POLICY TITLE:	**Teaching and Learning**
Policy Number:	ECS 32
Applies to:	Schools & Colleges: England, Wales, Scotland
Version Number:	03
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Date of Review:	31/08/2021
Author:	Quality Improvement Leads, Education
Ratified by:	Stephanie Rickson, Policy Lead
Responsible signatory:	Bonny Anderson, Director of Quality Assurance & Improvement
Outcome:	The quality of teaching and learning is outstanding and contributes to all students, irrespective of their learning difficulties and disabilities, achieving very well and reaching their full potential.
Cross Reference:	ECS31 Curriculum ECS26 Equality of Opportunity & English as an additional language ECS27 Accessibility Planning ECS30 Assessment for Learning ECS34 Spiritual, moral, social cultural development and Community Cohesion ECS17 Health and Wellbeing ECS33 Special Educational Needs and Disability ECS20 Relationships and Sex Education

EQUALITY AND DIVERSITY STATEMENT

Priory Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email LegalandComplianceHelpdesk@priorygroup.com

Teaching and Learning

1 INTRODUCTION

1.1 In order to effectively implement this policy, each Education and Children's Services facility will have local procedures in place where necessary, which explain how this policy is applied and put into practice at site level.

1.2 Template **ECS LP 32** is provided for this purpose and includes a key content checklist.

1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.

2 AIMS

2.1 Priory Education and Children's Services believes in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for all students. Through effective teaching all Priory schools and colleges equip students with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives, and to be able to contribute to the society they are going to live in. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives.

2.2 All Priory schools and colleges aim to provide a caring, supportive and stimulating environment where high quality teaching leads to excellent outcomes for all students. Teachers in all Priory schools and colleges are expected to conform to the standards set within national government Teachers Standards. The adoption of this policy by all schools and colleges ensures consistently high standards and excellent achievement.

2.3 Teaching and learning in all Priory schools and colleges seeks to promote for all its students:
   (a) a high level of literacy and numeracy and an enquiring mind which wants to learn more each day
   (b) independent students who are confident, flexible and able to cooperate with others
   (c) imagination and creative expression through a wide range of media
   (d) teaching that utilises sequential planning and lessons that incorporate stretch and challenge
   (e) an awareness of our multi-cultural society and tolerance and respect others' values
   (f) pride in achievement and a desire to succeed
   (g) effective links between the school/college, home and the community which promote aspiration and high expectations
   (h) equality of opportunity for all.

2.4 In residential special schools, teachers and care staff work together closely to promote a seamless approach to agreeing, implementing and reviewing students' individual targets. This helps students to apply what they learn in lessons to their everyday lives.

3 APPROACHES TO LEARNING

3.1 Priory schools and colleges acknowledge that students learn in many different ways and recognise the need to develop strategies that allow all students to learn in ways that best suit them.

3.2 Each school/college offers opportunities for students to learn in different ways. These include:
   (a) investigation and problem solving
   (b) research and finding out
   (c) group work

(d) paired work
(e) working independently and discovery learning
(f) participation in whole class activities
(g) role plays and oral presentations
(h) use of the computers and other related technology
(i) fieldwork and visits to places of educational interest
(j) creative activities
(k) designing and making things
(l) participation in physical activity
(m) work experience and work related learning

3.4 Priory schools and colleges encourage students to take responsibility for their own learning, be involved as far as possible in reviewing the way they learn and reflect on how they learn. For example, what helps them learn and what makes it difficult for them to learn.

3.5 Self-review and peer-review strategies are used, as well as planned plenaries at the end of lessons to review the key learning objectives and to assess the level of understanding gained. Students are actively involved in reviewing how well they are progressing against their individual learning targets and are guided in what they need to do to improve further.

