young people to achieve their full potential by learning in a variety of ways and through challenging learning experiences
  - Ensure the highest possible standards in young person attainment, learning and behaviour and that teaching takes account of each young person's individual needs as defined within his/her Statement of Special Educational Needs or EHC Plan and subsequent IEPs
  - Set high expectations for all young people 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 young people
  - 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.
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#### **4. Teaching**

The manner of teaching makes a major impact upon a young person'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, 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 young people. This is evidenced through a teacher's ability to:

- Provide explanations and clarify points in a manner easily understood by young people
- Ask questions in a manner which allows young people to extend their learning
- Mark work in such a way as to provide feedback to young people 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 young person learning.

#### **6. Expectations/Target Setting**

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

- Use established baseline assessment data when setting individual young person targets and pursuing targets for achievement
  - Make clear their expectations to young people
  - Provide differentiated work that is challenging, while at a level well matched to individual abilities
  - Ensure that young people apply themselves to their work and encourage high standards of presentation
  - Involving young people in target setting and progress reviews to enable them to fully understand their next steps.
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## **7. Planning and Preparation**

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

- Identify clear objectives (outcomes) for each young person 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 young person learning.

## **8. Methods and Organisation/Teaching Styles**

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

- Employ a wide range of strategies including direct teaching to individuals, groups and whole class
  - Demonstrate a clear understanding of and response to each young person's emotional and behavioural needs
  - Follow advice from or work alongside specialist support services
  - Provide lessons, which are well structured, inform and stimulate young people and maintain their interest, using assessment for learning to inform planning
  - Systematically and effectively check young people's understanding throughout each lesson and to use the plenary to summarise learning, while helping young people to know how they can improve
  - Ask questions which probe young people's knowledge and understanding and encourage them to develop their thinking skills
  - 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 young people to reflect upon, learn from and improve upon their performance
  - Maintain the challenge and pace of each lesson
  - Encourage young people to use skills/knowledge gained from cross curricula links.
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## **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 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 young people as to what constitutes acceptable and unacceptable behaviour
- Organise purposeful co-operative learning activities, which maintain a young person's interest through the appropriate use of time and resources
- Use praise and reinforcement of effort/strategies/success, but should be dependent on performance and genuine, so that young people value them
- Involve the young people and any other adults present in the management of the group as a whole
- Encourage young people to respect the rights of others.

## **10. Assessment, Recording and Reporting**

The effective assessment of young people 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 the young people 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 young person progress
  - Assess the young people's work regularly according to the school assessment policy
  - Record assessment data systematically
  - Provide feedback to young people which recognises their achievements and informs as well as motivates.
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## **11. Learning Support**

Teachers should:

- Be aware of the specific learning needs of their young people and use IEPs as working documents
- Consult with SENCo's and work with Learning Support Assistants (LSAs) to ensure young people 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 young people:

- 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, ideas of their own and are willing to debate and discuss topics.

## **14. Behaving Well**

This is evidenced when young people:

- Are well mannered
  - Show respect for others, their feelings, beliefs and property
  - Respond well to school rules and classroom routines
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## **15. Forming Good Relationships**

This is evidenced when young people:

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

## **16. Making Progress**

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

This is evidenced:

- When young people show an improvement against a baseline assessment, coordinated by the SENCo
- When young people 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 young people'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 young people to inform planning and ensure that lessons are differentiated and the work set is well matched to each young person's needs. Work produced should be regularly reviewed to ensure that young people 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 young people's work. Staff will be provided with feedback from these visits.

Purposes and aims of monitoring can be summarised as:

- Improving teaching and learning
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- 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 demonstrate deep knowledge and understanding of the subjects they teach
- Lessons are planned effectively and lesson resources used well
- Pupils' behaviour is managed effectively and consistently
- Lessons have a suitable content and are effectively differentiated
- Activities are well chosen to promote learning of that content
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Progress over time is evident
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

## **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.