
Priory Sheridan School

'A unique service for unique young people'

Teaching and Learning Procedure

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TEACHING AND LEARNING – local procedure

1. Introduction

This local policy and procedure is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

2. Definition of Learning

At Priory Sheridan School, we define learning as:

- the process of building new concepts, knowledge, skills and attributes through a variety of experiences;
- the refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications;
- the development of personal characteristics;
- making sense of the world around us and discovering where we fit into it;
- a continuous, lifelong process of personal development.
- fun and imaginative

3. Principles of effective learning

We believe that students learn best when:

- they feel happy, comfortable and safe; (4.1)
- their confidence and self-esteem are high and they enjoy positive trusting relationships with adults and peers; (4.2)
- they are challenged, encouraged and supported by peers and adults, including family/care; (4.3)
- the learning environment is stimulating and properly resourced; (4.4)
- teaching is authoritative, purposeful, positive, well-paced, varied and stimulating; (4.5)
- they are actively engaged in the learning process; (4.6)
- our teaching takes account of their individual needs and interests; (4.7)

4. Strategies used to promote effective learning

4.1 To help students to feel happy, comfortable and safe, we will:

- smile at them, greet them, in a warm and welcoming manner;
- make time to listen to what they have to say;

- treat them fairly and consistently;
- rigorously implement equal opportunity, anti-bullying and race equality policies;
- ensure that the school and classrooms are visually attractive and welcoming;
- ensure that they feel a sense of 'ownership' through personal spaces, name tags, classroom displays etc;
- provide opportunities for physical movement in learning activities;
- provide opportunities for relaxation/energising in and between activities;
- provide facilities for pastoral support when unhappy or agitated;

4.2

To help build student's confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will:

- give them opportunities to take part in annual reviews, class assemblies, school council etc;
- make use of learning/talking partners, peer assessment and collaborative working;
- use a range of reward systems, praise achievement;
- display their work and help them to display their own work attractively;
- look for opportunities to catch them doing well and to celebrate it;
- ensure that they experience success and praise every day;
- give constructive feedback verbally and in writing;
- positive language and encourage them to do the same;
- acknowledge and celebrate their special days, including birthdays where appropriate;
- teach them to value themselves so that they can value others;
- celebrate variety in culture, religion and language;
- show respect for them and their contributions.

4.3

To ensure that student are challenged, encouraged and supported by peers and adults, including family, we will:

- inform parents/carers about the curriculum they will experience next;
- communicate regularly with parents about their progress;
- involve them in self-assessment (AFL) and the identification of appropriate new targets;
- involve them in collaborative working;
- involve them in peer assessment;
- use target setting information and other assessment procedures to track their progress and identify their learning needs;
- enable them to share achievements through displays, class assemblies etc.
- provide a range of extra-curricular activities;

4.4

To provide a stimulating and properly resourced learning environment, we will;

- ensure the interior and exterior of the building are clean, appropriately decorated and well maintained;
- ensure that classrooms are tidy and free of clutter;
- ensure that student and adults have access to water as needed;
- have appropriate resources according to the varying needs of the student;
- ensure that resources are accessible to student;
- vary the learning environment, using outdoor spaces and out-of-school visits;
- facilitate informative, interactive and celebratory displays.
- Visual, stimulating and accessible targets/individual timetables.

4.5

To ensure teaching is authoritative, purposeful, positive, well-paced, varied and stimulating, we will;

- provide teachers and teaching assistants with line management support and a planned programme of continuous professional development;
- take steps to ensure the personal well-being of members of staff;
- provide a curriculum that covers, and goes beyond, the statutory requirements;
- plan lessons that are adapted to meet the needs of individual student;
- plan and deliver lessons and units of work that incorporate the principles of the Framework for Effective Teaching and Learning (Section 3), ensuring teachers are working to relevant teaching standards and guidelines.;
- monitor the effectiveness of our teaching through line management and subject management arrangements, including lesson observations, work scrutiny and scrutiny of teachers' planning and assessment records (Hexagonal Approach – See Appendix 1)
- give student clear goals and time limits.

4.6

To ensure students are actively engaged in the learning process, we will;

- Identify individual needs of the students and tailor learning around these;
- Provide stimulating and fun lessons to engage the students;
- Use a range of delivery methods to ensure variety in students learning;
- Use assessment as a key tool to actively engage students in the learning process and be able to set new targets for their subject areas.

