Teaching and Learning Policy

Status:	STATUTORY
Responsible Person:	Headteacher
Responsible Governor:	Full Governing Body
Review Date:	July 2022

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Our Ethos

Penkford is committed to relevant and challenging provision for all our learners. We create a caring and supportive environment that provides for all our pupils' abilities and needs. Penkford works from a dynamic, modern and engaging curriculum that is suitable for the varied requirements of all our pupils. We believe in 'total development'; enabling social, emotional, physical and intellectual growth. In this environment, we can support learners in becoming independent, confident and rounded citizens who develop active and creative minds.

At Penkford, we feel that we have succeeded if a learner can achieve their best, build relationships, develop their self-belief and get ready to transform their own future. We feel that, in order for this to be embedded, it is important to model good learning. All our staff engage in developing their own practice, whatever level they are at and whatever role they play. We are all growing and will continue to be enthusiastic about learning.

Learning is

Learning is perceiving and processing. It is the acquisition, retention, application and development of skills, knowledge, understanding, values, and wisdom to promote greater understanding and to make evaluations about the world in which we live. Learning can be applied throughout life. It is the goal of education, and the product of experience. Learning is an exercise of constructing personal knowledge that requires the learner to be mentally active rather than passive; interpreting rather than recording information. At Penkford, we are committed to ensuring that pupils learn for life.

Effective Teaching is

Effective Teaching is
- Successfully transferring knowledge, skills and understanding to help learners to function independently in society
- Generating a good climate that allows teachers to impart knowledge in an effective, flexible and inclusive manner that inspires all children to learn
- Maximising the learning potential of our pupils
- Enhanced by good communication and the ability to empathise with the pupil
- Achieved by in-depth and imaginative planning, preparation and subject knowledge
- Structuring innovative and creative lessons in order to create a positive learning environment that includes and challenges all pupils and builds strong relationships to help them to achieve

Roles and Responsibilities

Leadership team
The Assistant Head teacher with responsibility for quality of education will monitor and report on overall academic pupil attainment. The Deputy Head teacher, with responsibility for Personal Development and Behaviour and Attitudes, will monitor and report on social, emotional and softer skill pupil development and progress.

The Assistant Head teacher will also monitor teaching and learning:
- classroom practice,
- teacher development,
- data recording,
- subject moderation,
- ensure the curriculum has breadth and balance, provides progression and continuity.

Classroom teachers

In order to create an effective climate for teaching and learning, all staff should:

- Have high expectations of themselves, support staff and pupils, taking responsibility for the engagement and learning of all children in their classes.
- Plan, deliver, monitor, and evaluate the curriculum effectively.
- Be creative (think outside the box), flexible and adaptable using a variety of strategies for differentiation. Have an awareness of the specific literacy and numeracy needs of each pupil and ensure that activities are accessible yet remain appropriately challenging to individual pupils;
- Set targets for students to help them review and develop their learning and use data as a diagnostic and motivational tool;
- Provide opportunities for teacher, self and peer-assessment;
- Recognise that reading, writing, communication and numeracy are whole-school issues and that students' ability to communicate effectively must be addressed in every subject; Create a positive, nurturing atmosphere based on praise rather than criticism, firm but fair, non-threatening but supportive, challenging but not confrontational, where pupils feel comfortable taking risks, meeting new challenges and enjoy learning.
- Value all pupil's contributions respecting all children as individuals with individual rights and equal regard. Contributions from children will be acknowledged and celebrated accordingly.
- Encourage and support pupils to participate at their own level, ensuring all are engaged in learning.
- Communicate clearly using a range of strategies.
- Employ a multi-sensory approach and interactive learning techniques to appeal to a range of learning styles, meet and greet students at the door and actively and purposely direct student-seating
- Be consistent and clear about expectations
- Set clear learning objectives and outcomes
- Be well prepared, yet have the ability to adapt teaching/learning experiences in the light of on-going assessment.
- Ensure all supporting staff members are fully engaged in the learning and assessment process.
- Ensure that the Remote Learning policy is adhered to in relevant situations

Learning Mentors

- Learning Mentors will work on a 1:1 basis with pupils deemed in need of further support in order to access and make good progress in the wider school curriculum.
- Learning Mentors have designated roles for Functional Literacy/Additional Needs support, Personal Development and supporting pupils engaged with the STARS project. As part of their respective roles, mentors will monitor and report pupil progress to a designated member of SLT on a half termly basis.
- Ensure that the Remote Learning policy is adhered to in relevant situations

Teaching Assistants

Work with the classroom teacher to ensure the best working environment for each learner. This will include:

