

Date Reviewed: September 2018  
 Reviewed By: Hannah Shaw/Clare Steel  
 Next Review Due: September 2019



## Teaching and Learning Policy

### ‘Learning and achieving together’

#### **School Vision Statement:**

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The school wishes to be recognised as a dynamic, vibrant, centre of excellence that is an integral part of the local community and county’s provision for pupils with special educational needs and wholly committed to ensuring they grow up to lead safe, happy, healthy and successful lives.

#### **Aim of the School:**

**‘To provide a supportive learning community that enables all children to thrive’**

To achieve this, the school will ensure:

- Pupils are provided with an enriched and extended curriculum, tailored to individual needs. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.
- Parents, carers and families are encouraged and enabled to engage in their children’s learning. They will be consulted and involved in decision-making processes and this will enable the school to ensure provision both for their children and themselves is accurately matched to need.
- Staff will have their individual needs recognised and will be helped to build on their strengths and enabled to develop their skills further through appropriate professional development opportunities.
- It works together with its local community of schools to extend the opportunities for all pupils to develop their individual strengths and potential.

#### **How high quality teaching and learning can support us achieve our aims.**

The aims of the national curriculum are as follows:

- The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.
- The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline for core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider curriculum.

These aims are at the core of our primary and secondary curriculum and we build on these to offer a broad and balanced curriculum, which is tailored to the needs of our pupils as much as possible. There is a huge emphasis placed on excellence and enjoyment and the development of skills for life and work. Through effective teaching and learning at Alderman Knight we work to:

- promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- enable all children to learn and develop a range of skills to the best of their ability including those of literacy, numeracy, information technology and life skills.
- use assessment for learning to ensure pupil's progress is challenged.
- help pupils develop positive feelings of self-worth and confidence.
- enable children to have respect for themselves and positive self-esteem, and to be able to live and work co-operatively with others.
- enable children to be creative and to develop their own thinking.
- teach children about their developing world.
- teach children to have an awareness of their spiritual development and to understand right from wrong.
- enable them to make a successful transition to adulthood and to be active and responsible citizens.

Clearly for children to enjoy and achieve they need to feel safe, secure and valued. One of our key objectives is to provide the right environment for learning to take place and ensure we provide them with a range of opportunities that will help them achieve and make progress both academically and in terms of their personal, social and emotional development.

Effective learning and teaching focuses on individual children, their strengths, their needs and the approaches that engage, motivate and inspire them. All pupils have a range of learning needs. The majority have moderate learning difficulties but they also have additional needs. Many are autistic and all have needs in the area of communication and interaction. *Learning for each child must therefore be planned on an individual basis with reference to their Education, Health and Care Plan and Individual Education Outcomes.*

We aim to address these difficulties and the potential barriers to learning as a result of these needs by using a variety of specialist strategies, therapies and teaching techniques. These include visual schedules, use of total communication [signing], speech and language therapy, occupational therapy, small group work, 1:1 support, peer support and of course by effective differentiation including adapting activities to support the learning of the pupils. In all approaches we are working to develop the independence of the pupil so they can make a successful transition to further education and/ or the world of work. In addition we know that the most effective learning takes place when it is a partnership, therefore, we work with both parents and pupils to plan individual education plans and pathways.

The quality of teaching at Alderman Knight is outstanding. The staff are passionate about teaching and learning and work tirelessly to ensure pupils to do as well as they can. Teachers and support staff work extremely well together to provide high quality learning experiences that support progression. However, we recognise that all staff have different personalities, strengths and qualities and we therefore expect and welcome variation in teaching styles.

It is intended that this teaching and learning policy should secure essential consistency in classroom practice and help identify the ways in which teaching and learning should be characterised within the school.

## **Lessons**

Each lesson should provide a balance of 'challenge and support' to enable pupils to achieve success. The standards expected by the school for effective lessons are based on the following points:-

- The environment is calm, ordered and stimulating.
- Pupils individual needs are addressed e.g. visual schedules, symbols used when necessary etc.
- Language is supported by total communication where appropriate.
- Assessment for Learning Principals are embedded within all lessons
- Objectives are carefully planned and shared with pupils at the start of each lesson
- Pupils are motivated, engaged, quickly involved through effective introductory activities.
- Concepts and content is presented in a variety of different ways to support pupils learning.
- Appropriate questioning techniques are used to support assessment learning
- Pupils are challenged to think and have opportunities to succeed, demonstrate their understanding and review materials.
- Tasks of an appropriate length and variety will be planned within the framework and of the lesson.
- Effective use is made of support staff to enable learning.
- An effective plenary will be used to summarise and consolidate learning through reviewing objectives and celebrating achievement.

## **Planning**

Teaching staff are expected to have a long term plan based upon the National Curriculum Programme of Study for that subject and in line with the details highlighted within each subject policy. The school also has a separate planning policy, which highlights what is expected within the different planning sections.

This long term plan is then used to create medium term plans for each teaching group.

Teachers are required to put their long term and medium term planning on the T drive on the school network to share themes and topics with other staff and to assist if cover is needed.

## **When planning a lesson the following steps will help and support teachers produce consistently good lessons**

1. Plan for a clear learning objective (today you will learn....) based on your medium term plans.
2. Plan for a clear expected outcome (personalised learning targets or bronze, silver and gold). If ≤8 personalised learning targets should be used (see lesson plan pro forma for more information)
3. Plan the activity and the delivery that will meet the learning objective (today you will learn...).
4. Plan to teacher model processes.
5. Plan to include time for pupils to make corrections on previous work and to read and act on HTI's
6. Plan teaching and learning to include a variety of active learning tasks
7. Plan to show the children what a good outcome would look like.
8. Plan differentiation – how will the less able be supported? How will the more able be challenged?
9. Plan questions and use talking partners as often as possible.
10. Plan plenary to focus back on the learning intention and add a new learning point, still connected to the learning intentional as well, but that extends their learning a little further.
11. Remember to be passionate about learning! Make it fun and have fun!

**Please remember the support staff in your lesson are invaluable in helping ensure your lesson is successful for the children. Please make sure you involve them in planning and provide them with sufficient details about the lesson so they are able to maximize their support.**

## **Evaluation Monitoring and Review**

The school leadership team and the subject leaders will carry out focused lesson observations in line with the school practice on lesson observations in addition to those lesson observations carried out for performance management purposes. These observations will provide the focus for continuous improvement through INSET and CPD. For guidance on the performance management process see the performance management handbook, career stage expectations, Teachers Standards and Teacher's Audit. NQT's will receive separate observations and meetings and PPA time in line with entitlement.

## **Peer observation**

A system of peer observation is established in the school to ensure all teaching staff have the opportunity to learn from each other and develop their teaching practice. Peer observations are not intended to monitor the quality of teaching and learning but to support teachers develop agreed aspects of their teaching. Staff are expected to undertake at least two peer observations in a year, one in the autumn term and one in the spring term as part of Teachers Directed Time. Staff are expected to pass copies of peer observations records to AHT for monitoring purposes.

## **Learning Walks**

Learning walks are conducted throughout the school year to identify outstanding practice and areas for development. These learning walks have a particular focus which is decided beforehand and shared with staff. Staff have the opportunity to join a member of SLT on the learning walk for CPD. Feedback on

learning walks will be provided to the individual class teacher and outcome of the learning walks including examples of outstanding practice and areas for development will be shared with staff on a regular basis through staff meetings.

## **Information and Communication Technology**

Alderman Knight uses information technology across the curriculum to build skills and enhance communications and access to the curriculum. All classrooms have interactive whiteboards and access to a minimum of four computers linked to the school network as well as the internet. The school has banks of laptops and tablet devices for use in lessons.

## **Resources**

Resources for each subject are the responsibility of the subject leader. The school is aiming to match resources to meet the changing needs of the pupils. The school's most significant resource is its staff and as such the staff pupil ratio is kept as high as possible.

## **Equal Opportunities**

The school works hard to ensure that all pupils irrespective of need or background are given equal opportunities within the school to learn and achieve as well as experience a wide range of extra-curricular activities.

In addition the whole school community is given equal opportunities regardless of:

- Ability/Disability
- Ethnicity
- Gender
- Social background
- HIV/AIDS
- Belief
- Age
- Marital status
- Nationality/citizenship
- Sexual orientation

## **Health and Safety**

It is the responsibility of all classroom staff to complete risk assessment for classrooms and lessons. It is the duty of all adults to ensure the health and safety of the pupils at all times.

## **Professional Development**

The school will work to provide CPD provision for all staff under the direction of the head teacher. Individuals are also encouraged to take responsibility for their professional development which should be linked to the school improvement plan. Teaching and Learning has a high priority in the school improvement plan and professional development in this area is highly valued.

## **Policy review**

This policy was last reviewed in August 2018  
This policy will be reviewed again in August 2019