4.7

To enable our teaching to take account of our students individual needs and interests, we will;

- implement a range of target setting, assessment and tracking procedures appropriate to their needs and age;
- involve them in self-assessment and target setting;
- talk to them about their interests and incorporate those interests in our teaching;
- fully implement the SEN and G&T policies and action plans.
- use different teaching delivery methods
- use personalised programmes according the individual need of the student
- develop a broad curriculum to explore each individual students potential

6. Quality Assurance

Sheridan School implements a robust quality assurance process to ensure that we are able to offer the highest standards of education to our learners.

To ensure the quality of the education offered on site is of the highest possible standard the HEX approach to teaching and learning is implemented across the academic year ensuring that all staff have regular reviews of all aspects of their teaching (See appendix 1). This process allows all staff to be aware of the areas of strength and areas for development with highlighted and targeted CPD in place to support development.

Sheridan School is however aware that a number of learners access educational opportunities outside of the remit and control of the school and the HEX approach ensuring excellent standards of education. Sheridan School uses a number of Post 16 educational providers (local sixth form colleges), to provide further education and training opportunities for its learners. The school works collaboratively with these providers ensuring that the high expectations its holds are met by each of the providers. This process involves the following areas:

- ❖ Use of the latest OFSTED report for each provider – Sheridan school aims to only use educational providers that are judged as 'Good' or better;
- ❖ The post 16 co-ordinator will visit each college to discuss the quality of Teaching and learning with the staff and leadership;
- ❖ Access to relevant Teaching and Learning policies (where available);
- ❖ Where possible and agreed, observations to take place of education involving Sheridan learners;
- ❖ Sheridan staff to feedback any concerns to Post 16 co-ordinator;
- ❖ Clearly set and defined learning targets for individual learners;
- ❖ Regular reports from each provider in relation to the expected outcomes for

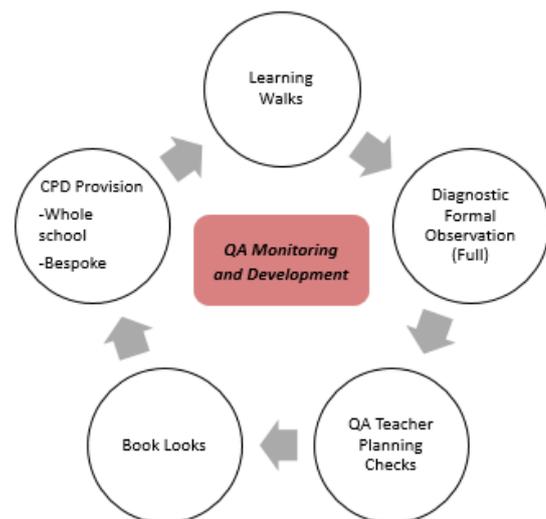
each learners and their progress against this;

Sheridan school has a clear internal structure to provide an overview and insight into the quality of education taking place within the school setting and with the external providers it is working with collaboratively. This structure includes:

- ❖ Formal and informal lesson observations;
- ❖ Weekly learning walks, including weekly report;
- ❖ Termly overview/report of T&L;
- ❖ Learner tracking documents to highlight progress;
- ❖ Termly reports on learner progress;
- ❖ Schedule of CPD for staff;

7. FACE – Teaching and Learning Strategy

From September 2018, a Teaching and Learning Strategy called FACE (Feedback, Adaptability, Challenge and Engagement) will be piloted to further enhance the standards and consistency of Teaching and Learning across the whole school. The FACE Teaching and Learning Strategy aims to develop a consistent approach amongst all teaching staff, which will be used as a self-evaluation tool, diagnostic observation and learning walk framework and teaching pedagogy toolkit. FACE will provide a clear overview of areas of strength and those areas of Teaching and Learning that we recognise may need development in the future and is closely linked to Teacher Standards.



Appendix 1

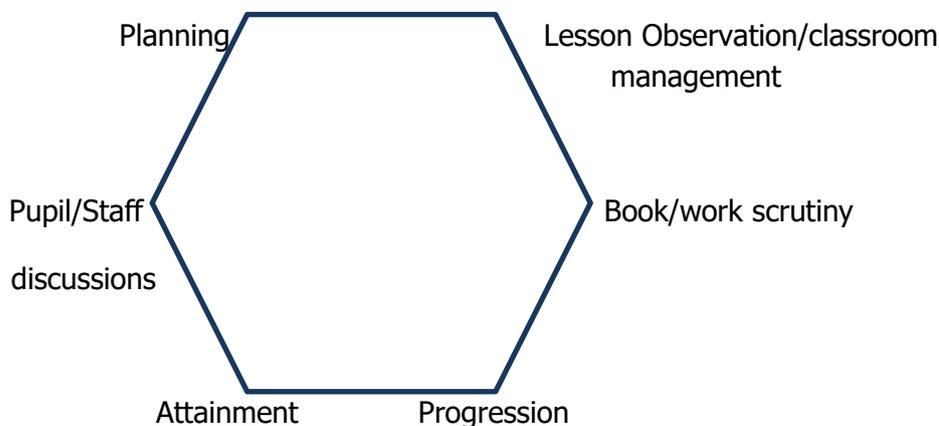
Aims and Rationale:

