



TEACHING AND LEARNING POLICY

Philosophy and purpose

We aim to achieve our curriculum intent by **providing fantastic teaching and learning in an environment where everyone is cared for, valued and respected. (Mission Statement)**

The intent of our whole school curriculum is to ensure our pupils develop the necessary skills, knowledge and attitude to achieve fulfilling lives.

We also ensure the following values underpin everything we do:

Learn - being active learners

Care - caring and valuing everyone

Challenge - doing our very best

Share - sharing equally and openly

At Red Marsh School we believe that providing teaching and learning opportunities that meet the needs of each individual learner is an essential part of fulfilling the school's mission statement, purposes and values.

The Purpose of the Policy

- To ensure fantastic teaching and learning for all our learners all of whom have an Educational Health and Care Plan.
- To make explicit the entitlement of all learners
- To provide coherence of approach and consistency of expectations
- To provide a framework for teaching and learning within which there is flexibility and scope for creativity
- To promote reflection on, and sharing of, good and outstanding practice

Creating Effective Learning Opportunities

At Red Marsh School we believe that learning will most effectively take place when:

- Learning has been carefully planned for, building on learner's prior learning, whilst challenging the more able.
- The school environment is secure, orderly and stimulating
- Learners' self-esteem is high
- There are high expectations of learners behaviour
- Learning targets and resources are matched to individual need
- Learners understand the purpose of the learning and see relevance to their own experiences



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- Lessons are delivered creatively and utilise a range of different learning styles
- Learning is active with a range of practical activities ensuring learners do not sit and listen for too long
- Learners have the opportunity to have time to think therefore becoming more independent in their learning
- Frequent opportunities are taken within lessons to provide immediate feedback
- Success criteria is modelled and shared
- Learners, at their own level of ability can begin to self-assess and know what they need to do to improve
- Learners have the opportunities to transfer skills, knowledge and understanding to different contexts
- There are strong links between home and school

How we teach to ensure effective learning takes place during each lesson

This section of the policy details the schools expectations of what should be seen within all lessons in order for effective learning to take place. Each bullet point is an expectation. It is the role of the teacher to lead this work along with everyone in their teaching teams.

It is recognised that colleagues may also wish to extend the ideas beyond the essential outline in the bullet points.

Learning has been carefully planned for and builds on learners prior learning

- Careful Planning for lessons in all subjects is central to the success of all effective teaching and learning.

The environment is secure, orderly and stimulating –

- Tidy and organised school/classroom
- High quality displays, see appendix display guidance
- Clear routines that are understood by learners for example how learners move from a large group to group work
- Quality visual support and labelling that promotes independence
- Effective learner grouping and seating plans to ensure most effective learning.
- Health and safety procedures adhered to

Learners self-esteem is high

- High level of praise
- Frequent rewards for example stickers, star / citizen of the week, learner of the day, individual behaviour schedules
- Work that matches individual need,
- High quality relationships between staff and learners.



Learners behaviour is very good (see behaviour policy)

- Clear expectations shared with learners
- Effective de-escalation techniques used consistently
- Appropriate behaviour modelled by staff
- Consistent implementation of individual behaviour support plans
- Good manners and appropriate interaction taught explicitly and through modelling
- Signs and symbols used consistently to support understanding

Learning targets and resources are matched to individual need

- All planning builds on prior learning
- When writing targets teachers make use of all available information both statistical data and personal data.
- Following AFL targets are developed and changed
- All targets are clearly displayed for all lessons
- Resources are adapted to the ability level of the learners for example appropriate use of objects, photographs, symbols, writing with symbols or print.
- Resources adapted to specific need for examples size of print or tactile resources for VI learners use of switches to support communication.
- When required Moving and handling, OT and SALT programmes are incorporated into the daily routines for example use of standing frames or writing slopes

Learners understand the purpose of the learning and see relevance to their own experience

- Creative curriculum enables to plan around our school themes to link learning ideas
- Lessons are introduced orally and when needed supported by the schools visual timetable and or objects of reference which may include music.
- The purpose of the lesson is shared and the word “learning,” always being used - .
- Links are made to learners own lives through for example paired talk, use of objects or photographs, questioning and through visits.

Lessons are delivered creatively and utilise different learning styles

- All lessons are carefully planned for. Thoughtful planning is the basis for effective teaching and learning.
- When appropriate high quality ICT is used to enhance learners learning
- Demonstrate flexibility in approaches taken, all staff should be prepared to deviate from the lesson plan and adjust targets and resources when necessary
- Lessons should include visual, auditory and kinaesthetic opportunities
- Learning outside classroom



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Learning is active with a range of practical actives that ensuring learners do not sit and listen for too long

- During whole group work resources must ensure learners are active eg use white boards, paired talk, fans, objects, ICT resources such as switches and symbols.
- Move quickly into groups and or individual work, for the majority of classes the guide is no more than ten minutes in a class group
- Lessons must ensure opportunities to teach and develop all learners independent skills for example learners will help to tidy up, find resources etc this may be independently, with prompts or hand over hand.
- When learners work in groups work packs/schedules/ independent tasks should be used to ensure no child is sitting waiting. Learning is happening for everyone all of the time.
- Use of high quality ICT
- A range of practical resources should be available throughout the lessons.

