



CHERRY GARDEN SCHOOL

Learning & Teaching Policy

STATUS: DRAFT

AGREED

Last Revision:

January 2016

Review Date:

January 2019

Authors:

Teresa Neary

Agreed by Governing Body (Curr. S/c)

Filename:

Cherry Garden School

Policy for Learning and Teaching

Introduction

At Cherry Garden School we believe that all children learn best when they have been taught by good teachers who can adapt their teaching to ensure that each individual's special educational needs are met. Teaching and learning is the fundamental structure that ensures all children learn. If we can provide an environment with good learning and teaching we know we can help every child achieve their full potential. If teaching and learning within the school is good we can be confident that all areas of the curriculum will be good. We therefore aim to ensure the highest level of competency within this area of school life.

Aims:

At Cherry Garden School we aim to:

Encourage children to:

- reach their full potential
- to communicate in a variety of ways
- raise their self esteem and develop self confidence
- develop intellectually, physically, socially, emotionally and spiritually
- become as independent as possible
- develop their social skills and ability to play and work together
- have control over their own behaviour and respect others

Provide a learning environment which:

- provides learning experiences that are stimulating, challenging and enjoyable
- is safe, secure and adapted to meet individual needs
- celebrates achievements
- is calm and welcoming, and values collaboration between parents, therapists and outside agencies
- promotes equality of opportunity, tolerance and respect for others

Empower staff to:

- work as a team across the school
- work within a multi-disciplinary team
- enable the children to be independent learners
- have high expectations for learning and behaviour
- reach their full potential
- be supportive and understanding
- monitor and record pupil achievement
- evaluate their own teaching to ensure pupils are progressing
- enjoy work and have fun!

Strategies for Delivery

❖ How Children Learn

We believe that children learn best when:

- They feel good about themselves and enjoy learning.
- They are actively involved in their own learning through direct practical experience.
- They are given equal opportunity to gain full access to the curriculum.
- They are presented with appropriate tasks, which are meaningful and relevant to their lives and take into account their experiences, interests, abilities, special needs and prior knowledge.
- They are supported and encouraged in their learning by a partnership of all the adults in their lives acting consistently.
- They are offered the best possible resources – staff; specialised equipment and materials.
- We all have high expectations of what they can achieve.
- They are encouraged and given praise.
- Each child's achievement is valued and celebrated.
- It is recognised that children learn in different ways and at different rates.
- They are encouraged to be independent.
- Lessons are well paced.
- They are given challenging activities and opportunities to extend their skills.
- They have positive relationships with their staff and peers.
- They work in different groups – individually, pairs, small group, whole class.

❖ **Teachers are encouraged to**

- build positive relationships with children.
- build children's self-esteem and confidence.
- have high expectations of children and self.
- recognise achievement and celebrate it with the children.
- observe children's learning closely and interwoven appropriately to support them.
- create effective, welcoming and well organised learning environments to reflect the children's needs.
- provide a range of resources which reflect the diversity of the needs, lives and experiences of the children
- create a safe, calm and purposeful atmosphere in the classroom
- recognise that parents/carers are the first educators of their children and show them how they can best contribute to their child's learning.
- involve outside agencies and resources, and work as part of a multi-disciplinary team.
- establish classroom routines that will maximise learning time.
- work as a team across the whole school, especially within the class team.
- Implement all Policies and Schemes of Work that have been agreed.
- plan appropriate and differentiated work to meet the needs of the children.
- use assessment to inform planning and set new targets.
- ensure that the curriculum is accessible for all children.
- plan lessons so that there are clear objectives for each child.
- ensure activities are challenging, but structured so that the children can achieve success.

- allow time for the children to consolidate their work.
- have a detailed knowledge of each child's 'Individual Education Plan', enabling the children to have regular teaching towards their targets.
- Arrange educational visits.
- manage resources efficiently and effectively.
- display stimulus materials and children's work.
- ensure that displays reflect the needs, cultures and diversity of the children's backgrounds.
- reflect on own practice and improving it.
- Keep abreast of current educational issues-Through professional development – INSET; attending courses; personal research.
- contribute to INSET, writing of and implementing policies, schemes of work, etc.
- manage time efficiently.

