

# TEACHING AND LEARNING POLICY

## Education Services

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 1 of 15

## Policy Control/Monitoring

<b>Version:</b>	V.02
<b>Approved by:</b> (Name/Position in Organisation)	<b>Carole Harder CEO</b> <b>May 2019</b>
<b>Date:</b>	
<b>Accountability:</b> (Name/Position in Organisation)	Heads of Education Services
<b>Author of policy:</b> (Name/Position in organisation)	Katie Murray Head of PHS
<b>Date issued:</b>	February 2016
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<b>Revised (Date):</b>	February 2020
<b>Target audience:</b>	This policy is applies to all members of the education community (Teachers/Tutors, Therapists, Support Staff, Parents, Pupils/Students and members of the schools/college Governors).
<b>Amendments/additions</b>	
<b>Replaces/supersedes:</b>	
<b>Associated Policies:</b> (insert hyperlinks)  <b>Associated National Guidance</b>	Curriculum, Monitoring and Evaluation Policy Statements. SEND Curriculum Therapy Subject Specific

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 2 of 15

<b>Document status</b>	<p>This document is controlled electronically and shall be deemed an uncontrolled document if printed.</p> <p>The document can only be classed as 'Live' on the date of print.</p>

## Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

As part of its development this document and its impact on equality has been analysed and no detriment identified.

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 3 of 15

## Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body
V0.1	November 2018	Katie Murray Head of Percy Hedley School	Approved	Regulatory requirement
V0.2	February 2019	Katie Murray Head of Percy Hedley School	Approved	Regulatory requirement

## Roles & Responsibilities

Role	Responsibility
Chief Executive	Overall responsibility
Heads of Education Services	To ensure the appropriate the deployment of this policy and to ensure that this policy is kept up to date in accordance with current regulations, legislation and guidance.
All staff	Adherence to this policy.

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 4 of 15

## CONTENTS

1. Introduction
2. Purpose
3. Scope
4. Principles
  - 4.1 What is Effective Teaching and Learning?
  - 4.2 Principles of Teaching and Learning
  - 4.3 Responsibilities
  - 4.4 Quality Teaching and Learning
  - 4.5 Effective classroom Management is a key element in providing Quality Teaching and Learning
  - 4.6 Whole School/College strategies for Teaching and Learning
  - 4.7 Strategies for recording and reporting
  - 4.8 Health and Safety
5. Monitoring and Compliance
6. Associated Policies and References

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 5 of 15

## 1. Introduction

This document is a statement of the aims, principles and strategies for teaching and learning across Percy Hedley Education sites.

It lays the foundation for our approach to teaching the curriculum and should be read in conjunction with our curriculum, curriculum planning and monitoring and evaluation policy statements.

This policy reflects current practice, which we promote within our schools/college, and identifies areas of work that are being developed.

## 2. Purpose

This document aims to:

- Promote the development of effective strategies for teaching and learning
- Ensure that we meet the needs of pupils more effectively by establishing a consistent approach to teaching and learning
- Provide support and guidance to staff on effective teaching and learning strategies
- Provide information to staff and parents on our approach to teaching and learning and explain how they can support and contribute to its development
- Ensure resources support effective teaching and learning
- Provide a focus for the monitoring and evaluation of teaching and learning

## 3. Scope

This policy applies to all members of the education community (Teachers/Tutors, Therapists, Support Staff, Parents, Pupils/Students and members of the schools/college Governors).

## 4. Principles

### 4.1 What is Effective Teaching and Learning?

Effective teaching and learning is the process we adopt by which we deliver our modified curriculum, which is broad, balanced, relevant and differentiated to meet the needs of the pupils whilst having regard of the National Curriculum, Religious Education, Collective Worship, and the Code of Practice for Special Educational Needs and Disability (2014).

At Percy Hedley we have adopted an integrated approach where teachers/tutors and therapists jointly plan and implement programmes to support effective teaching and learning for pupils/students so that we meet their individual needs and enhance their access to the whole curriculum

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 6 of 15

## 4.2 Principles of Teaching and Learning

The main responsibility for the pupils/students education rests with the whole staff. All staff are required to facilitate pupils/students access to the curriculum and mediate to ensure their effective learning irrespective of their specific role. This approach is fundamental to our work with our pupils/students. We therefore welcome and actively encourage the involvement of parents and others in the community as part of this approach to team working.

## 4.3 Responsibilities

**1) All members of the education community (teachers/tutors, therapists, support staff, parents and members of the schools/college Governors) work towards the school/college aims by:**

- a. sharing responsibility for facilitating access to the curriculum and mediating pupils/students learning so that they make progress
- b. valuing pupils as individuals and respecting their rights, values and beliefs
- c. fostering and promoting good relationships and a sense of belonging to the school community
- d. providing a well ordered environment in which all are fully aware of behavioural expectations and where self-discipline is actively encouraged
- e. offering equal opportunities in all aspects of school/college life and recognising the importance of different cultures
- f. encouraging, praising and positively reinforcing good relationships, behaviour and work
- g. working as a team, supporting and encouraging one another

**2) Teachers/Tutors, Therapists and Classroom Support Staff work towards the school/college aims by:**

- a. working collaboratively within a shared philosophy and commonality of practice
- b. having a positive attitude to change and to the development of their own expertise
- c. encouraging good relationships with parents and establishing links with the wider community, to prepare pupils for the opportunities, responsibilities and experiences of adult life
- d. having a positive attitude to the structure and organisation of the school/college
- e. take an active part in the performance management and the monitoring and evaluation programmes in order to further their professional development

**3) Parents work towards the school/college aims by:**

- a. demonstrating their commitment to the home / school/college agreement
- b. sharing their knowledge of the pupil's abilities and difficulties

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 7 of 15

- c. take a full and active part in setting targets for their child/young person and assist in implementing programmes to address these at home through homework, hearing reading, and assisting in learning generally
- d. ensuring that the pupil attends school/college regularly and punctually
- e. providing support for the discipline within the school/college and for the role of all staff

**4) Pupils/students work towards the school/college aims by:**

- a. being punctual and ready to learn
- b. being organised - e.g. bringing necessary kit, taking letters home promptly, returning reading books regularly (where appropriate)
- c. conducting themselves in an orderly manner and showing respect for themselves and others
- d. taking pride in their work and a growing responsibility for their own learning working well with their peers and being tolerant of others

#### 4.4 Quality Teaching and Learning

Our aim is to create an environment in which quality teaching and learning can take place so that all pupils/students have the opportunity to realise their potential. We believe that:

**1) Quality Learning occurs when pupils/students, within their level of ability:**

- a. are encouraged to see themselves as being able to be successful
- b. experience success and are able to feel a sense of achievement
- c. feel happy and secure and have a feeling of self-worth
- d. feel accepted and have a sense of pride in belonging to their school/class
- e. feel a sense of ownership towards their work and increasingly take control of their own learning
- f. are supported by their parents and feel that their work/effort is valued both at home and at school/college
- g. are taught how to think, learn, listen carefully, concentrate and persevere
- h. are challenged and motivated and see work as having a purpose
- i. are actively involved in the learning process (I hear, I see, I do)
- j. are given the opportunity to communicate their ideas
- k. are given opportunities to present their work to differing audiences
- l. are given the opportunity to work collaboratively
- m. can make informed choices in their learning (e.g. choosing a book or partner for a task)
- n. are given opportunities to apply acquired skills and knowledge to new situations

**2) Quality Teaching Occurs When, Teachers/Tutors, Therapists and Support Staff:**

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 8 of 15



- a. undertake regular training to maintain high standards of teaching and learning
- b. set a good example by being enthusiastic, committed, flexible and punctual
- c. create an atmosphere of trust and establish clear classroom routines/systems that encourage self-discipline
- d. establish a calm working atmosphere and have a firm, yet sympathetic approach
- e. create a stimulating, well organised and challenging environment in which to work
- f. take account of pupils/students interests and experience
- g. have high but realistic expectations that are made clear to the pupils
- h. respond consistently and fairly to pupils' behaviour, accentuating the positive and giving praise where it is due
- i. ensure that work is rigorously planned, with clear learning outcomes that are understood by the pupil
- j. are aware of and sympathetic to, all the facts that affect pupils/students learning (e.g. cultural background, age, special educational needs)
- k. are concerned with all aspects of a pupils/students development not simply their academic achievement (e.g. social, emotional, moral, physical etc.) and are sympathetic to individual needs
- l. provide activities that ensure equal opportunities for all
- m. provide activities that are differentiated to match the abilities of the pupil and are quick to recognise specific learning needs of individual pupils
- n. take time and care to assess and record pupil's achievements in order to plan future work – either reinforcement or extension, match the pace of learning to the individual pupils/students ability
- o. plan work that ensures continuity and progression in a manner which involves the class team and has an awareness of what went before and what comes next
- p. for them to apply their knowledge in new situations which are carefully planned, use open ended questioning techniques and provide first hand experiences wherever possible
- q. employ a variety and balance of teaching styles (exposition/instruction/direct teaching) and grouping strategies (pairs, groups, friendship, ability etc.) as appropriate to the needs of the pupil/student and the subject being taught
- r. ensure any homework given extends or complements the work done in class and conforms to the school homework policy, make effective use of other adults at home or at school e.g. parents and volunteers
- s. have respect for pupil and value their comments and views
- t. encourage curiosity and a positive attitude to learning
- u. have a good knowledge of the subject matter
- v. give regular feedback to the pupil/student about their progress (acknowledging effort and pointing ways forward for the future)
- w. encourage pupil/student to assess their own performance and to strive for improvement

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 9 of 15

- x. encourage pupil/student to question, make decisions, investigate and solve problems
- y. provide opportunities to consolidate and generalise their learning

#### 4.5 Effective classroom Management is a key element in providing Quality Teaching and Learning

1) We believe a teaching environment that promotes learning will have many of the following features:

- a. a positive ethos which provides a positive classroom atmosphere
- b. overall organisation that encourages pupils to become independent learners
- c. clearly established systems and routines
- d. rules governing behaviour that are consistently applied and which pupils/students think are fair
- e. efficient and flexible use of space which facilitates working as individuals, in small groups or as a whole class
- f. appropriate furniture that is well matched to the pupil
- g. items which promote pupils/students to experience awe and wonder - encouraging them to ask questions of why and how
- h. an orderly environment promoting tidiness and organisation and an interactive environment encouraging pupil to touch and explore
- i. a wide variety of appropriate and well managed resources including resources for information technology and appropriate software
- j. attractive, stimulating, clearly labelled displays that involve the pupil/student, are relevant to the topic/work, change regularly and are varied (interactive, celebratory, informative, process etc.)
- k. well lit, ventilated room where pupils work in comfortably warm conditions.

#### 4.6 Whole School/College strategies for Teaching and Learning

- a. Our curriculum is differentiated according to the age and the needs of the pupils/students. Detailed guidance on this is given in the curriculum and curriculum planning policies.
- b. Our work is interdisciplinary thus our planning sets out to ensure that our pupils have access to a modified curriculum which takes account of their preferred learning styles, need for therapeutic interventions, and effective teaching and learning approaches.
- c. We aim to ensure that as far as possible all pupils achieve their maximum functional independence (see life skills policy). All staff are required to provide pupils with opportunities to apply new skills / learning in functional settings. We recognise that personal independence training is important and that for some pupils this takes a significant amount of time e.g. toilet training and mealtime management. The full involvement of parents is essential to ensure generalisation of these skills functionally in the home setting.
- d. Discussion and collaborative working between pupils/students is encouraged wherever appropriate and these skills are modelled and supported by speech and language therapists and teachers working together through the social communication programme.

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 10 of 15

- e. A selection of commercially produced publications is available and used, where appropriate, to support our teaching.
- f. Pupils'/students therapeutic needs are met by therapeutic support within the class and through individual and group work where necessary.
- g. Classroom support is available from well-qualified special support assistants and from care assistants. The class teachers/tutors are responsible for the coordination of the classroom and there is therefore a need for the classroom support staff to be involved in planning so that their skills may be used efficiently and effectively.
- h. Volunteer helpers assist in some classrooms, on educational outings and visits and in providing other help, such as school productions and extracurricular activities.
- i. Secondary school/college pupils/students on work experience are accepted into school/college as are pupil/students on placement as part of their studies; e.g. trainee teachers/tutors, psychologists, therapists and medical students.
- j. Homework is considered a valuable element of the teaching and learning process and one in which parents have an important role to play. We have, therefore, developed a Homework Policy to ensure a consistency of approach which is clearly understood by parents and which ensures continuity and progression across the Key Stages
- k. Excellence is celebrated in display and presentation (in the classroom or in assembly) where:
  - each pupil/student is given an opportunity to have work of a high standard displayed at some time in the school year
  - school/college events such as concerts and drama are seen as opportunities for all pupils/students (not just the most gifted) to demonstrate their own best performance
  - pupils/students are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement
  - Commendations are provided for pupils/students nominated by staff for great effort and achievement (see behaviour policy)

#### 4.7 Strategies for ensuring progression and continuity

- a. Planning is a rigorous and highly organised process in which all teachers/tutors, therapists and classroom support staff are involved. Our Curriculum Plans are currently being updated to take account of changes arising from our curriculum policy, the National Curriculum and our developing work on teaching functional skills. Lead staff have drawn up whole school/college schemes of work in collaboration with therapists so as to provide a curriculum framework, which colleagues may adapt to the needs of their specific class or group.
- b. Our curriculum planning policy provides clear guidance on long and medium term planning as well as weekly / daily planning.

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 11 of 15

- c. Our monitoring and evaluation policy ensures that relevant programmes of study for each subject have been fully covered, and that each pupil's curriculum is broad, balanced, relevant and differentiated to meet their needs.
- d. Our curriculum planning guidelines identifies recommended time allocations, and through discussion within the staff applies sensible judgements for discretion in respect of individual pupils or groups of pupils.
- e. Our whole school/college schemes of work identify learning objectives related to the relevant learning, key vocabulary / concepts, thinking skills, ICT, SMSC along with suggested activities and opportunities for assessment where applicable.
- f. Staff weekly/daily plans are used to ensure differentiation for individual pupil/student or groups as necessary. IEP targets are addressed at this level. Lead staff monitor planning, IEPs and teaching so that they can provide support and guidance as applicable and generally disseminate good practice.
- g. The curriculum for our youngest pupils has been planned so it is appropriate to the needs of these pupil and supports access our modified curriculum.
- h. The post 16 curriculum has been planned to help prepare pupils/students for post school/college life and to develop their independence skills as far as they are able.
- i. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.
- j. As all age schools/college we have lead coordinators for key areas of our curriculum. A key aspect of their role is ensuring continuity and progression throughout the school/college and they:
  - take the lead in policy development and the development of their subjects or areas of responsibility within school/college
  - advise colleagues in the implementation of therapy or the curriculum subject and in the production of detailed work plans and assessment, moderation and record keeping activities. (These latter activities in conjunction with post holders for Assessment Recording & Reporting)
  - monitor and evaluate progress in their subjects or specialism and advise the Head of School/College on action needed
  - take responsibility for the delegated budget for their subject or specialism and the purchase and deployment of materials and equipment appropriate to their subjects at each Level/Key Stage
  - are given planned non-contact time to allow them to support colleagues in the classroom and to develop other aspects of their role
  - are expected to keep up-to-date through reading and attending relevant courses.
  - continuity and progression are also ensured through close liaison to ensure integrated education.
- k. Feedback to pupils about their own progress is achieved through discussion and the marking of work with the pupil. See the school Marking Policy (Aifl)
- l. Assessment – Our schools/college follows government guidelines within it's framework for assessment, adapting this within the context of: - curriculum subjects, the needs of students, purpose of the assessment. We acknowledge that assessment for learning is part of effective planning of

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 12 of 15

teaching and learning strategies in order to address the diverse needs of different groups of learners. In assessment for learning: teachers share learning targets with pupils, know and recognise the standards for which they should aim and there is feedback that leads pupils to identify what they should do next in order to improve. It is assumed that every pupil/student can improve. Pupils/students review and reflect upon their performance and progress with staff and they develop skills in self-assessment.

- m. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's/young person's progress in each area of the curriculum, determining what each child/young person has learned and what, therefore, should be the next stage in his/her learning. Formative assessment is mostly carried out by staff in the course of their teaching but formal opportunities for assessment are identified at the planning stage, where appropriate. Further details can be found in our Assessment, Recording and Reporting Policy.
- n. The statutory review of the pupil's Education Health Care Plan of Special Educational Needs is supported by detailed reports from teachers and therapists. These reports include the Individual Educational Plan for each pupil/student, which sets out clear targets, which are agreed with parents. It is our practice to only write IEP targets for areas of work that are specific to a pupil and require special intervention. These would not generally be covered by our modified curriculum.
- o. The staff compile evidence files. These demonstrate the range of levels within the school/college in relation to determined standards of achievement and base line information. Staff moderation is seen to be an essential element of our teaching and learning processes.
- p. The DHTs, lead teachers/tutors and HoTs achieve continuity between the lower and upper departments through liaison within school/college. In the term prior to transfer, the pupils/students visit 'new' classes induction programmes.

#### 4.7 Strategies for recording and reporting

- a) Records of progress for each pupil/student within the curriculum are kept by the teacher along with evidence of work in the core subjects. This evidence includes exercise books, or pieces of work demonstrating standards.
- b) Records of therapy progress are kept by individual therapists and used to plan and direct future therapeutic intervention and support pupils/students access to the curriculum.
- c) Reporting to Parents is carried out on a regular basis through class open days, parent visits and the statutory annual review process. Parents are also welcome to make an appointment to see any relevant member of staff at any other time to discuss their child/young person's progress.

#### 4.8 Strategies for the use of records

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 13 of 15

- a. All staff have access to school/college resources. Individual maintenance budgets are made available. Additional money is available to develop areas of work as set out in the school improvement plan.
- b. Classroom Resources are the responsibility of classroom teachers who ensure that:
  - there is a range of resources appropriate to the age range, ability and curriculum taught, which are well organised, clearly labelled and, where appropriate, accessible to the pupils
  - pupils/students are taught to value resources, treat them with respect and understand the importance of proper storage
  - pupils/students are encouraged to act independently in selecting materials suitable for the task and for returning resources to their correct place
  - due regard is given to Health and Safety issues, e.g. storage and use of tools
- c. The pupils/students are taught to use time effectively and are encouraged to take increasing responsibility for this as they progress through the school/college. Teachers/Tutors and Therapists establish consistent routines so that pupils/students engage in useful activities upon entering the therapy room or classroom and know what to do between the end of an activity and the end of a session.
- d. Information Technology is a major resource that is used to support quality teaching and learning across the whole curriculum (see ICT Policy). The ICT lead staff has responsibility for providing technical support and guidance for ICT throughout the school and is supported in this role by specialist technicians/support staff and therapists. All staff are responsible for facilitating access to ICT for pupils when required and helping them to develop and apply their ICT skills.
- e. The Library is a valued resource and is run with the help of classroom support staff.

#### 4.8 Health and Safety

Health and Safety issues are the responsibility of all who work in our schools/college. However, the Head of School/College has overall responsibility for Health and Safety and all problems should be reported to them immediately they are discovered. More detailed information can be found in the school Health and Safety Policy document or from the Head of Health & Safety.

### 5. Monitoring and Compliance

Overall responsibility for the operation of the procedure lies with the Chief Executive, supported by Heads of Education Services.

This policy will be reviewed on an annual basis and updated accordingly. It is the responsibility of the Heads of Education to implement and ensure compliance with this policy and the responsibility of all members of the educational community adheres to this policy.

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 14 of 15

## 6. Associated Policies & References

SEND  
Curriculum  
Therapy  
Subject Specific

Teaching and Learning Policy	Issue date: February 2016	Version No: V0.2
Status: <i>Approved</i>	Review date: February 2021	Page 15 of 15