

# Teaching and Learning Policy

To be read in conjunction with the assessment policy and with the curriculum statement

## Principles

At Kingswode Hoe we believe in the concept of lifelong learning and that learning should be an engaging, rewarding and enjoyable experience for everyone; it should be purposeful. Through our teaching, we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives.

All pupils at Kingswode Hoe have a learning difficulty, so we believe that innovative and creative teaching is essential to enable pupils to achieve their potential from individual starting points.

We know that people learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles and give pupils opportunities to learn in different ways:

Working with outside agencies	Research and finding out	Responding to the work of others
Working in Key Stage groups	Investigation and problem solving	Planning for the future
Whole class work	Questioning	Debates, role play and oral presentations
Group work	Using ICT and computing skills	Designing and making things
Paired work	Field work and visits to places of interest	Participation in physical activities
Independent work	Creative activities	Reflecting on what has been learned

## Learning should be active

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn. Self-review and peer review strategies are used, as well as planned time to assess levels of understanding and level of support needed.

## Aims and Ethos

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the six outcomes. At Kingswode Hoe we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster equality of opportunity, challenge and consistently high expectations leading to the best possible outcomes from starting points

## 6 outcomes

- Accreditation
- Community and the wider world
- Employability
- Health, lifestyle and wellbeing
- Identity and self expression
- Resilience and independence



## Roles and responsibilities

All staff work to establish positive working relationships with the pupils that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the Well Being and Behaviour policy which impacts classroom management. We praise and reward pupils, helping to build positive attitudes towards school and learning in general. We insist on high standards of respect, courtesy and behaviour in all our interactions. Staff are expected to model this high level of interaction.

Staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support staff in developing their skills, so that they can continually improve their practice.

## Teachers

We base our teaching on our knowledge of pupil's levels of achievement on entry and their barriers to learning. We take into account previous assessment information, previous achievement (progress and attainment data) and wider outcomes through their EHCP. We strive to ensure that all tasks set are appropriately each pupil's level of ability. When planning work, we utilise

information and targets contained in the pupil's Education Heath and Care Plan (EHCP) and in their Pupil Passport (PP).

We believe that pupils learn best when teachers work in the following way:

<b>Planning and preparation</b>	Thorough preparation	Clear learning objectives which are shared with and understood by pupils
	A planned programme of educational visits to reinforce and stimulate learning;	Planned extension activities
	Clear expectations of what pupils are expected to achieve by the end of the session	Use of specialist resources
	Effective deployment of support staff	Personalised planning
<b>Pedagogy</b>	An atmosphere where children are prepared to take risks	Innovative teaching
	Appropriate pace to the lesson	Lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference
	Support for the learning of pupils with differing abilities	Lessons where pupil's previous learning and interests are built upon, through purposeful application of knowledge to different situations
	Lessons where gaps and misconceptions are addressed	
<b>Questioning and reviewing</b>	Thinking time before answering questions	Open-ended, thought provoking, challenging questions of the pupils
	Opportunities to review and reflect on the learning	Developmental feedback and constructive criticism of pupil's work
	Effective on-going assessment through the lesson	

## **Support staff**

Classroom support staff and other adults (such as students on placement) are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. Teaching Assistants are also fully involved in the delivery of specific programmes such as speech and language, during the school day.

## **HTLAs**

HTLAs often lead class sessions or have regular groups with which they work. When leading teaching, they are expected to organise sessions as detailed above, under the direction of the appropriate teacher.

HTLAs may work with whole classes, groups and individuals to further achievement in a particular area of the curriculum. They may also be required to direct the work of LSAs.

## **LSAs**

LSAs directly support the teaching and learning in their assigned class groups. They will be expected to contribute to assessment, classroom management, display and appropriate administrative tasks; and to communicate effectively with other adults.

## **Parents and carers**

Parents and carers are invited to support the learning activities that their child participates in during the school day. This might include working on specific tasks and skills at home or through practising regular activities such as reading. We expect parents and carers to access the assessment app and encourage their contributions

## **The Learner**

The pupil should be involved and engaged in their own learning, working collaboratively with staff and parents and carers. The learning activities should be personalised to the pupil and reflect increasing levels of independence. Pupils should gradually take an increasing responsibility for their own learning.

