

Mark College



Teaching and Learning Procedure

2018-2019

Teaching and Learning – Local Procedure

The children and young people at Mark College have individual learning needs and all education, support staff and therapy staff will work closely together to ensure their physical, emotional and learning needs are met.

The Teachers standards state that teachers should, ‘Set high expectations which inspire, motivate and challenge students by establishing a safe and stimulating environment for students, rooted in mutual respect; Set goals that stretch and challenge students of all backgrounds, abilities and disposition and demonstrate consistently the positive attitudes, values and behaviour which are expected of students’. At Mark College, we expect all teachers to be familiar with the standards and use them to guide their practice and their impact upon our young people and monitored as part of their performance management.

Our teaching will be:

- **Carefully planned** – long, medium and short term planning is meticulous and detailed and caters for individual students needs through differentiated learning objectives and outcomes
- **Well structured** – activities are sequenced to demonstrate progress in learning
- **Well resourced** – resources engage, motivate and inspire our students
- **Delivered at pace and with energy** – time is carefully monitored, students are encouraged to actively engage with the relevant activities
- **Sensitively monitored** – periodic checks of learning will track progress of individuals throughout the lesson (mini plenaries)
- **Rigorously assessed** – teachers will mark each piece of work and will assess individual work at least once a week, tracking progress and attainment on their own records which feeds into the half termly assessment tracking system

It is vital that the classroom environment is organised, calm, attractive and well resourced. The relationship between staff and students demonstrate respect and security. The students must feel valued.

All learning that our young people engage in is carefully planned to ensure it is appropriately challenging. In order for our young people to achieve and make good progress their learning is individualised to take into account the young people’s interests and needs. Levels of staffing and resourcing is planned to ensure that each student can overcome the barriers to their learning.

All teachers deliver our three-tier curriculum at the appropriate level for each individual learner. We strongly believe that all children and young people are able to reach ‘accredited learning’ and we have carefully planned schemes of work that allow them to reach this level.

Each teacher sets learning objectives which focus on the learning to be made in that lesson. Clear differentiation is used to ensure all young people can achieve and make progress within the lesson. Learning activities are dynamic and flexible to fully include all students. The quality of learning experience within activities is crucial to the impact on progress and therefore staff place a clear and demonstrable focus on this area.

Young people are encouraged to be active participants in their learning. They take part in discussions, question and answer sessions, and practical activities. They are given opportunities to be able to work alongside partners where appropriate, and are given the opportunity to work in groups as well as discuss with the teacher aspects of their learning and work undertaken.

Young people are encouraged to undertake self evaluation and discuss their work, effort and progress with the teachers. There are opportunities in all lessons for self study and to complete assessment for learning and reflection.

Students at Mark College work in a variety of ways. Students preferred learning styles and learning needs are respected and learning objectives consider and reflect this. We recognise that not all learning takes place in the classroom setting and that often the most effective learning takes place when it is initiated by the child. This principle underpins our transition curriculum. Materials and resources may vary accordingly for non-readers and low ability students e.g. the use of supportive visual symbols for specific students. Individual learning preferences are monitored throughout the assessment period on entry and staff and therapists devise individual plans to support engagement.

Spiritual, moral, social and cultural (SMSC) learning is planned for and tracked across all key stages.

Every young person at Mark College has the right to learn and achieve. It is our collective responsibility to ensure that this is effective and that students are praised and rewarded as a result. Teachers work in partnership with support staff and the Therapy team to ensure that therapeutic intervention is integrated into practice where appropriate and effective. Teachers and support staff work closely with parents and carers, ensuring that there is a highly effective communication and partnership to ensure that our children flourish in all aspects of their lives.

All teachers undergo an annual performance management cycle where targets from the Teachers Standards are mapped against teacher performance. This results in the high quality educational provision of the school across all teaching areas. All teachers are accountable to deliver at least 'good' lessons and to ensure that each young person is making progress at their individual expected level.

Progress is collated at 3 assessment points in the year and is tracked and monitored by teachers and senior leaders. Any young person raising cause for concern is identified and an action plan put in place to help address any issues or barriers to learning that the young person may be experiencing.

TEACHING AND TEACHERS' RESPONSIBILITIES

Planning:

The each teacher must ensure that effective long term curriculum overviews and medium term plans (schemes of work) are in place. Individual lessons must be prepared thoroughly and plans should follow the expectations that all must be good or better, as judged by the most up to date Ofsted criteria.

Our aspiration is that all of our children and young people will access our 'Tier 3' accredited learning curriculum and so the following teaching strategies are introduced to them, at a pace that offers high levels of challenge and ensures swift progress. For those on the transition and developing skills curriculum tiers, some of these strategies may be introduced very gradually.

- Lesson Objectives or Outcomes clear from the start; personalised to each learner and shared with them
- Pace, sourced from clear objectives, structured lesson planning and carefully considered activities to support and develop learning
- Introduction and recap learning from the previous lesson to deepen learning
- Mini Plenaries used throughout the lesson to evidence the learning that has taken place and progress made, ensuring that gaps are identified and acted upon
- Students being able to know where they are in their learning and what they need to do to make progress
- Highly focused tracking and monitoring of progress and attainment using a range of evidenced assessment techniques
- Highly effective classroom behavioural management
- A number of differentiated assessment activities and techniques for self, peer review, as part of Assessment for Learning (AfL) and Assessment of Learning (AoL)
- The use of a wide range of resources and ICT to enhance the learning of individuals
- The use of highly effective questioning techniques

- The use of highly effective and differentiated pedagogical methods which develop the opportunities for learning and the activities which are used
- Challenging the more able with a range of structured extension activities
- SMSC opportunities explicitly identified in the learning experiences and developed throughout the learning
- Highly effective deployment of support staff to impact on learning and progress
- The carefully planned use of therapeutic planning and interventions

Individual learning needs:

The teacher must be confident in their subject knowledge and share their enthusiasm and enjoyment about the learning process with the students. The teacher should regularly reflect on their practice and be willing to learn from this reflection. Similarly, the teacher should reflect on their subject planning and use this knowledge when planning subsequent work. In order for all young people to access the tasks teachers should provide opportunities for visual, auditory and kinaesthetic styles of learning.

