



# ***POLICY DOCUMENT***

## **TEACHING & LEARNING POLICY**

<b>Date Reviewed</b>	October 2016
<b>Date Ratified by Governors</b>	October 2016
<b>Review Date</b>	October 2017
<b>Responsible Person</b>	Miss J Cleary

# **Meadow Park School - Teaching and Learning Policy**

## **Our Guiding Principles**

This Teaching and Learning policy outlines how we work and organise our school to ensure that our pupils receive the highest quality of support and teaching possible. We work as a team in developing realistic opportunities that will engage, enthuse and excite our pupils into wanting to learn.

Meadow Park School is committed to delivering high quality teaching & learning, for all pupils. All pupils have the right to access a broad, balanced curriculum that also recognises their need for a more individualised and personalised curriculum. To ensure all pupils have access to this personalised aspect, they should all experience a variety of teaching & learning styles that engages, encourages and enables them to achieve good or outstanding outcomes during their time at our school. Our pupils fulfil these outcomes through successful teaching and learning. Our staff has a collective and individual responsibility to strive to deliver lessons and learning experiences of the highest quality within the confines of a broad, and balanced curriculum.

This policy works in conjunction with the following policies :

- Marking & Feedback
- Curriculum
- Assessment & Pupil Progress

Meadow Park identifies the need for continued professional development, professional mentoring and strong systems of support and analysis to empower staff to achieve these ambitions.

## **Aims and Objectives**

- To ensure high quality teaching and learning experiences for pupils of all abilities and aptitudes;
- to provide a framework for teaching and learning within which there is flexibility and scope for creativity;
- to provide coherence of approach and consistency of expectation;
- to make explicit the entitlement of all pupils;
- to raise attainment by increasing levels of engagement, motivation, participation and independence;
- to promote reflection on, and sharing of, good practice;
- to promote an understanding of how learning takes place;
- to make explicit a baseline for monitoring and evaluating the teaching and learning that takes place;
- to provide practical guidance and clear procedures ;
- to provide a focus for development;
- to inform teachers, pupils, parents/carers, Governors and the wider community about the aims and processes of teaching and learning;

- for our children and young people to feel safe and conduct themselves in a calm and orderly manner;
- for the whole school behaviour system to be clear and understood and applied consistently by all adults;

## Definition of Learning

Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking. When discussing learning within school we must take into account the further challenges created by our pupils' fractured educational history, medical issues (e.g. ADHD) and social, emotional and mental health needs.

## The Learning Environment

Meadow Park School recognises the importance of working within an appropriate environment that supports the learning needs of the pupils. All classroom environments have been carefully planned to meet the needs of the pupils working there at the time. Structured routines and good organisation support high quality teaching and learning, maximise the opportunities available to staff and pupils. Our classrooms are designed to be both language enriched and autism friendly.

At Meadow Park School we believe that learning most effectively takes place when:

- the environment is calm, secure, stable and stimulating;
- pupils' self-esteem is high
- pupils understand the purpose of the learning and see relevance to their own experience
- pupils understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative
- pupil questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- pupils can self-assess, know what they need to do to improve and are able to set appropriate targets
- pupils have opportunities to transfer skills, knowledge and understanding to other contexts
- pupils understand the wider context that learning takes place in.

## **Whole school approaches**

We believe that children learn best when they are at the centre of learning and where there is consistency and continuity in the approaches used to support their learning.

We hold common expectations across our schools in that our practice should provide an integrated, holistic approach which supports the individual learning needs of everyone we work with.

We aim to ensure our pupils make progress in a wide variety of ways, including their skills, knowledge and understanding of the world, but our ultimate aim is to ensure the transition of meaningful skills into a range of situations that prepare our pupils for the adult world, whether that be college, apprenticeships or employment.

The responsibility for pupil's education lies not only with everyone who is employed in our schools but also visiting multi agency staff and the children and young people's families, who we positively encourage to become members of our school community. There are many positive opportunities for families to engage in school life. This approach is fundamental to our work and our successes.

## **Responding to pupils' diverse needs**

Many pupils at Meadow Park have large gaps in their education due to long periods out of school. As a consequence programmes of study will need to fill these gaps but at the same time remain suitably challenging for pupils who are often still very capable.

For less able pupils who may have other special educational needs, work will invariably need to be drawn from earlier key stages so that pupils can show what they can achieve. In some cases this may mean pupils not being able to receive all their age related programmes of study.

Of particular concern for pupils who have moved schools regularly or have been excluded, is continuity and progression. There is a danger that pupils in these circumstances find themselves repeating previous learning which, although offers some immediate success and is 'safe', provides little challenge with no evidence of progression. It is important, therefore, that programmes of study for these pupils are monitored and reviewed regularly to provide both regular opportunities for success as well as suitable challenges and progression routes.

Pupils from diverse and vulnerable groups are often over represented at Meadow Park. These include children looked after by the local authority, on Child Protection plans, with mental health difficulties, for example those supported by CAMHS, as well as those with other special educational needs including autism and language difficulties. Based on this understanding our staff continually adapt and modify their teaching to ensure all pupils can take part in lessons fully and effectively. Additionally, significant numbers of pupils become the responsibility of our school following their disengagement with 'mainstream' learning often citing its lack of

relevance. Through the world of work and other vocationally based experiences we seek to redress this issue for disaffected pupils particularly at key stage 4.

Meadow Park School believes that to respond to the diverse needs and backgrounds of its pupils it needs to personalise, as much as possible, the target setting and assessment processes. To this end each pupil has the opportunity to participate in their own planning and assessment process at regular intervals throughout the year, which includes self-assessment and the opportunity to ask questions about what they have learnt, are about to learn and its relevance to them.

## Six Core Elements of our provision

### Subject Knowledge and SEN Knowledge.

The underlying principles and practices that guide our strategies and approaches include the use of a wide range of teaching strategies, along with the use of a wide range of therapies and interventions (see also our Help4Me Programme and Provision Map). Our subject specialists provide advice and support to non-specialist teachers. We are able to draw on a range of professional practice from our own mentoring and therapy team, our educational psychologist and a range of professionals from outside of the school.

### Planning

All members of our staff are responsible for enabling access to our curriculum and providing appropriate targets to facilitate progress and success. Planning for individual pupils is based on systematic assessment for learning, based on our knowledge of the pupil's needs and abilities. We choose, design and adapt tasks that will provide an appropriate level of challenge to ensure progression.

### Interventions

Specific interventions can include a wide range of strategies, interventions and therapies that support pupils having difficulties with certain aspects of their education. Often this is a behavioural concern which may require a physical intervention, but whatever the difficulty all interventions are planned carefully with the full support of the pupil's families, and are guided by our school policies. We recognise the impact interventions can have in enabling a pupil to access their learning more effectively and interventions are all monitored and evaluated carefully on a regular basis.

Our school's 'Provision Map,' details the type of support and the range of interventions that are available to all our pupils, with different needs and at different stages of their development.

## **Assessment for Learning**

We use a range of techniques to check our pupils understanding throughout lessons. Misconceptions are common within our schools' population and these are anticipated, and planned for within our differentiated approaches and interventions. All assessment is used to support the development of young peoples' learning and achievements. Our own bespoke system of 'Progress Points,' is used to record academic progress, where very regular fortnightly stocktakes are conducted by teachers.

## **Feedback**

All our pupils enjoy knowing how well they are doing and how they can improve their understanding. Oral feedback is given throughout activities and we aim to make this a positive aspect of the learning. Peer review is also used and pupils are encouraged to support each other well to ensure this is a motivating and encouraging activity. Our marking and feedback policy enables pupils to respond to their teacher's constructive marking of their work.

## **Work at Home**

We recognise that not all our families are able to provide the support our pupils need to complete regular homework. We have developed a work at home policy that provides packs of work for the pupils to do at home, at a time that fits in with the families routines. This work will consolidate learning and topic work being covered in the relevant term. There are a diverse range of activities that parents and family members can engage in including the more traditional reading, writing and maths work to practical skills such as relating what they have learnt to real life situations e.g. shopping, cooking.

## **Pupil Attitudes**

We recognise the need for all pupils to develop self-confidence, resilience and independence. Pupil's good work is recognised and celebrated in a variety of ways including certificates, assembly awards and prizes for achievement. All staff comment positively when they observe a pupil demonstrating positive behaviour and achieving their goal and this is given through immediate feedback.

All staff act as role models for pupils setting an example of positive social interactions at all times.

## **Teacher Planning and Recording**

Teachers at Meadow Park are expected to develop plans for individual lessons from schemes of work drawn from the National Curriculum. Subject specialists are available in the core subjects to provide assistance in formulating these schemes although the responsibility for having appropriately planned lessons still lies with the class teacher.

Detailed schemes of work represent the intended delivery to individual or groups of pupils for a given period. Similarly learning outcomes represent the intended levels of achievement for pupils who take part in the planned lessons. However, as in all educational settings and particularly in our setting, what is planned for pupils and what they actually take part in is not always the same. For this reason it is important that teachers record accurately what actually takes place so as to provide the explanation and evidence for inconsistent progress and possible changes to provision.

Teachers develop their 'Curriculum Maps,' before the start of the new academic year, which give an annual overview of what they intend to cover, ensuring it is linked to the new National Curriculum. They then create their 'Progress Point Trackers,' which break down the learning into smaller achievable chunks, which are then used to measure learning progress. Medium term plans are also created as a more descriptive plan of intended teaching and learning on a week by week basis. To achieve this all teachers at our school are expected to maintain accurate records in a timely manner, recorded on a day to day basis in their bespoke 'teacher planner'.

By completing these records, maintaining and delivering up to date schemes of works and setting relevant learning outcomes for all pupils, it is believed that good levels of teaching and learning can be maintained.

All teachers also have a 'Black Box of Typicality,' This is an evidence box where teachers can build up a library of evidence to support what their teaching typically looks like over time. Teachers build up their evidence base by providing samples of their work in the following sections –

- Current subject progress trackers (copied from their Teacher Planners).
- Past progress – which demonstrates outcomes over time.
- Planning – a range of planning which demonstrates linkage across, and evaluative annotations.
- Samples of work – samples of work assessed and marked in line with the whole school marking and feedback policy.
- Other evidence – evidence of SMSC, displays, events, case studies, success stories etc...