## **The wider community**

The wider community contributes to teaching and learning by providing opportunities for pupils to access exciting, new or additional places and events to learn.

## **LAC members**

The members of the Local Academy Committee support teaching and learning through regular support and challenge. They receive information about teaching and learning and data about progress of groups and individuals.

## **SEAX Trust**

The Trust supports teaching and learning through support, challenge and by providing cross-school development opportunities.

## **Planning**

Planning is key to successful teaching and learning and can be split into:

### **Long term planning**

These plans form the scheme of work for a particular subject or area of the curriculum. They link to the overall curriculum map/model and give an overview of what is to be taught. Subject leaders are responsible for keeping them up to date.

### **Medium term planning**

These form the more detailed plans, usually for the half term, in each subject or area of the curriculum. Teachers delivering that particular area or subject have responsibility for these plans, supported by subject leaders.

### **Short term planning**

There is no requirement to produce short-term plans in any particular format, but there must be evidence of planning for lessons and individual pupils. The expectation is that planning is evident through:

- Activities matched to need
- Preparation of resources
- Opportunities for staff to address misconceptions
- Progress in work and outcomes

These should be evidence of personalised planning in terms of challenge for the most able and the least able, information on pupil starting points, how support staff or other adults will be deployed, H&S notes, assessment and show a variety of teaching styles to suit the learners. In addition, links to other subject areas and aspects of SMSC should be part of the written plan.

Teachers leading the lesson and HLTA's, when in charge of the class or group, are responsible for these plans.

### **Pupil Passports**

Every pupil must have a pupil passport that sets out their needs according to their EHCP, their preferred learning style, and any other individual needs that impact teaching and learning. These should be updated regularly with the pupil and be available to all who work with that pupil.

## **Organisation of teaching and learning**

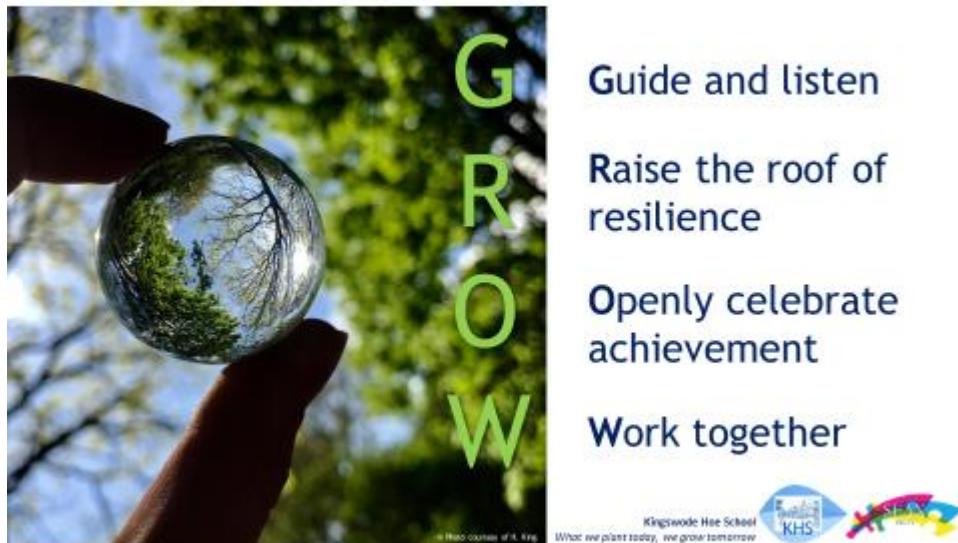
### **Classrooms**

Classrooms should support pupil engagement in learning. Although some classrooms are awkward in shape and small, the environment should be maximised for learning whatever the preferred style of the pupil. Staff must ensure that individual needs are catered for (such as where to sit a pupil with HI or visual needs) and all pupils must have clear sight lines to the class whiteboard if being used. Tables and chairs should be appropriate to the size of pupils and any additional physical resources (such as writing slopes or special seating) deployed.

