



Teaching and Learning Policy 2016-2018



Our Ethos:

‘Everyone in our school community has a right to learn and grow, be treated with respect and feel safe. Each has a responsibility to conduct themselves in a way that helps promote these rights helping us to ensure that we continue to develop a culture and ethos in which every person feels valued and knows how to value the contribution of others.’

INTRODUCTION

At SSPS teachers provide a broad and balanced curriculum, which develops the skills, concepts and knowledge necessary for future learning. All staff work to remove barriers to learning and support the pastoral needs of pupils. In the course of their work, staff will contribute to the development of this ethos through:

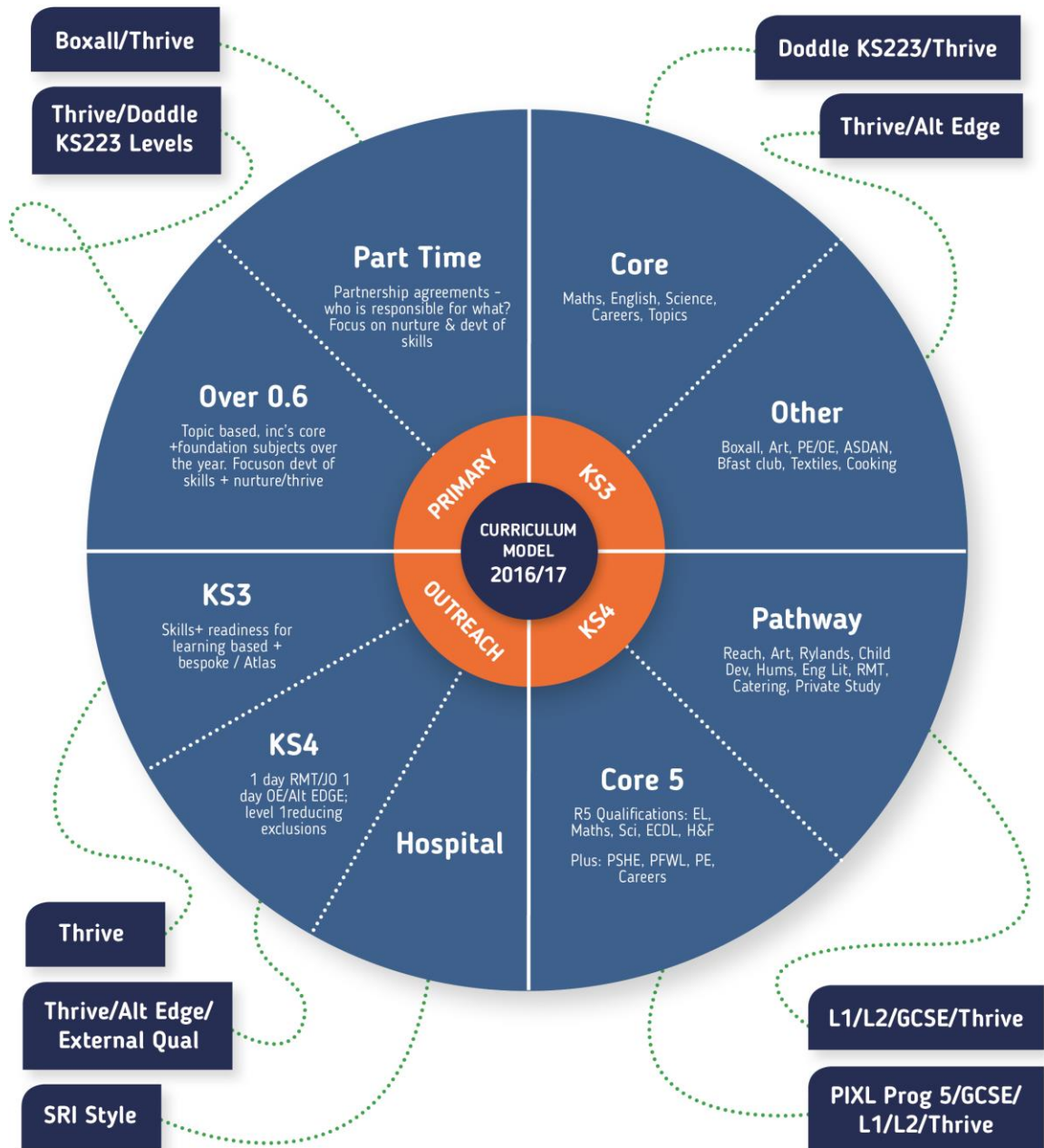
- Providing a calm, quiet and effective working environment, in which each pupil can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the SSPS Behaviour for Learning Policy.
- Providing pupils with meaningful, purposeful tasks, related to the National Curriculum, SEAL and examination programmes of study and learning outcomes.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with SSPS assessment policy.
- Effectively managing their professional time.
- Developing links with the wider community.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development.
- Providing appropriate CPD and coaching to colleagues in order to ensure a high level of professional expertise.
- Welcoming and supporting teaching and non-teaching staff.
- Knowing and incorporating strategies from each Students' 'Thrive' action plan