Outstanding Lessons:

We believe the follow list contributes to an outstanding lesson:

- Well organised with a range of resources ready for the lesson
- Staff are flexible with the activity if pupils are not learning
- Pupils enjoy learning, and the adults are flexible to ensure this is happening
- Activities and resources are motivating and engaging to each pupil
- Staff know what the pupils are working towards in the lesson
- Leader is well organised and makes good use of time and staff available
- Adults support pupils to be as independent as possible.
- Adults look for ways for pupils to communicate
- Adults know the children well and know how they like to learn
- Adults use motivating activities to get pupils to learn
- Activities and resources suit each and every child
- Adults have high expectations of what pupils will be able to do
- Adults use minimal language that supports learning
- Adults use physical and visual cues, to support appropriate verbal instructions
- Adults model language to show pupils how to use it in that context
- Adults use language appropriately to support learning.

Outstanding progress across the day requires outstanding opportunities from adults

- Give time for pupils to complete activities independently e.g brushing teeth, putting coat on.
- Ensure tasks are functional i.e using walker to get to motivating room in school.
- Same adult to work with a child for a block of work within a subject i.e half a term for Maths or CLL which will ensure consistency in baselining and progress recordings for child.
- Core skills in communication (reading), physical development, mathematical concepts and self help/social skills to be practised and developed across all subjects throughout the day.
- All class staff need to know and provide opportunities for all core skills to be practised throughout the day.

Assessment recording and reporting

- Individual Pupil Assessment is ongoing and informs future planning. All pupils have individual learning outcomes (based on B squared assessment and IEPs) identified within the planning and are these are assessed and recorded every week. If they achieve the learning outcome a new target is set.
- Every child has a B squared assessment which is updated on a regular basis and is used to monitor progress and inform planning for future learning outcomes. The B squared assessment is linked to the P levels.
- Each child has a sample of work folder (electronic). The sample of work identifies the B squared target or IEP target and comments on progress towards target. Video evidence is used as far as possible to show progress.
- Teachers are empowered to assess their lessons and review their practice to ensure all students are learning.
- Subject leaders and the data co-ordinator monitor pupil progress to ensure that they are progressing, and subject leaders should provide peer teach and support to teachers if pupil progress is below expectation based on previous attainment.

Monitoring

The senior leadership team will monitor class teaching files, two samples of pupil files, and carry out a classroom observation in the Autumn and Summer term in every class they will also undertake focused support as a result from autumn observations. Written and oral feedback is given to the class teacher. Feedback on the classroom observation is given to the whole class team or the class teacher may feedback to the class team if appropriate. The observer can participate in the class activity but may need to jot down notes during the lesson.

All planning is stored on the managed learning environment (MLE) 'fronter'. The Head teacher monitors planning from fronter periodically. The head teacher monitors all teachers' class timetables at the beginning of the term. Curriculum co-ordinators provide written and oral feedback to class teachers on their first half term subject planning (see role of curriculum co-ordinator for other areas of monitoring).

Teacher's targets will be monitored as part of the 'Progression management' cycle on an ongoing basis. A significant part of the monitoring will be within the current monitoring systems within the school i.e meeting with co-ordinators each term to review their development plans, classroom observation etc.

Teachers with responsibility for a subject, or an aspect of the school, play an invaluable role in supporting teachers in their planning and teaching. This is done through informal advice, the provision of appropriate resources, and in-service training where this is identified on the school improvement plan. This kind of support enables teachers to develop professionally, becoming more confident and effective in the classroom.

Co-ordinators also have a valuable role to play in monitoring an area of the curriculum, or aspect of the school. It is difficult to separate the role of a monitor from that of a provider of support to colleagues, but it is an important means of finding out about practice, and of sharing good practice.

Equal opportunities

We recognise that we

- ◆ Intervene appropriately to ensure that all children have equal access to a broad and balanced curriculum.

- ◆ Ensure that the resources we plan to use contain positive images and reflect cultural diversity as much as possible.

- ◆ Monitor work in our classrooms to ensure that all groups are reaching their potential.

- ◆ Maintain accurate, relevant and comprehensive records to demonstrate pupil achievement and that pupils have appropriate opportunities for learning.

- ◆ Use all teaching approaches selectively taking into account the pupil's individual needs. A range of techniques need to be used to gather evidence of progress that is suited to the individual child.