4 TEACHING AND LEARNING STRATEGIES

4.1 Teachers demonstrate they:
(a) have confidence and are competent, with up-to-date knowledge
(b) value all students irrespective of ability, race, gender, age or achievement
(c) create a stimulating environment and convey a sense of enjoyment through their lessons
(d) encourage and build on students' self-esteem by recognising, praising and rewarding positive achievement and allowing stretch and challenge in their lessons
(e) put in place effective planning and setting of clear learning objectives, encouraging students to become independent learners through sequenced learning which supports the school's/college's curriculum intent
(f) ensure individual plans specifically target strategies for particular special educational needs and incorporate advice and support from therapy teams where relevant (see ECS33 Special Educational Needs and Disability)
(g) use a variety of teaching and learning approaches to offer students a wide range of learning experiences both within school/college and the local community
(h) ensure all students are challenged and that tasks are suitably challenging
(i) ensure students' learning needs are considered on an individual basis and that work is differentiated to meet these
(j) keep accurate and detailed records of all aspects of students' progress and development
(k) continuously monitor and assess students' progress as an integral part of their teaching and planning
(l) use homework and opportunities off-site / within the local community to extend learning
(m) make effective use of Learning Support Assistants and resources to embed and extend learning
(n) effectively use praise and demonstrate the ability to inspire students and staff
(o) give students the opportunity to make choices and decisions with emphasis on development of skills which are independent of direct adult cueing/prompting
(p) give students the opportunity to develop personal autonomy by being given responsibility and control over their lives
(q) demonstrate good management of students, including students who present with behaviour challenges, so that teaching and learning progress within minimal disruption
(r) ensure individual behaviour support plans/individual risk assessments are consistently reviewed and implemented
(s) offer opportunities for students to show initiative, take responsibility and respond positively to challenge
(t) maintain strong communication with parents and a sharing of their child's progress and

achievements
(u) review and reflect on teaching practice to determine effectiveness of practice
(v) actively participate and engage in personal self-development.

4.2 Religious Education is taught formally as part of the curriculum but also 'shapes' the ethos of the school. The school views Religious Education as a key and formal element of provision for students' Spiritual, Moral, Social and Cultural development (see ECS31 Curriculum, ECS34 Spiritual, Moral, Social and Cultural development and Community Cohesion)

4.3 Personal, social and health education forms a core of the curriculum at all key stages. It is taught through discrete lessons and throughout the wider curriculum, including in extra-curricular activities and in the evenings and weekends in residential special schools. All teachers have a responsibility to promote students' PSHE skills in all subjects, taking account of students' individual needs.

5 ASSESSMENT

5.1 Learning programmes are based on individualised assessment, built around the functional level of each student. The practice of Assessment for Learning (AfL) ensures all teachers check students' knowledge and understanding and adapt strategies to maximise students' learning (see ECS30 Assessment for Learning)

5.2 To provide further insight into why a particular strategy proves successful and to explore the relationship between independent measures of progress and achievement, data is collated, analysed and used to inform future planning.

5.3 Evaluation and indication from quantitative results will allow for benchmarking, setting of whole school targets and for longitudinal study to demonstrate that the school/college is effective in terms of student outcomes.

6 RESOURCING

6.1 All classes are equipped with resources appropriate to need
a) Resources reflect the ability and cultural diversity of our learners and all students have equal access to resources and learning experiences. Differentiated resources are provided to take into consideration the individual needs of the students
b) Each school/college audits resourcing and budget allocations at least once a year and ensures that resources are used effectively to meet priorities identified in the school/college improvement plan.

7 EXPECTATION OF STUDENTS

7.1 Students are encouraged and supported to:
(a) make significant progress and build on their successes
(b) develop knowledge, understanding and grow in confidence and independence
(c) develop skills in communication, language, literacy and numeracy
(d) feel safe and secure and know what is expected of them
(e) engage in learning
(f) reflect on own achievements and participate in setting new goals and strategies to meet them
(g) acquire essential skills for life and practise them in a variety of situations
(h) use technology as an aid to learning
(i) self-manage their behaviour (as appropriate)
(j) integrate into mainstream provision / local community (as appropriate).

7.2 Note that the above should include pre-learning for those students who take a while to transition into learning.

8   HOME LINKS

8.1   Parents/carers are kept informed about their child's progress on a regular basis
        (a) Students are made aware that parents and teachers work closely together.
        (b) Parents are invited into school/college twice a year for reviews to discuss their child's progress and achievement and to discuss and contribute to their child's learning programme.
        (c)

9   CELEBRATION OF PROGRESS AND ACHIEVEMENT

9.1   (a) All students have an Annual Review of their Education, Health and Care Plan as well as an interim review each year
        (b) Displays are used to create a climate where students' work is valued in helping to raise their self-esteem
        (c) Students' contributions, achievements and feedback are celebrated.

10   REFERENCES

10.1   SEND code of practice: 0 to 25 years 2015 The National Curriculum in England (DfE)
        The Education (Independent School Standards) (England) Regulations 2014
        DfE Teachers Standards 2011
        Children Act 2004
        Children's Homes Regulations 2015
        DfE (2015) Residential Special Schools: National minimum standards

Associated Forms:
ECS LP: 32 Local Procedure Template