



Grangewood School

A learning community

TEACHING & LEARNING POLICY

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TEACHING & LEARNING POLICY

March 2018

Rationale

"to provide an outstanding quality of education for our pupils by developing the school as a learning community"

At Grangewood School we believe in lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for all. It should be fun. Through our teaching we equip children with the skills, knowledge and understanding needed to make informed choices both in everyday situations and when new challenges present themselves. We believe that all children will learn given the right aim, task, stimulus, environment, human and physical resources. We believe that appropriate teaching and learning experiences help children lead happy and rewarding lives.

Our values

The academy values of inclusion, focus, quality, integrity and collaboration underpin all our work and our approach to teaching and learning.

We believe:

That the individual child is at the centre of all that we do

That every child is an individual and is to be respected, valued and nurtured

That every pupil has a 'voice' and that this voice should be listened to and encouraged

We need to develop the whole child and encourage confidence and self esteem

That excellent relationships are vital to promote outstanding learning

The curriculum is relevant, creative, exciting and motivating for all

That we must always strive to make learning successful and that we can do this by skilful teaching and by having the highest possible expectations

It is vital to recognise and celebrate everyone's achievements

Our Aims

We believe that pupils learn in different ways. We provide a variety of rich learning opportunities and environments so each pupil is enabled to develop their skills and abilities to reach their personal best.

Through our teaching we aim to

Ensure each pupil is a confident communicator

Promote children's self esteem and are confident in their own abilities

Ensure that they have positive relationships with others

Ensure each child behave appropriately in a variety of settings and can manage change and transitions and personal challenges that may get in the way of learning

Ensure they understand and participate in the communities to which they belong

Ensure that each pupil develops individual independence skills

Classroom practice

Teaching takes place as a whole class, in small groups and individually. Whilst the teacher coordinates learning, teaching is also facilitated by all staff members within the school.

Teaching takes place in the variety of different environments we have in school including the hall, interactive learning centre (ILC), sensory room, nature trail, playgrounds and hydrotherapy pool. Teaching also takes place on Outdoor Education Visits often organised weekly.

How we achieve effective learning

As all people learn in different way we recognise the need to use strategies that allow children to learn in ways that best suit them. We therefore offer a range of opportunities to learn in different ways including

Exploring, experimenting

Research and finding out

Practising and refining new skills

Playing and developing imagination

Sensory work

Participating in therapy sessions and following programs set by SALT, OTs and physios

Watching and copying actions of others

Working independently

Following and completing instructions

Working in small groups

Investigating and problem solving

Asking and answering questions

Opportunities to learn from extra curricular activities

Use of computers and other ICT opportunities across the curriculum

Integration with mainstream peers

Visiting shops, cafes, parks and other places of interest

Completing creative activities including art, craft, dance and music

Designing and making

Participating in physical activities

Responding to audiovisual effects

We encourage pupils to take responsibility for their own learning and to be involved as far as possible in reviewing the way they learn and overcoming barriers to their own learning.

How we achieve effective teaching

Teaching is defined as all interactions between adults and pupils, as each will offer learning opportunities; these include the many planned activities and experiences we can offer as well as responding to the unexpected and ensuring it is a teaching and learning opportunity.

At our school effective learning is achieved through a team approach in which teachers, assistants, therapists and other specialists collaborate in order to focus on motivating pupils and building on their interests, skills and aspirations.

Each member of the team around every child must:

Have high expectations of the pupils

Demonstrate positive values, attitudes and the behaviour they expect from the pupil

Communicate effectively with pupils, colleagues, parents, carers and other professionals

Recognise and respect the contribution that colleagues, parents, carers can make to the development, learning and well-being of the pupil

Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them

Provide attractive learning environments

Adapt language and use appropriate sign, symbol or other additional means to support and develop communication

Promote good relationships and have positive attitudes to learning

Work as a team and identify opportunities for sharing good practice

- Reflect on their strengths and weakness and plan their professional development - we do all we can to support teachers and assistants in developing their own personal development

Effective teaching is therefore achieved by ensuring all adults within the school develop the following skills and attitudes:

A secure knowledge and understanding of early childhood development and a good knowledge of the curriculum