- Working with individuals or small groups of pupils in order to help them get the best understanding of the lesson they can;
- Have an awareness of the specific literacy and numeracy needs of each pupil and ensure that activities are accessible yet remain appropriately challenging to individual pupils;
- Liaise with the Additional Needs team to ensure that pupils who are currently working below the functional literacy age have specific support and literacy development opportunities within lessons or form time;
- Liaise with the classroom teacher to discuss common misconceptions of the pupils about a topic prior to delivery so that learning can be supported fully during lesson-time;
- Help the teacher to maintain high standards of presentation within the classroom;
- Reinforce the ethos of Penkford School;
- Reinforce school rules where necessary and address behaviour issues if they arise;

- Administrative tasks in order to help teachers to prepare for lessons and keep accurate records.
- Ensure that the Remote Learning policy is adhered to in relevant situations

Students
Will contribute significantly to the functioning of school and are at the heart of any decisions that are made within school. We want to ensure that pupils:
- Are comfortable and safe and feel valued
- Have their say and are listened to
- Achieve the best they possibly can
- Are proud of themselves and their achievements
- Communicate well with staff and know that we want the best for them
- Feel like they can ask for help if they need it and discuss any issues that are troubling them
- Work hard and to the best of their ability
- Respect and observe Penkford rules
- Cooperate with other pupils and treat them with respect, understanding diversity and recognizing that everyone is valuable
- Engage with remote learning when required as per the Remote Learning policy

Parents/Carers
Penkford feels that it is important that pupils receive the same moral values and messages from school and home. Therefore, it is important for us to have a good relationship with home. We ask that our learners' parents/carers:
- Maintain open lines of communication with school
- Support Penkford rules
- Observe the LA and school's policy on term-time holidays
- Support their child in attending school as much as possible in order to assist them in achieving the best education they can
- Communicate with school any issues that might affect their child in school
- Support their child's participation in extra-curricular activities that may be offered as part of their school provision
- Support their child to engage with remote learning when required as per the Remote Learning policy

Assessment

At Penkford, we believe that formative assessment is the most effective way to help pupils achieve their potential. We ensure that in all classrooms around school, learners are aware of their strengths, areas for improvement and how to improve. In each subject, pupils are set clear, personalised targets and progression towards that target is tracked in each topic.

Teachers assess during the lesson and provide constant feedback to learners, assessing as they go along and adapting to the needs of the pupils.

Teachers mark work on a regular basis, ensuring that useful feedback is provided, in line with the school feedback policy. Teachers will develop the use of peer and self-assessment within their lessons in order to involve pupils in their own work, give them ownership and a better understanding of how to move on.

Marking and Feedback

The desired outcomes for this policy are improvements in children's learning and greater clarity for children and parents/carers concerning their children's achievements and progress.

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

Teachers will continue to provide feedback to pupils when learning remotely as per the Remote Learning policy.

Principles
- Marking of children's' work can have different roles and purposes at different times and can involve both written and verbal feedback
- Whenever appropriate/possible, teachers should provide individual verbal feedback to children
- Misconceptions should be addressed directly whenever possible and feedback, both verbal and written, should focus on developing the correct understanding of common misconceptions within subject areas
- The marking of children's work, either written or verbal, should be regular and frequent
- Teachers should look for strengths before identifying weaknesses when marking work
- Marking should be linked to learning objectives/targets
- Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for particular children
- The feedback policy and marking standards should be consistently applied across the key stage/school.
- The marking criteria should be shared with pupils and they should understand the meaning of the marks/marking they receive.

Guidelines
See Feedback Policy for specific guidelines on written and verbal feedback at Penkford School.

Monitoring and Evaluation
Performance Managers will carry out work scrutiny on a regular basis, or more regularly as required, as part of the performance management cycle. The performance indicators are outlined in the work scrutiny document.

Health & Safety/Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All members of staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and strive to provide this within their classrooms. Please see the Safeguarding Policy for more details.

Additional Needs

Considering the nature of our children and common difficulties with language and communication, we adopt differentiated approaches in all classrooms in order for pupils to access lessons as easily as possible. We have dedicated Additional Needs sessions on the timetable which are used to provide 1:1 intervention for pupils with literacy difficulties.

The Additional Needs team will:
- Ensure that all staff members have an awareness of the specific literacy and numeracy needs of each pupil and offer training and guidance on how best to support and develop literacy and numeracy progress within lessons

- Provide teaching assistants with the diagnostic information required to facilitate specific support and literacy development opportunities within lessons or form time for pupils who are currently working below the functional literacy age.

Linked Documents: Curriculum Policy, Feedback Policy, Remote Learning Policy