In line with the new OfSTED framework, the manner in which we make judgements regarding Teaching and Learning (T&L) will be amended to reflect this new process. Through the new framework it is clear to see that any judgements made will not be based solely on a single observation. It is apparent that any judgements made will now be achieved through a range of avenues that will combine to provide an in depth overview of the standards of T&L within the school and within individual classrooms/subject areas.

To ensure that, as a school, we are able to provide the best possible standards of T&L we have amended our T&L strategies. We have introduced a new hexagonal approach to assessing the levels of T&L within the school, ones that will also satisfy external scrutiny.

The Hexagonal Approach to Teaching and Learning:

Under the new format all judgements on T&L will follow a range of pathways that encompass T&L. They are:



Over the course of one academic year, each member of staff will be involved in 2 rounds of Teaching and Learning reviews. This will feed into a synopsis of the standards of teaching throughout the school.

Hexagonal Pathways

Planning:

Planning will be scrutinised to ensure that both Medium Term Plans (MTP)/ Schemes of work (S.O.W) are in place and are followed. At Sheridan School, we follow the 6 Term Year. This should be reflected in our planning wherever possible

Weekly plans are created in line with each MTP/S.O.W and that feedback/forward is created from each lesson/week. Planning should be based on prior learning and understanding, to provide a suitable level/pitch of learning that engages all pupils and offers logical steps of progression for all learners. Planning should highlight clear opportunities for assessment, both formative and summative, and provide distinct opportunities for all learners to gain success/achievement.

Lesson observations and classroom management:

As in the past, all teachers will take part in a round of observations. In line with the new Ofsted framework, class teachers will be required to provide electronic links to the planning for that week and previous planning (inc feedback/forward) and the MTP/S.O.W that is currently being delivered. Throughout the year lesson observations will be carried out by various parties, these include; SMT, line manager and peers.

Work/Book scrutiny:

As part of this process a sample of books and/or work (year group as well as individual pupils) will be passed to the SMT/T&L review team **every half term**. The aim of this scrutiny will be to moderate the quality of work completed, the progression, the marking and feedback provided to the pupils (in line with Sheridan School's Marking Policy) and evidence of feed-forward being contained in the following lesson/ activity/task/ objective.

Progress:

During the year the progress of all pupils will be logged and reviewed through our current pupil targeting and tracking procedures. Progress across Key Stages will also be viewed. Progress will be viewed in relation to their peers at Sheridan School, at other Priory Schools and local/National data available. Progress will be based on relevant starting points for each pupil (start of year/start of placement) and in line with national expectations, contextualised as required.

Attainment:

Using the prior attainment data, and current and predicted attainment levels, the attainment of pupils will be looked at. This will include attainment in relation to their peers based at

Sheridan School. Again attainment will be based and judged on individual starting points for all pupils and be correlated to annual assessment cycles and Key Stage cycle.

Pupil/staff discussions:

Within the T&L framework, in line with Ofsted practice, discussions will take place with pupils (prior, during and post observation) to gauge an understanding of the 'real' lessons outside of those observed. This process is designed to provide an in-depth and realistic overview of the T&L in place at Sheridan School. The final element of this process will be to work with staff and discuss, at length, the findings from each of the hexagonal pathways. The staff discussion will revolve around each of the pathways and look at the strengths of each member of staff. It will also highlight agreed areas for support and further development where CPD may be targeted in the future. The discussion process with members of staff will also enable each teacher to place any relevant contextual information onto the relative 'raw' data that has been produced through the Hexagonal pathways.

Outcomes:

Using the Hexagonal and FACE approach to Teaching and Learning will allow the school to make judgements on the impact and effectiveness of Teaching and Learning in a similar fashion to that of OfSTED. It will provide a clear image of areas of strength and those areas that we recognise may need development in the future.

A regular and in-depth appraisal of individual practice at Sheridan School will enable the school to support an agreed programme for directed and individualised CPD plans for all staff and where appropriate form part of the performance Management Targets.

It is hoped that these changes will enhance our whole school practice and raise the rate of progression and attainment levels for all pupils, providing them with the required life skills/qualifications to access education and employment after leaving school.

Review date: September 2019