The purpose of the policy is to -

- Provide a framework for teaching and learning
- Identify specific areas of responsibility at a whole school, centre and individual level
- Provide coherence of approach and consistency of expectation
- Promote an understanding of how learning takes place
- Make explicit the entitlement of all pupils
- Make explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- Raise attainment
- Provide a focus for development

CURRICULUM

We understand that many of our students have had a fractured personal and educational experiences and we accept the responsibility of developing their social and emotional well-being. We do this explicitly through the use of the “Thrive” assessment tool.



Classroom Management and Organisation:

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs and pupils ILPs.

This may be:

- Whole centre teaching
- Whole class teaching
- Group work
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning
- Online Learning

Behaviour Management

Each centre will :

- Follow the SSPS Behaviour for Learning Policy
- Use the 'Points' scheme to reinforce positive behaviour for learning
- Follow through the consequences for poor behaviour

Staff will:

- Model appropriate behaviour
- Provide accurate and consistent behaviour and learning points in every lesson
- Make the link between behaviour and learning explicit
- Use data to support behavioural improvement

Planning:

Planning should take place in three stages:

The Long Term Plan.

This is updated annually and shows what to teach when.

It should be cyclical in nature to allow new starters to 'catch up' with work they may have missed.

The Medium Term Plan- The 'Scheme of Work'

This is a grid which, once written, can be revisited and taught again at any time.

It demonstrates clarity of thought, understanding of direction and pace.

It can be shared with other staff

It contains objectives, outcomes and assessment, this supports achievement and allows for swift intervention if necessary.

Short Term Planning- The Lesson Plan

Each lesson should be planned to meet the needs of the learners who will be taught on the day it is delivered.

There are 2 planning formats provided, one short and one longer. It is NOT a requirement that these are shared, including with an observer, however, you may choose to provide a plan for an observer if you wish.

Judgements about the quality of Teaching and Learning will be made through Lesson Observation, Book Scrutiny, Student Feedback, Assessment Data and Achievement.

Lesson Structure: The Five Part Lesson

Link: Engage students and set learning in context by:

- Starting promptly
- Making sure students are properly dressed and not distracted (no cups of tea of breakfast)
- Engage students the minute you start
- Link to exam and assessment frameworks

Establish: Set up the activities that will help students achieve the objectives

- Share the Learning Objectives
- Share the Outcomes (you will show me you have learnt this by...)
- Explain success criteria
- Refer to any work completed in previous lessons or at home

Achieve: Develop new skills and understanding

- Devise activities that help students to achieve the stated learning objectives.
- Sometimes, these will take place over a series of lessons (ie- in RMT where the outcome is to make a piece of furniture).
- Strategies and data from ILP's MUST be used to differentiate for the individual students in the group.
- Give verbal feedback based on the success criteria.
- Start easy, get hard. Make sure any tasks and activities allow for stretch and challenge and are not time fillers' (eg copying).

Review: Did they get it? The Plenary.....

- Allow students to show you how they have achieved the objective.
- Assess them against the objective and success criteria.
- Tick off the objectives they have achieved.
- Ask questions, synthesise learning
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Next Steps: Where are we going next

- Review the lesson objectives in terms of the big picture (eg, how does this fit into the exam syllabus?)
- Think about setting something to do before the next lesson (thinking, revision, homework)
- Look ahead- next lesson we are going to.....

This framework provides a basic structure for lessons. However, it is recognised that it may be adapted to suit the objectives of a particular lesson or sequence of lessons.

Teachers will develop positive and productive working relationships with pupils by:

- confident and assured command of subject matter
- Appropriate professional development
- By being clear with instructions, questions and explanations
- Setting ground rules for speaking and listening
- Fostering mutual respect
- Actively promoting equal opportunities through the teaching and learning process
- Encouraging parents to support pupils' learning
- Responding promptly to all potential academic and pastoral concerns and making sure that appropriate follow-up is maintained. (See Child Protection Guidelines.)
- Ensuring pupils are prepared to complete any GCSE assessments and exams

Extra curricular activities should be open and encourage all pupils who wish to attend (Refer to school Charging Policy)

Resources

Each classroom will be equipped with appropriate curriculum resources.

