**St Andrew’s School

A school with Quaker values

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**The St Andrew’s School Trust is a Registered Charity No. 1129232**

# Teaching and learning

# Policy

Last reviewed date: Autumn 2024

Adopted by Trustees date:

Next review date: Autumn 2026

## **Principles**

Teaching and learning is underpinned by the following principles.

**Teaching should be:**

* Interesting, engaging and relevant
* Carefully planned - knowledge and content should be carefully selected so that it facilitates the development of students’ understanding and knowledge
* Structured - lessons should be planned and structured with a clear sense of routine and consistency, in accordance with Treatment and Education of Autistic and Communication Handicapped Children (TEACCH) training
* Cumulative - learning should build on learning that has come before. Although this should not exclude students who have started attending St Andrew’s later in their education as is sometimes the case;

We recognise that pupil learning and behaviour are linked, so, whilst recognising that behaviour can be affected by the environment, situation and external experiences of our students, we want our teaching to encourage excellent levels of behaviour. Teachers should respond to students’ work, evaluating their knowledge, identifying gaps and planning future lessons based on closing those gaps

## **Planning for Teaching and Learning**

**Planning for Teaching and Learning should include:**

* Integration of excellent teacher subject knowledge;
* The adoption of clear and consistent routines;
* Instruction delivered with clarity and thoroughness allowing for communication boundaries;
* Time to allow for processing where needed;
* Appropriate subject-related vocabulary that promotes improvements in literacy;
* Subject review planning that takes account of students’ prior learning, gaps in knowledge and addresses misconceptions;
* Assessment opportunities for identified groups of students;
* Appropriate questioning techniques that promote focused discussion and engage all;
* A recognition that not all of our students will be able to complete homework;
* Focused independent work;
* Active and efficient teacher monitoring that takes place both whilst students are working (especially during periods of independent work) and afterwards.

**Teachers recognise that:**

* Students need to develop a positive image of themselves as effective learners. Staff should promote this positive image, using praise and rewards as appropriate;
* Students make great progress in an environment rich in language; all staff should promote high standards in literacy and encourage students to use challenging vocabulary and standard English grammar;
* Where ongoing underachievement exists, in either teaching groups or vulnerable groups, that the appropriate interventions are planned to raise achievement;
* Learning is more effective in a safe and secure learning environment. Staff need to be mindful of students’ needs and goals for effective learning to take place;
* Where appropriate, opportunities exist for social, moral, spiritual and cultural elements to be explored and shared;
* Teachers continue to develop and learn throughout their careers.

## **Lesson Structure and Organisation**

**Lessons should include:**

* A clear lesson structure with consistent routines e.g. the three-part lesson which may include:
	+ Engage and retrieve, memory task - retrieving knowledge or testing that content has been learnt;
	+ Secure – prior knowledge before acquiring new knowledge;
	+ Explore – teacher introduces/explores new knowledge or content;
	+ Review – multiple choice questions, quizzes, verbal questions.
* The end of the lesson should allow opportunity to review learning, to assess knowledge etc.;
* A clear link to the scheme of work so that the curriculum can be covered in the available number of lessons;
* Where appropriate, a dedicated intervention plan.

**All classrooms should contain a folder containing:**

* Risk assessments of student’s behaviour
* Individual Education Plans (IEPs)

## **Differentiation**

Students of all abilities should have access to the same content and knowledge.

It is only when the subject content or level will cause distress to the student that an alternative curriculum should be considered.
Teachers might differentiate by employing the strategies below.

**Possible strategies:**

* Resource - using ICT, a variety of media and study guides always ensuring readability;
* Response - using clear instructions, accessible questions and explicit assessment criteria;
* Task - using a variety of tasks matched to students’ abilities;
* Support - using other teachers, support staff and other students effectively (peer support).

**Teachers should employ differentiation in a manageable way whilst at the same time ensuring the needs of all students are met. This can be achieved by:**

* Modifying the activities within these groups for students with different learning needs;
* Allocating support staff in a planned and informed manner.

## **The Use of Assessment**

**Assessment should be an integral part of the everyday work of teachers. It should be used to:**

* Encourage instant ‘student response’ where possible and timely 'Next Step Action’. Staff should constantly monitor students and offer feedback in a number of ways to encourage progress – e.g. Two stars and a wish, verbal, visual demonstration and pictorial examples;
* Inform the short-term planning so that work is adapted to address misconceptions;
* Inform teachers about the progress of students;
* Inform students how well they are doing and what they need to do to improve, enabling them to complete timely ‘Next Step Actions’;
* Provide information for student tracking and parents;
* Provide information for the Curriculum Leader to monitor and pass on to the next teacher.

Regular teacher review of students’ books (or specific pieces of assessed work within) and students acting on the feedback they receive should take place in line with the marking policy.

## **Classroom Organisation and Management**

**Teachers should organise and manage classrooms to include:**

* Appropriate seating of students that facilitates their needs;
* An organised and structured learning environment;
* Effective use of resources;
* Modelling of exemplar work;
* Displays that promote learning and retention/retrieval of knowledge.

**Observations**

Observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

For the purposes of appraisal, staff performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school.

he senior leadership team or other leaders with responsibility for learning and teaching standards may “drop in” or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of “drop in” or other observations, and the notice to be given, will vary depending on specific circumstances.

Staff whose posts have responsibilities outside the classroom may also expect to have their performance of those responsibilities observed and assessed.