



TEACHING AND LEARNING POLICY

Learning for children should be a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes.

At Rosendale School we believe that young people learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term;
- teaching and learning activities enthuse, engage and motivate young people to learn, foster their curiosity and enthusiasm for learning;
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment;
- the learning environment is ordered, the atmosphere is purposeful and children feel safe;
- there are strong links between home and school.

At Rosendale School we believe effective learning Involves:

Young people initiating activities that promote learning and enable them to learn from each other

If there is a stimulating environment, a pupils' learning will be enhanced. Young people should be able to use available resources to explore at their own pace. Well organised resources that are easily accessible encourage young people to make choices and explore. This also allows staff to work alongside pupils, to value what they are doing and to interact appropriately to support development and learning.

Young people having time to explore ideas and interests in depth

The process of learning, as well as the content or outcomes, is important for young people. They need time to explore if they are to be satisfied with a piece of learning. Sometimes this may mean that the teacher needs to be flexible in what they have planned for the session and sometimes it may mean finding ways for pupils to return to activities at a later time.

Young people feeling secure, which helps them to become confident learners

Young people, their parents, carers and teachers need to develop positive relationships based on trust. Young people grow in confidence when they receive relevant attention during activities. The growth of confidence and trust enables them to take risks in their learning, to try to solve problems and to view all staff as helpful teachers.

Those who come to Rosendale have all "failed" in mainstream and other forms of education. The majority do not trust adults as they have been let down and feel used and abused by them. The impact is deep-rooted barriers to learning which provide us with our first challenge

Teaching means systematically helping young people to learn so that they are helped to make connections in their learning and are actively led forward, as well as helped to reflect on what they have already learnt. Teaching has many aspects, including planning and creating a learning environment, organising time and material resources, interacting, questioning, responding to questions, working with and observing pupils, assessing and recording pupils' progress and sharing knowledge gained with other staff and parents.

The quality of each of these aspects of teaching is informed by the staffs' knowledge and understandings of what is to be taught and how young people learn. Staff can teach pupils in many ways. The different ways to teach may be selected at the planning stage or may be a perceptive response to what children do or say. The strategies used in learning and teaching vary and should be adapted to suit the needs of the child.

Effective Teaching Involves:

- well judged and effective teaching strategies which successfully engage pupils in their learning;
- using expertise, including subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning;
- well framed questions, knowledgeable answers and the use of discussion, promoting deep learning;
- an appropriate ratio of exposition to learning-activity in their teaching;
- appropriate home learning to nurture pupils' enthusiasm and curiosity and develop their understanding in areas under study.

In addition to the above effective teaching also relies upon -

Staff who model a range of positive behaviour

Staffs' behaviour towards each other should be a model for courtesy and respect. Staff model active listening when they listen attentively to young people at Rossendale, when they support a pupil, when they show they are willing to take turns in the conversation and when they show respect for what the young person has to say. Staff teach social and emotional skills when they help young people care for resources and show them how to negotiate over the use of equipment.

Assessing pupils' development and progress to serve several purposes. Assessment opportunities may be identified in planning or arise spontaneously

Assessment gives insight into young people's interests, achievements and possible difficulties in their learning from which next steps in learning and teaching can be planned.

Identifying the next step in a young person's learning to plan how to help them make progress

Staff need to share information gained from assessment to:

- Inform their future planning;
- Group pupils for particular activities and interests;
- Ensure that the curriculum meets the needs of all pupils;
- Promote continuity and progression.

Where staff are clear about what a young person knows, the skills they have developed, the attitudes they have towards learning and the interests they have, they can plan how best to take the learning and teaching forward.

Using assessment to evaluate the quality of provision and staffs training needs

Staff can identify areas for improvements in terms of organisation, management, extending resources or training to improve provision and their own knowledge, skills and understanding and the effectiveness of their teaching.