Centres will be allocated a budget based on their budget needs at the beginning of the financial year. The Leader of Learning is responsible for the ordering of materials in line with the agreed procedures.

Pupils will be taught how to use all resources correctly and safely, with care and respect, and with regard for Health and Safety and good use of materials.

Record-keeping and assessment

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Pupils should be aware of the level of work they are completing and at what levels they are working.

Assessment for Learning

- Pupils receive regular developmental and motivational feedback in a variety of ways to enable them to progress.
- Feedback will sometimes include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way
- Pupils are able to act upon the advice they are given to improve their performance
- Frequent opportunities are taken within lessons to provide immediate verbal feedback
- Pupils are encouraged to judge the success of their own work and set themselves targets for their own improvement
- The language of subject progress is shared with pupils.
- Pupils are made aware of the criteria for progression between levels or grades and are enabled to interpret these criteria in a meaningful way.
- Pupils are encouraged to critically, but supportively, judge the performance of others within their group.
- Levels of work are modelled through display and explanation

Teachers will use both formative and summative assessment to evaluate learners' progress and to inform future teaching plans:

- By using a variety of formative in-class assessment, which relates to the subject area
- By marking consistently and positively in line with school marking policies
- By giving regular feedback, either through marking of work or verbally, to learners about their work and setting them achievable “**SMART**” targets
- By encouraging self-assessment and peer assessment to strive for improvement
- By encouraging and trusting pupils to take responsibility for their own learning e.g. through guided study, self-assessment and opportunities for them to teach other students
- By checking progress against potential by using benchmark data (See School Assessment Policy.)
- By statistically analysing individuals and group performance

This policy should be read alongside the Assessment, Recording, Marking and Reporting Policy.

Pupil induction

New pupils have an induction programme which will include a variety of assessments. The results will then be analysed and used to inform future planning and Individual Learning Plans.

Monitoring and evaluation

- Subject Teachers will regularly mark and monitor work books. These should also be available for the SLT, School Improvement Partners and the Link AMG members to sample.
- Teachers will keep up to date and accurate records in mark books and submit assessment data for reporting in-line with the agreed deadlines
- Leaders of Learning will observe teachers in their Centre at least twice a year using the standard lesson observation form
- The Head Teacher will observe each Leader of Learning teaching at least twice a year using the standard lesson observation form
- Leaders of Learning will carry out regular documented Learning Walks
- SLT will carry out regular work scrutiny using the Work Scrutiny Form

Parent / Carer's Role

Parents and Carers are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive
- Ensuring that their child arrives at school punctually and regularly
- Sharing with the teacher any problems in school that their child is experiencing
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Learning Plan and any Special Educational Needs processes
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Agreeing to SSPS's Behaviour Expectations and Attendance Policy
- Contributing relevant information to base-line assessment
- Attending all medicals and health interviews when invited
- Responding to letters sent home from school
- Informing the school of reasons for their child's absence (see SPSS Attendance Policy)
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour
- Provide appropriate feedback regarding their child's educational experience at SPSS

A forum for engaging parents in their role is at the initial interview but also in the review meetings.

School staff:

Area Headteacher, Deputy and Assistant Heads and Leaders of Learning

- To ensure the effective and rigorous implementation of the policy
- To monitor and evaluate the delivery and impact of the policy
- To provide appropriate support, training and resources for teaching staff
- To modify and update the policy in the light of on-going developments and the changing needs of the school.

Teachers

- To implement this policy by ensuring a consistent delivery of high quality learning experiences
- To be responsible for long and medium term planning of schemes of work taking into consideration the aims and objectives of the policy

Teaching Assistants

- To be aware of the principles of the policy and how they can contribute to it

The SSPS Area Management Group

It is the AMG's role to monitor and review the policy and its practice through:

- Reports provided by the Area Head Teacher and Heads of Centre.

The AMG also needs to fulfil its role as detailed in the AMG Terms of Reference document:

- To receive reports from the Area Head Teacher and Heads of Centre.
- To attend appropriate INSET
- To receive reports from the Centres on relevant issues, in particular Health and Safety, and to follow up any relevant issues
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths

Other stakeholders

- To provide appropriate feedback on pupil's learning experience
- To provide appropriate information to support pupil's placements in SSPS
- To ensure suitable planning and collaboration is in place to support the best possible outcome for the pupil

Additional Appendices:

1. *Guidance on Great Teaching and Learning 16-17*

Date of issue/revision:

Chair of Management Committee:

Headteacher:

Date: