MEDINA HOUSE SCHOOL

TEACHING AND LEARNING POLICY

September 2018

Adopted by FGB on _____

Signed :_____ Matt Atkins

Chair of Governors

Review Date: September 19

RATIONALE FOR TEACHING AND LEARNING POLICY

The Medina House School policy on Teaching and Learning has been developed to reflect and support our **Mission Statement** which is:

'To provide a safe environment where everyone has a voice and the right to be heard, listened to and respected within which every child is given the appropriate support to achieve and be the best they can be and enjoy being part of the community'.

This policy is a vehicle for our Aims and Values as it enables and expects everyone at Medina House School:

- To develop a positive attitude to learning in a fun, stimulating, challenging yet safe environment.
- To build strong supportive relationships with parents/carers/families and to promote effective partnerships with other agencies.
- To provide every opportunity to experience and participate in the wider world as independently and safely as possible.
- To increase the awareness of our school in local communities.

Introduction

This policy is an agreed school statement about the Teaching and Learning in Medina House School.

The purpose of the policy is to:-

- Promote a commonality of ethos, values and beliefs about teaching and learning;
- Provide a sense of direction through the implementation of guidelines:
- Provide a basis for self-evaluation and reflection;
- Ensure that there is a consistency throughout the school providing progression and continuity of learning;
- Promote a culture which strives to achieve high standards to be the best you can be

Guiding Principles

At Medina House School we strive to provide a broad, balanced, differentiated challenging, inspirational and relevant curriculum for each child in a stimulating environment.

We believe that every child has a right to experience success and should be empowered to achieve the highest standards of attainment of which they are capable regardless of ability, gender, race or religion.

We see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.

The Aims of Teaching and Learning

- To encourage children to take increasing responsibility for themselves and their learning as they progress through the school.
- To plan, provide and monitor equal opportunities for children to experience a range of learning situations and groupings.
- To plan relevant learning situations that take account of the child's prior knowledge, individual needs, interests and learning styles.
- To promote the involvement of parents in their child's learning and the life of the school.
- To set relevant, challenging and realistic expectations of behaviour and achievement.
- To promote active learning that develops questioning and investigative skills.
- To provide a variety of learning experiences and assessment methods that involve the children in identifying future targets.
- To promote experiences which enable children to positively contribute to the community developing a sense of belonging and understanding of the positive roles within society.
- To promote the spiritual, moral, cultural, mental, emotional and physical development of pupils.
- To prepare the children for the opportunities, responsibilities and experiences of good citizenship in adult life, including the promotion of british values.

Responsibilities

All members of the school community work towards the above aims by:-
- Esteeming children as individuals and respecting their rights, values and beliefs:
- Providing a nurturing environment;
- Fostering and promoting a sense of belonging to the school community;
- Providing a well ordered environment in which all are fully aware of behavioural expectations;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviours and work;
- Working as a team, supporting and encouraging one another.
- Working in close partnership with parents/carers;
- Working in partnership with a wide range of professionals to support children;
- Adults providing pupils with a role model that promotes equality of opportunity and respect for others.

Pupils and Parents work towards these aims by agreeing to and contributing to the Home School Agreement.

<u>Teaching Staff</u> work towards these aims by:-
- Creating a positive, supportive, challenging learning environment.
- Using a range of assessment strategies to inform planning and intended outcomes that ensures progression in key areas of knowledge, skills and understanding for all pupils;
- Planning a broad, balanced, differentiated curriculum;
- Promoting parental involvement;
- Providing a variety of learning opportunities that contribute to the development of the whole child;
- Using a variety of teaching methods and organisation appropriate to the children's learning needs and the nature of the learning content;
- Using appropriate resources efficiently and effectively;
- Reflecting constructively upon their own and the school's development.

<u>Headteacher/LMT and Governors</u> work towards these aims by:-
- Monitoring
- Performance Management

<u>Process for Monitoring and Evaluation of the Teaching and Learning</u>
Monitoring and evaluating the teaching and learning will be undertaken by the following: Headteacher; Assistant Headteacher; Senior Leadership Team, Curriculum Co-ordinators, LLP and SIP, and reported on at least annually to the Governing Board of the school or as directed by Governors. In addition to formal reports all governors are attached to classes and are therefore able to see teaching and learning in action and are given the opportunity to participate in activities related to teaching and learning.

Strategies may include:-
- <u>Scrutinising planning/record keeping for</u>:
    - Coverage of P.O.S/Scheme of Work/EYFS/Classroom Monitor assessment
    - Learning experiences relevant to children's needs (differentiation)
    - Continuity and progression of children's experiences throughout the school
    - Use made of resources (appropriateness/variety)
- <u>Lesson observation/working alongside colleagues to monitor and evaluate</u>
    - Learning environment   - Use of Resources
    - Organisation   - Differentiation
    - Use of time   - Classroom display
    - Teaching skills   - Use of adults
- <u>Looking at children's individual work to ascertain</u>:
  - Achievement
  - Marking
  - Differentiation
  - Range
  - Standards
- <u>Listening to children</u>
  - as a member of school council

- having a regard to Pupil's views for Annual Reviews and or 'My Story' for EHC plans.

- **Collating targets** -to assess the match/significance between:
  - Year/pupils individual targets, school targets and the progression guidance
  - Pupil individual targets and I.E.P's
  - Year targets and year's curriculum (see data tracking)

- **Moderating standards/assessment of pupils work through:**
  - Subject/year/class portfolios
  - Analysis of school/year data
  - Half termly/termly reviews
  - Data tracking
  - Moderation with Hants & Isle of Wight special schools
  - Work sampling

Parents are invited to evaluate their children's learning through Parent's meetings, Annual reports and Review Meetings to discuss their child's progress and targets.

The effectiveness of this policy will be reviewed every three years and appropriate revisions will be implemented.

GUIDELINES FOR TEACHERS

To create a positive learning environment in which everyone feels secure and valued by ensuring there is the following within their learning environment:-
- Effective positive behaviour management strategies (Behaviour Policy)including use of reward systems;
- Praise, encouragement and recognition for their effort and achievement; (Refer: Behaviour Policy)
- A clear framework of expectations concerning behaviour and motivation that applies to all pupils, regardless of their individual difficulties.
- Relationships built on mutual trust, understanding and respect between all adults and children;
- Appropriate strategies to develop confidence and self-esteem in all pupils;
- A sense of direction, purpose and achievement for every child;
- Planned experiences that are stimulating, relevant and differentiated;

To plan a broad, balanced, differentiated curriculum by:-
- Using the whole school's planning framework, procedures and schemes of work;
- Use of a planned relevant assessment to inform teaching and learning;
- Use of a variety of strategies to achieve differentiation;
- Providing Headteacher/Curriculum Co-ordinators with planning documents and records to allow monitoring and review.

To promote parental involvement via:-
- Discussion between pupils, parents, HT and relevant agencies to support the formulation, implementation and review of IEP's/IBP's
- Induction visits that involve parents/carers and senior management

- An open-door policy that encourages parents to contact the school and visit
- Text messaging service
- Home/school message books
- Contact with parents for positive experiences and behaviour as well as if things go wrong
- Communicating planned learning and learning achieved; (Parents Evenings/ Newsletters etc), Classroom Monitor parent portal
- Organising workshops and special events/assemblies
- Regular Parent group meetings for support, advice and information, with informal and formal speakers and presentations
- Invitation into the classroom, or to help on trips, extra-curricular activities and clubs
- Discussing expectations of pupil achievements, targets and behaviour
- Staff making time to listen to parents/carers concerns
- Family Support Worker available in school and for home visits support

To provide a variety of learning opportunities that contribute to the development of the whole child through:-
- A commitment to pupil voice
- Assessment of pupils' prior learning and use this as a basis for future planning
- A range of strategies to enable pupils to communicate in their preferred style eg Makaton, PECS, verbal, proxtalker, eye pointing etc within a total communication environment
- Using a variety of modes of presentation (visual, aural, practical, kinaesthetic, multi-sensory)
- Pupils use of ICT eg. iPads, switches, interactive whiteboards etc
- Emphasising active learning;
- A range of first hand learning experiences within school and the community.
- A range of intellectual, physical, aesthetic, spiritual and moral experiences
- Pupils engaged in collaborative tasks and individual work
- Pupils engaged in discussions, demonstrations, role-play etc
- Helping and encouraging pupils to live healthy life styles
- Adults making time to listen to pupils about their interests and ideas
- Adults making time to listen to pupils in conflict situations and to be seen to be fair and consistent
- Helping children to understand the choices that are available to them and promoting self management
- Pupils given the opportunity and encouragement to make a positive contribution to the community and the environment
- Having guided opportunities to plan, direct, assess and review their own learning
- Attending appropriate therapy sessions according to individual needs eg. Physio, Speech Therapy etc
- Enrichment activities eg. Horse riding, sailing, swimming, golf etc, plus access to specialist teachers – football coach, steel drums etc
- Pupils having opportunities to ask questions and develop their own investigations