In addition, the needs of pupils with ASD should be considered when looking at layout and display - clutter must be avoided. It is particularly important for all pupils that the classroom environment should be ordered and tidy at all times. Equipment should be easy to access and kept in good condition. Any teaching resources should be made ready before the lesson begins. Every classroom should contain a number line and the alphabet in a format common across the school.

### **Environment**

Classrooms should be calm and welcoming to every pupil. Staff should be approachable, supportive and trustworthy but also establish clear boundaries and expectations of behaviour for learning. All teaching spaces must be inclusive. Staff should model politeness and respect for all pupils to reinforce expectations of pupils' behaviour. Kingswode Hoe believes in equality of opportunity for all pupils which may mean that some pupils may be allocated more resources than others.



### **Teaching styles**

Pupils learn in many different ways and therefore teachers need to teach in many different ways. Teaching should take account of these so that lessons are varied and accessible for all. Teaching should include a range of styles including:

**Visual/spatial** - visual timetables are particularly important, as is space within the room

**Auditory/musical** - a calm atmosphere enables these learners to concentrate and music playing quietly can support learning in some lessons particularly in creative arts

**Kinaesthetic**-many pupils have ADHD, ADD or associated difficulties. Building in movement as well as opportunities to use physical skills helps them to learn.

**Linguistic** - verbal instructions given clearly and at an appropriate level of understanding will support learning for these pupils

**Logical/mathematical** - particularly important for pupils with ASD

**Interpersonal/group working** - opportunities to work in small teams

**Intrapersonal/reflective** - opportunities to work alone or in pairs and given opportunities to reflect on learning

## Display

Interactive display	Word lists
Asking questions	Colourful
Challenging	Connectives
Criteria for success	Number lines
Exciting ideas	Timelines
Fresh / relevant to current topics & themes	Clocks
White boards	Place value cards available
Access to basic resources by pupils (crayons, scissors, paper, glue, etc.)	Number squares
Tables squares	High-frequency words
Key ideas	Connectives
Word lists	WILF /TIBs
Mind maps, links	Setting targets
Agreed Class Rules	Class/group targets (literacy/numeracy)
Aims	Timetables
Visual activity cues	Access to resources labelled
Signs	Success Criteria
Access to resources	Strategies for self-help
Word banks, dictionaries, thesaurus	Class responsibilities, rotas, monitors
Peer support.	Multi-cultural content (not only relating to RE)
Gender role models	Named work by all pupils
Access	Pupil ownership
Effective differentiation	

Remember - displays should reflect different learning styles and different teaching styles; displays should be owned by pupils, give information and support learning.

## Support and independence

For the majority of time there will be one or more members of support staff in a lesson. These adults are an extremely valuable resource and must be used appropriately. Achieving independence in learning is our ultimate goal and is measured on a four point scale within assessment.

Support staff must have clear roles within the classroom and be used to support learning at all times - they should not be sitting unengaged or merely listening to the teacher. Support staff have a vital role in supporting classroom management; in supporting behaviour and in contributing to assessment. They are often the person that individual pupils will confide in or trust the most: they are the consistent adult over the school day for many pupils. Underused support staff in any classroom will be redeployed to best support learning elsewhere.

### **Personalised Learning**

Personalised learning within any pupil group is essential to achieve the highest outcomes for all pupils. Personalised learning must be planned for and communicated to all adults within the class. Teaching staff must know and use the information in the EHCP to develop good and effective differentiation. Teachers must know and use prior learning, any gaps and any physical needs of every pupil.

### **Behaviour for learning and behaviour management**

It is vital that the learning environment should be conducive to learning and that pupils' behaviour should enable them to achieve their best. Managing behaviour in the classroom is an important part of the role of the teacher and of the support staff in every lesson. Without this, pupils cannot focus on learning.

*See Personal development, behaviour and well-being policy*

### **Homework**

Homework set is appropriate for the individual needs of the child. Completion is recognised and rewarded through the school credit system rather than through negative consequences for non-completion.

*See Homework policy*

### **Use of assessment and feedback**

Pupils are assessed against statements in our assessment framework which links to areas across the curriculum. Evidence of achievement and progress is gathered and recorded using iPads through our assessment system 'Evidence for learning'. Teachers and support staff capture evidence and staff leading groups mark work according to levels of achievement:

- Emerging
- Developing
- Secure

The system also records levels of independence and engagement which enables us to track individual progress in three areas.

