

<b>Policy Title:</b>	<b>Teaching and Learning Policy</b>	
<b>Date of Issue:</b>	05/11/2018	
<b>Date of Review:</b>	01/09/2019	
<b>Author &amp; Role</b>	L Melling/K Linde	
<b>Ratified by:</b>	Governors Policy Committee	
<b>Responsible signatory:</b>	W Blundell	M Maher
<b>Date of signature:</b>	05.11.2018	05.11.2018
<b>Outcome:</b>	This Policy: details colleagues' responsibilities for supporting children at Astley Park School with teaching and learning. It reflects the beliefs of governors and staff and the implementation of this policy is a responsibility of all members of Astley Park School; and is designed to help them understand their role and responsibilities	
<b>Cross Reference:</b>	Assessment, Recording and Reporting Policy Marking and Feedback Policy	

### **EQUALITY AND DIVERSITY STATEMENT**

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

### **POLICY REVIEW**

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

## Teaching & Learning Policy

### Philosophy

Astley Park School is committed to providing a safe and caring environment where each learner will be given an education of the highest standard and every opportunity to achieve their full potential.

### Introduction

The policy is a statement of aims, principles and strategies for teaching and learning within Astley Park School. This policy reflects the beliefs of governors and staff and the implementation of this policy is a responsibility of all members of Astley Park School.

### Aims

Astley Park School is a special school that caters for learners with a wide range of additional learning needs.

The school curriculum is designed to support the needs of each individual learner and aims to ensure:

#### All pupils will:

- Achieve their potential academically, socially, physically and emotionally.
- Access a curriculum which incorporates objectives from the National Curriculum (2014), EHCP outcomes, personalised learning targets, off-site learning and specialised approaches specific to more complex learners. This will be delivered through engaging and multisensory experiences which motivate pupils to achieve their full potential both in school and in the community.
- Gain an enjoyable, contextual and creative approach to their learning where they will thrive and grow towards independence.
- Be provided with a range of learning experiences within each key stage suitable for ability both developmentally and socially.
- Acquire, develop, embed, apply and extend their skills in a range of contexts across the curriculum.

Pupils have opportunities to:

- To make choices
- Develop independence, self-esteem and confidence
- Experience success
- Explore and communicate
- Share
- Access multi-sensory learning
- Access a learning environment appropriate to their needs
- Learn in way that is tailored to their individual needs
- Develop imagination
- Develop their skills and abilities to their full potential
- To explore, to question and to challenge.

**Principles**

- All pupils will make good or better progress in relation to their ability and starting points.
- All pupils will have an understanding of the expected and differentiated outcomes throughout their learning, explained in a way that is meaningful to them.
- All pupils will make decisions about the outcomes of their work through self and peer assessment and identify how to improve as far as is possible and meaningful.
- Questioning is relevant, differentiated and challenges deepen understanding.
- Marking is motivating, meaningful, celebrates pupils' successes and encourages pupils to use feedback to improve their learning.
- Work builds on prior learning and is well matched to the abilities of the pupils. Differentiation is made by task, resource and outcome so that all pupils can participate and feel valued.
- Pupils are challenged to think and learn independently, individually or as a group.
- All pupils have homework which clearly enhances their learning.
- All pupils will be part of lessons that keep them fully engaged through pace, variety and challenge.

- All pupils will have access to computing technology across the curriculum to develop their learning and provide them with an additional approach to learning.
- All pupils will progress and learn with the support of well deployed teaching assistants to fulfil individualised learning objectives.
- All pupils will be aware of the expectations and will be praised and rewarded within a positive environment.
- Teacher and pupil relationships are effective, praise and positive reinforcements are used.
- The teacher is enthusiastic and motivates pupils through tasks, lesson delivery and the celebration of achievement.

### **Learning Environment**

Learning environments include:

- Co-operative team work of all staff
- Inclusion of all services
- Resources are appropriate and well prepared
- Staff with an up to date knowledge of the curriculum, teaching and learning strategies, legislation and medical needs.

Effective learning takes place when:

- The environment meets the needs of all pupils
- Appropriate visuals support pupil's learning
- Pupils feel valued as individuals and are actively involved in the learning process.
- Relationships are built on a comprehensive understanding of each individual pupils needs
- Pupils are encouraged and given opportunities to enjoy a genuine sense of achievement
- The environment is stimulating, comfortable and safe
- There is a shared awareness of behaviour for learning strategies
- Teaching occurs in an atmosphere of trust and respect for all and pupils are praised for effort
- Personalised Outcome Plan (POP) targets are incorporated into all aspects of learning.

### **Achievement**

Achievement is celebrated by:

- Displaying work that celebrates achievement
- Opportunities for all children to be involved
- Being shared within celebration assembly
- Earning a place on reward visits

- Star of the week, wow work and special mentions
- Positive comments and appropriate acknowledgement through praise, stickers and rewards that are motivating to individuals.

### **Planning**

At Astley Park planning has been developed to maintain a balance which enables teachers to devote their time to preparing a high quality of resources to support learning.

The long-term planning at Astley Park has been mapped out by the Leading Practitioners to ensure coverage across the school and indicate how content and skills in each key stage, subject and programme of study are covered. The long-term plans show clear links between subjects and build in progression, consolidation and diversification for learners across the school.

The medium-term planning at Astley Park has been developed to ensure coverage of national curriculum objectives alongside our internal assessment system of B-Squared objectives. The plans provide links to each individual's Personalised Outcomes.

### **Monitoring of Teaching & Learning**

Monitoring of Teaching and Learning at Astley Park will be carried out by formal observations, where a daily lesson plan will be required. This formality is not solely an observation of teacher performance; it is an observation and evaluation of the provision and therefore is relevant not only to the teacher being observed but also to the leadership and management team.

Leading practitioners will be responsible for gaining an understanding of the content and delivery of lessons throughout the academic year through the monitoring of Medium Term Planning, Personalised Outcomes Planning, timetables, Evidence for Learning and assessments. These are not formally assessed but will provide an overview of areas for development and highlight strengths of professionals.

### **Conclusion**

We endeavour to provide a teaching and learning team that feels supported, is developed professionally, and maintains high standards of professional practice. Exceptional practice is shared within a supportive environment where all feel valued.

The teaching and learning policy is subject to review annually in order to incorporate changes and developments within practice.

Any amendments will be presented to the governing body followed by staff.

