

Local Procedure Title	Teaching and Learning Local Procedure
Site	Sketchley School, Forest House and Progression House
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Local Procedure Author(s)	J Wookey
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Introduction

Teaching and learning at our schools seeks to promote for all its students:

- A positive learning experience.
- Independent students who are confident, flexible and able to co-operate with others.
- Enable students to enjoy and achieve as much as they can.
- Pride in achievement in all its forms.
- Imagination and creative expression, as well as a curiosity and desire to learn, and continue to learn, beyond their formal education.
- Equality of opportunity for all.
- Opportunities for staff to learn from each other and be part of a professional culture that encourages and values discussion, research and the implementation of a variety of teaching styles.
- Help all staff to retain a desire to learn and accept new challenges throughout their professional career.

Principles

Effective teaching and learning take place when:

- Students are offered a broad, balanced curriculum differentiated to their individual needs.
- There is a high level of literacy and numeracy delivered to support all learning
- Students have a good understanding of the expectations and routines that exist within School.
- Students can work in an atmosphere that is safe, welcoming, interesting and inclusive.
- Students have clear expectations of what they are expected to achieve by the end of a lesson.
- Teaching is innovative and the pace appropriate.
- Students and staff are respected, trusted and valued as individuals and as members of the community.
- Students are given the opportunity to work collaboratively and individually.
- Students are given opportunities to review and reflect on their learning students are helped to acquire skills, which lead to independent learning.
- Students are encouraged to become self-disciplined.
- Students are appropriately stretched, challenged and stimulated in a manner that allows them to understand the purpose and direction of their activity.
- Students' tasks are well prepared and are developed from a child-centred approach to learning.
- Positive attitudes to learning and achievement exist.
- Students are encouraged to develop a positive self-image.
- A planned programme of educational visits reinforces and stimulate learning.
- There is a strong home/school partnership.

Implementation

Planning:

Planning will be in place for all lessons and for core subjects targets will be set for all individuals with targeted outcomes focused on the individual student's levels. Teachers will reference the National Curriculum July 2014, whole school learning aims and the whole school Long Term Plan. Planning will include outcomes for student's learning and objectives for the lesson.

Differentiation:

Differentiated tasks will be detailed in short-term planning. Learning objectives and outcomes will be specified for all students appropriate to their personal targets and EHCP outcomes. Assessment for learning will be integral to this process.

Teachers will differentiate the curriculum by:

Providing different learning opportunities based on student need in particular considering the seven main areas of intelligence:

- Linguistic
- Logical / Mathematical
- Visual / Spatial
- Kinaesthetic
- Musical
- Interpersonal / Group Working
- Intrapersonal / Reflective

Teachers offer opportunities for students to learn in different ways. These include:-

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Peer support
- Working independently
- Participation in whole class activities
- Role plays and oral presentations
- Use of the computers and other related technology
- Fieldwork and visits to places of educational interest
- Creative activities
- Designing and making things
- Participation in physical activity
- Adult / Teacher support

Features of good teaching and learning

Students will demonstrate:

- Active participation and engagement in their own learning.
- Opportunities to show initiative take responsibility and respond positively to challenge.
- Sustain concentration and application to tasks.
- Contribution to lessons.
- Acquisition of knowledge, skills and understanding.
- The ability to reflect on their own achievements and participate in setting new goals and strategies to meet them.

Teachers will demonstrate:

- Have confidence and are competent, with up-to-date knowledge.
- Value all pupils irrespective of ability, race, gender, age or achievement.
- Create a stimulating environment and convey a sense of enjoyment through their lessons.
- Encourage and build on pupils' self-esteem by recognising, praising and rewarding positive achievement.
- Put in place effective planning and setting of clear learning objectives, encouraging pupils to become independent learners.
- Ensure personal targets specifically target strategies for particular Special Educational Needs and incorporate advice and support from therapy teams where relevant (see ES36 SEN).
- Use a variety of teaching and learning approaches to offer pupils a wide range of learning experiences both within school and the local community.
- Ensure all pupils are challenged and that tasks are suitable challenging.
- Ensure pupils' learning needs are considered on an individual basis and that work is differentiated to meet these.
- Keep accurate and detailed records of all aspects of pupils' progress and development.
- Continuously monitor and assess pupils' progress as an integral part of their teaching and planning.
- Use homework and opportunities off-site / within the local community to extend learning.
- Make effective use of Learning Support Assistants and resources to embed and extend learning.
- Effectively use praise and demonstrate the ability to inspire pupils and staff.
- Give pupils the opportunity to make choices and decisions with emphasis on development of skills which are independent of direct adult cueing/prompting.
- Give pupils the opportunity to develop personal autonomy by being given responsibility and control over lives.
- Demonstrate good management of pupils, including pupils who present with behaviour challenges, so that teaching and learning progress within minimal disruption.
- Ensure individual behaviour support plans/individual risk assessments are consistently reviewed and implemented.
- Offer opportunities for pupils to show initiative take responsibility and respond positively to challenge.
- Maintain strong communications with parents and a sharing of their child's progress and achievements.
- Review and reflect on teaching practice to determine effectiveness of practice.
- Actively participate and engage in personal self-development.

Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate subject resource cupboard/area, and will be regularly audited by teaching staff. Consumables will be replenished as necessary by the Deputy Head. Staff should contact Executive Head with suggestions for specialist materials, which may need ordering.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all students have equality of access.

Teaching & Learning policy review

This policy will be reviewed in consultation with SLT on an annual basis.