Good communication skills including understanding and using augmentative communication systems in school e.g. use of symbols and signs

An empathy for individual pupils and high expectations

The ability to make learning exciting

Understand each pupil's current skills and a good knowledge of the planned learning for the pupil

Take opportunities for pupil centred learning

Therefore all staff need to:

Be friendly & happy, have fun and be relaxed

Be good listeners

Be organised

Be creative

Have a positive attitude

Stand back

Initiate but not interfere

Motivate, encourage and empower

Be calm

Treat pupils fairly

Manage behaviour effectively (see behaviour policy)

Respect individuals

Create an atmosphere of trust & respect for all

Ensure the dignity and privacy of all

Teachers also need to:

- Be effective in leading their staff team, ensuring that each member is valued, respected and makes and are enabled to make and are enabled to make an effective contribution to teaching and learning - work as part of a team
- Integrate systems that support learning e.g TEACCH, PECS communication books etc.
- Ensure that ICT is used to support learning and wider professional activities
- Plan for progression, taking into account a pupil's current ability, chronological age, needs, interest and aspirations
- Plan for out of class activities
- Evaluate the impact of their teaching on the progress of all learners and modify our planning and classroom practice where necessary
- Teach challenging, well organised lesson and sequence of lessons across the age and ability range of their class/ teaching
- Use a range of teaching strategies and resources
- Teach engaging and motivating lessons informed by well grounded expectations of learner and designed to raise levels of attainment

Planning teaching

- We base our teaching on our understanding of children's current levels of attainment. Our prime focus is to further develop the skills, knowledge and understanding of each pupil. We do this by ensuring that all tasks set are appropriate to each child's level of ability, by motivating the pupils and building on their current skills, knowledge and understanding.
- We use the curriculum to guide our teaching. Each pupil has personalised learning outcomes indicating the high expectation we have for each pupil during the school day.
- We set termly outcomes in the four areas of the EHCPs and these form the core of the teaching and enable us to track progress. We set learning outcomes for each lesson, dependent on the learning area being worked on and the pathway that the child is on.
- Pupils have a 'My Learning Journey' folder where all their current learning outcomes are outlined. Teachers plan lessons and other opportunities to teach these skills, knowledge and understanding. The learning outcomes for a particular lesson are indicated on the class daily plan. These also include lesson structure, management issues and resources.

Our parents and carers

We believe parents and carers play a significant part in their child's learning. We therefore communicate regularly with them in these ways:

Comment on particular achievements in home/school link book

Meet in person or make phone calls to share progress (teachers and therapists)

Share progress at termly parents' evenings

Share with parents their child's EHCP outcomes at the start of each term and invite comments at the end
Write a comprehensive annual report each summer
Share information about particular work in school in link books and via letters

Our Transdisciplinary team

We have a range of specialists across the school who support the learning of all the pupils. They include a physiotherapist, speech and language therapists, school nurse, occupational therapists, specialist support from peripatetic teachers for visual and hearing impairments, literacy booster coordinator, vision coordinator, sound beam technician and specialist teacher for ASD. We also get regular advice from an educational psychologist.

Our extended learning opportunities

We have a range and ever changing list of lunch time clubs which many of the pupils access which include dance, friendship, sports, gardening, choir. We also have a school council, in which children have the opportunity to make decisions about aspects of school life. There is also an extensive range of opportunities for learning offered by our extended school / family services. These include swim sessions, after school clubs, holiday clubs and play and stay sessions.

How we assess learning

See Assessment Policy and the Eden Academy Assessment Framework

How we monitor the quality of teaching and learning

Teaching and learning is monitored in several ways across the school. These include:

- Regular classroom observations and learning walks by SMT

- Evidence recorded daily of pupils' learning

- Regular class meetings discuss the progress, priorities and needs of individual pupils
- Review of curriculum folders at key times during the term to ensure standards are maintained

- Attainment is assessed against P levels (until 2018), using 'My Learning Journey' data and EYFS Profile and Small Steps. In 2019, attainment in the KS2 learning areas will also be recorded.

- Governors receive regular updates about the progress of pupils, standard of teaching and any curriculum development taking place.

Please read with the Curriculum Policy (March 2018)