Learners have the opportunity to have time to think therefore becoming more independent in their learning

- All staff must allow learners time to think and respond
- Where possible ,learning includes opportunities for collaboration for example use of paired talk, partner work, checking partners work
- Use of questioning, including effective use of higher order questioning, see appendix examples of questioning at different levels.
- Provide opportunities for independent work for example use of packs/schedules/independent task/ ICT resources
- **Challenge the thinking of the more able**

Where frequent opportunities are taken within lessons to provide immediate feedback

- Teachers and TAs must provide frequent feedback to ensure learners are learning and misunderstanding addressed.

Where success criteria is modelled and shared

- Through modelling , demonstration, symbols, and discussions

Learners, at their own level of ability can begin to self-assess and know what they need to do to improve

- Use of modelling through to questioning to encourage learners to think about their learning
- High level intervention by all staff
- Use of the plenary

Learners have the opportunities to transfer skills, knowledge and understanding to different contexts-



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- Opportunities to apply literacy, numeracy and ICT skills will be taken in lessons
- Opportunities to learn outside the classroom including trips and visits into the community other schools, colleges and work places will be planned and delivered. These opportunities will be taken as part of a sequence of lessons
- Opportunities to learn in the school grounds for example: growing own food; the Early Years curriculum; science investigations; cross curricular work and PE and School Sports including Outdoor and Adventurous Activity.
- Inclusion links.

Where there are strong links between home and school

- Homework must be set , see homework policy for expectations
- Home school diaries will be frequently used to celebrate and support learning, see appendix for procedures.
- Termly curriculum maps and five sets of personalised learning intention targets are shared with home
- Teachers speak to parent/carers or have contact with parents frequently, see guidance.
- Teachers supported by TAs prepare for and attend: Meet and Greet the teacher evening, Parent/Carers evenings; Annual Reviews meetings and support other home school link events.
- Appropriate contribution to and use of the website including the Moodle and newsletter

Assessment for learning (AFL)

- Learners will receive regular developmental and motivational feedback in a variety of ways to enable them to progress for example praise, stickers etc
- Frequent opportunities will be taken within lessons to provide immediate verbal feedback
- At an appropriate level learners will be encouraged to judge the success of their own work
- Levels of work will be shared through modelling, display and explanation
- There are regular opportunities for work to be moderated across this school and other special schools.
- TA feedback to teachers during and after lessons

EYFS

The principles above are all relevant and will be seen in the EYFS classrooms however, they will be delivered as outlined in the EYFS policy. The expectations will match the fact that this is the start of the children's school learning journey.



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The curriculum

Learning outcomes and personal targets are derived from individual need, prior learning and our creative and “outstanding,” curriculum.

For all learners the opportunity to explore, investigate and experience creative educational opportunities is pivotal to planning for teaching and learning. The school’s curriculum mapping and schemes of work are reviewed regularly by Subject Leaders who are engaged in leading, monitoring and evaluating their individual subjects. The teaching of PSHCE and Citizenship is seen as a core subject at Red Marsh School.

Red Marsh School values their community cohesion and inclusion links.

Lesson structure

For the majority of lessons the lesson structure of an introduction, followed by group and individual work and then the plenary. This enables our learners to understand and therefore become more independent during lessons.

Learning styles

At Red Marsh School we take a highly personalised approach to learning. Teachers should reflect on learners individual needs and plan lessons to ensure all pupils are engaged.

Target setting

In order to ensure high expectations and equality of opportunity for all, teachers and their teaching teams must be aware of pupil’s individual targets and their tracking across key stages. The age and prior attainment of each learner and the use of comparative data ensures high expectations for all our learners.

Intervention

If learners are not on track to achieve their targets intervention strategies are put in place. Intervention can involve support and guidance from our multi agency team including the educational psychologist, OT, physiotherapist, speech and language therapist and social services.

Attendance

When pupils attend school regularly their learning is enhanced, the school rigorously tracks individual learner attendance.

Measuring progress

Learner progress is measured through formative and summative assessments. Personalised, comparative data and knowledge of each individual pupil is used to provide judgements about levels progress,

Awards

The use of external awards are used to not only celebrate our successes, but enable us to audit our practice and constantly improve provision for our learners.



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The school has already gained many awards for example: Basic Skills Award for the EYFS, Primary and Secondary departments and Leading Parent Partnership Award.

Equal Opportunities

Equality for all is at the heart of all the work we do at Red Marsh School, see the Single Equality Policy.

Review

The headteacher, staff and governors will review this policy. This policy will be reviewed annually at the Governors curriculum committee.

To be Reviewed: Summer 2020