All students have a range of individual plans to support learning, including long and medium term plans, including the Goal Achievement Scale (GAS), behaviours that inhibit learning plans, risk assessment and reduction plans and where necessary, intervention plans. It is a key requirement for these to be embedded into the daily learning of individuals and reviewed when appropriate.

The classroom environment:

The environment should be one that is organised, safe, calm, and attractive in which all students can learn effectively.

Our students should feel valued and respected and the teacher will be responsive to their individual needs, either academically or emotionally. Students' success should be celebrated and their work marked in green and commented upon regularly. Current work and pupil's learning and achievement should be displayed in the classroom and maintained in good condition. Where a young person is anxious about having their work displayed publicly, it should be displayed more discretely (in their folder, learning journey or similar).

Differentiation, Quality First Teaching and Target setting:

The teacher must set work that is relevant and challenging to every pupil, based on individual target setting. Individual targets should be informed by clear literacy and numeracy initial baseline assessments. All learning objectives must be clearly stated for each lesson and appropriate for each pupil. The teacher should make it clear to students how well they have done and what they need to do to improve. This will become increasingly rigorous as the students move from the transition curriculum, through to accredited learning.

In line with their place on the 3-tier curriculum model, the learning outcomes should be checked and acknowledged at the end of each lesson and progress should be recorded on each lesson plan. This should enable individual progress to be tracked from lesson to lesson.

The teacher will use a variety of teaching methods and groupings to ensure effective learning in the classroom.

Clear target setting and tracking enables progression to be made from term to term and informs the planning of future work. Pen portraits and preferred learning styles should be kept up to date on a termly basis.

Marking and Assessment:

Marking and assessment should be made in line with the marking and assessment policy. Clear initial base line assessments will be undertaken for each young person throughout their assessment period. This information forms the basis of initial target setting. Teachers will mark each piece of student work and will assess individual work on a regular

basis (see marking procedure), tracking progress and attainment on their own records which feeds into the assessment systems. Any individual who is making little or no progress (or indeed, less than 'expected progress') must have an action plan to show robust actions to address this.

Written comments can be added to a students' work that will be both informative and supportive to the process of learning.

The role of the support staff

Support staff (HLTA's, TA's, tutors and therapy team) are a crucial classroom resource. The medium term planning should inform support staff as to the contents, the learning goals and the learning sequence for the planned lessons. The lesson plan should have clear direction for the focus of each member of support staff. This may include working with a young person specifically to impact on learning.

Support staff should be aware of the student's previous level of work and their learning objectives for the lesson. They should ask questions of the pupil to extend their learning. They will have a variety of skills which the teacher should employ effectively in the classroom.

At the end of the lesson the teacher should elicit feedback from all support staff and record the learning and engagement outcomes. The teacher and support workers should work collaboratively in order to ensure effective learning in the classroom.

Implementation

1. This policy is to be shared with all colleagues.
2. The Teaching and Learning Policy will be shared with parents/carers through pupil reviews.

Monitoring

Monitoring of quality will be completed by senior managers and evidenced through:

- Planning and teaching and learning materials
- Classroom observation – formal observations/learning walks / drop ins
- Data analysis
- Scrutiny activities
- Appraising the work of colleagues as in the Performance Management cycle
- Inspections by external stakeholders, including Priory Governance

Success Criteria

The Teaching and Learning Procedure will be successful when:

- Staff understand its intentions.
- Staff and students apply it to all teaching and learning situations.
- Students learn and progress well.
- There is evidential learning and achievement which is regularly celebrated.

A Teaching and Learning Checklist

As children progress from transition curriculum to accredited learning, we expect them begin to:

- Understand the purpose of the lesson.
- Try hard and do the best to meet the target set.
- Gain knowledge, skills and confidence in their ability.
- Be able to work in a variety of ways and in a variety of groupings.
- Understand the progress they have made and how to improve.
- Gain a sense of achievement.

Students will learn best when they:

- Attend school regularly and arrive at lessons promptly.
- Take pride in the content and appearance of their work.
- Respect themselves and others.
- Take responsibility for their own behaviour and respect the right of others to learn.
- Have supportive home environment

We expect students, with support where necessary, to aspire to work in the following ways:

- Listen and respond when working as a whole class.
- Independently.
- With an adult.
- In a small group, valuing the contribution of others.
- Participate actively in every part of the lesson.

A successful lesson will:

- Start and finish on time.
- Have clear and appropriately challenging individual targets.
- Use a variety of approaches and resources to meet individual needs and preferred learning strategies.
- Be based on good relationships.
- Be well organised and planned and proceed at a good pace.
- Offer every pupil a chance to progress and succeed (differentiation).
- Provide extension / alternative tasks
- Leave students and teacher feeling happy / satisfied

To ensure effective learning, teacher will:

- Offer students positive feedback to develop a culture of success.
- Develop expectations and standards through positive negotiation with Students.
- Be aware of students' needs and base their support on discussion of students with colleagues
- Ensure that individual lessons relate to the agreed scheme of work.
- Use assessment to inform the next learning activity.
- Consider possible homework tasks where relevant and provide relevant extension tasks.

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