To employ a variety of teaching methods and organisation appropriate to the children's learning needs and the nature of the learning content in which:-

- Teachers use a variety of groupings (whole class, ability, friendship, interest, pairings or individual) based upon knowledge and experience of how children learn and appropriateness to the task;
- There is <u>consistency</u> but <u>variety</u> in the teaching experienced by the children;
- Teachers help children understand the ways in which they can work most effectively in groups or individually.
- Teachers continue to develop their repertoire of skills.

To use relevant, appropriate resources which are efficiently and effectively managed, the teacher will need to consider:-

- How other adults are used with particular groups of children individual/whole class ensuring that they are informed and supported;
- How and when to employ peer support
- How resources are organised, ensuring that they are labelled, accessible and that children are encouraged/trained to take care of them and to make choices;
- How displays are used to enhance/stimulate/scaffold or support work in progress or to record and celebrate learning.
- How to use of interactive whiteboards and technology are used to extend learning.
- Layout of the classroom furniture and how it may be varied to meet the requirements of the lesson/learning environment or needs of the class/group/individual
- Pupils given support strategies and resources to support their work eg. PECS, key word lists, word books etc
- Pupils developing research skills using books, artefacts, ICT programs and the internet as appropriate.

To foster children's attention, imagination and attitude towards learning through:-

- Representation on the School Council
- Planning the presentation/delivery/organisation of learning;
- Using demonstrations (teacher/pupils) to illustrate/reinforce particular teaching/learning objectives;
- Striving to achieve a good balance between instruction; explanation; discussion; different kinds of questioning; listening to answers; task setting; organising; assessing; clarifying; extending and summarising
- Using both direct/indirect teaching to deliver the planned and hidden curriculum;
- Learning objectives being made explicit to the children at the beginning, during and at the end of activities or units of work;
- Giving children clear instructions as to what is expected of them;
- Knowing when/when not to intervene
- Encouraging pupils to care for themselves, each other and the environment
- Pupils experiencing appropriate opportunities to organise their own work and equipment

- Pupils improving and extending their original work, where appropriate eg. Through redrafting, extension work and self-evaluation
- Pupils engaged in structured play activities which extend their thinking, imagination, vocabulary and social skills
- Giving children the opportunity to initiate their own learning
- Pupils receiving praise for their efforts to become more independent learners
- Special assemblies to celebrate where pupils can talk/communicate about their achievements to a wider audience such as "star of the week", term and year.

To use time effectively and efficiently to promote the quality of teaching and learning by:-
- Being sensitive to the needs of the individual child
- Systematically assessing and monitoring the learning taking place in the class
- Allowing time for children to settle into school, to become familiar with and relaxed in the classroom situation (before introducing to whole school)
- Introducing whole school routines (assembly, playtimes etc)
- Introducing aspects of class routines, use of resources and range of activity gradually
- Focusing on the teacher's time and children's use of time in daily planning
- Making use of opportunities to develop relationships with and between individual children/new class (induction programme, liaison between class teachers reciprocal teaching)
- Allowing time for the children to become familiar with the new staff and premises before transfer (nursery, mainstream primary school, secondary school)

To reflect constructively upon their own and the school development through:-
- Informal sharing and discussing of ideas and concerns with colleagues
- Consulting colleagues/co-ordinators when appropriate
- Involvement in assessment and seeking advice from outside agencies and implementing suggested programmes in order to support improvements in pupils' behaviour and learning
- Working collaboratively with colleagues
- Keeping up-to-date with current theories/practice/documentation
- Attending courses that are pertinent to the needs of the individual or school
- Schools's Curriculum and Staff Development programmes
- Regular meetings for Staff/Key stages/Curriculum/ Senior Leadership Team
- Regular monitoring
- Performance management discussions with Headteacher/Performance Manager
- Being a self-evaluating school.