Verbal feedback is vital for pupils throughout lessons across the curriculum so that they understand their next steps. Specific pieces of work, including baseline tasks, are also marked using written feedback, appropriate for the understanding of the pupil, to be able to respond to.

*For further information about how we mark and assess - see Assessment policy*

### **Marking policy**

Specific positive comments are written in green on marked work. This can then be captured as evidence using the app. Target comments are written in purple and it is important for pupils to be given time to respond to targets as part of their learning.

### **Monitoring and Evaluation**

Teaching and learning is monitored regularly across the year. This can be through formal observations, drop in observations, work scrutinies, subject reviews and focused observation of teachers and support staff usually linked to PMRs.

Formal observations take place at least twice and may be general in nature or focused on a particular priority in the SDP. Observations may be carried out by members of the SLT either singularly and jointly and may also be joined by a member of extended SLT, the Trust School Improvement Partner or a subject leader.

In addition, once per year there is a Peer Review (P2P) carried out by lead practitioners from our consortium P2P group of Willow Brook and Hazelmere Junior schools.

Staff will always be informed about a formal observation period but unless that is an agreed PMR focused observation, will not know which lessons will be visited. The focus for the observation will always be clear beforehand.

Subject leaders are expected to monitor progress and standards in their own subject and this may take the form of work scrutiny, discussion, drop in or team teaching.

All observations, except drop in sessions, will be recorded and feedback offered. Headline reports will be produced following formal observation periods and shared with staff and with the Local Academy Committee.

Any concerns about teaching, learning and progress will be shared with individual staff members and may be shared with subject leaders, the Trust School Improvement Partner or designated LAC members. Help and support will be given to improve practice.

The curriculum offer is reviewed regularly - at least annually to ensure that it meets the needs of the current pupil cohort and that staff have the skills to deliver it.

## **Teaching strategies and styles**

As detailed above, teaching styles are many and varied. Teachers should be aware of which styles are the most effective in securing learning for each pupil. There should be a balance between individual and collective learning and between didactic and active learning. Expectations for effective teaching are linked to the teachers' standards and supported by effective CPD opportunities.

**At Kingswode Hoe, you will see:**

Pupils who are engaged and on task	Pupils supporting and collaborating with each other	Confident learners who participate willingly	Pupils taking responsibility for their learning. e.g. knowing what they need to do next
Pupils actively engaged in their learning	Pupils challenged by their learning	Well-paced lessons where time is used effectively	Learning that is promoted through a variety of styles - VAK
Teacher talk time that is supportive and purposeful	Pupils participating in different investigations	Relaxed but purposeful atmosphere where pupils' individual needs are met.	The 6 outcomes have been included in all planning
Pupils are aware of what and why they are learning	Pupils and are aware of a clear path of progression	Clear connections and relevance to real life	Pupils having the opportunity to lead others in their learning
Pupils fully participating in learning. e.g. Questioning and discussion	A mix of independence and teamwork	Social skills are developing alongside academic learning e.g. practical activities such as shopping	Skills already learned are being applied to new situations e.g. taking risks
Outdoor, practical and hands on	Purposeful and respectful communication with peers and adults	Pupils defining problems and finding solutions	Pupils who are confident in making, reflecting on and learning from mistakes
Pupils reflecting on their work, using success criteria	Opportunities for working as a whole class, in groups or individually	Differentiation informed by prior assessment	Utilising a range of resources effectively e.g. support staff, time and space

A room that meets the need of all individuals and groups by using space well.	Engaged adults who enable learners to make progress	Reflective learners Resilient learners	On-going assessment and feedback
Pupils encouraged to take risks in learning. Different ways to show learning - applying their knowledge	Pupils who can identify their achievements and have pride in them	Excellent behaviour for learning	Individualised, child centred learning

## Resources

Every classroom will have a minimum of resources which will include:

- Basic stationery
- Computers
- Screen and interactive tablet
- laptop
- Number lines
- Alphabet frieze
- Chairs and tables (size depends on age group - check for appropriateness)

Approved by LAC: 02.03.2020