



# Teaching & Learning Policy



# **MEADOWFIELD SCHOOL TEACHING & LEARNING POLICY**

## **MISSION STATEMENT**

Meadowfield School provides the best individual learning opportunities for all our pupils and students, so that each one is able to maximise their development and thus progress to lead the fullest possible adult life.

### **Aims of Meadowfield:**

- To maintain a learning environment that provides equal opportunities for all, regardless of ability, race, ethnicity, sexual orientation or gender.
- To enable learners to realise their potential by providing an inclusive curriculum which is accessed via a range of differentiated teaching and learning approaches.
- To address physical access barriers to learning for individual pupils by use of appropriate technology and adaptive equipment.
- To ensure that any additional and different provision needs for individual learners are met through Individual Provision Plans and Personalised Learning Targets.
- To link whole school learner additional and different provision needs to school target setting and the School Improvement Plan.
- To meet learners personal, physical, social and well-being development needs and to encourage and reward the acquisition of moral values.
- To promote an environment in which learners are safe, happy, feel valued as individuals and learn to co-operate with others.
- To prepare learners to cope with the demands of Life in Modern Britain in their local community and where appropriate within the world of work.
- To safeguard pupils from radicalisation and extremism through promoting the fundamental British values across all aspects of school life.
- To maximise opportunities for home/school/community liaison and to actively encourage parental and community involvement in the life and work of the school.
- To share advice, support and expertise with other schools, colleges and agencies through the Specialist Teaching and Learning Service.
- To provide members of staff with a comprehensive and supportive programme of Induction, Training, Appraisal and Continuing Professional Development opportunities.
- To build Self-Evaluation practices that raise standards in all aspects of school life and are quite clearly at the heart of all Monitoring, Evaluation and Review systems.

### **Philosophy**

This policy reflects the school values and philosophy in relation to teaching and learning. It sets out a framework within which all staff can operate and gives guidance on practice within school. Its purpose is to impact positively on classroom practice and to ensure that it promotes high expectations of staff and pupils about pupil achievement, teaching standards, and the learning environment.

### **Aims**

Through the teaching and learning that takes place at Meadowfield School, our aims are:

- For all pupils to make outstanding progress from their individual starting point.

- For all pupils to have equality of opportunity regardless of ability, needs or socio-economic background
- For all pupils to gain the highest level of independence possible
- For all pupils to be engaged fully as active participants in their learning.
- For all pupils to be prepared for the opportunities, responsibilities and experiences of their next stage of learning through to adulthood.

## **Principles for Effective Teaching and Learning**

These principles are based on the Teachers' Standards (DfE, 2011).

### **1. Set high expectations which inspire, motivate and challenge pupils.**

Meadowfield School expectations are:

- Lessons are interesting and stimulating to the pupils.
- Learning is meaningful to the pupils and also fun.
- High Achieving pupils are identified and appropriate strategies and activities provided.
- Teaching is age appropriate and based on pupil's ability.
- High expectations for pupils' learning, objectives need to be challenging but achievable.
- Clear learning objectives, the evaluation of which is used to inform future objectives.
- Staff are positive and inspiring in their body language, speech and attitudes.
- Provision plan targets are included in lesson objectives, where appropriate.
- Learning occurs in an effective learning environment which is clutter free, and includes defined areas; meaningful, interactive displays; and age appropriate resources.
- Resources within the classrooms are labelled, and accessible to pupils where appropriate.
- Diversity is celebrated and receives positive recognition through assemblies, displays, stories and themes.

### **2. Promote good progress and outcomes by pupils.**

Meadowfield School expectations are:

- Staff have in depth knowledge of the levels the pupils are working at and use these to plan next steps in learning.
- Short term planning includes differentiated teaching and Assessment for Learning (AfL) strategies.
- Learning objectives are shared and evaluated with the pupils, and displayed as a visual reminder for pupils.
- Assessment is integral to each lesson and is used effectively to assess pupils' progress, their understanding of their learning and plan next steps.
- Opportunities are provided for pupils to engage in independent learning, according to their level of ability.
- Differentiation in objectives and activities that addresses individual needs is embedded within all planning.
- Learning objectives are delivered through challenging and engaging tasks that keep pupils involved and on task.
- Repetition of learning objectives and activities is used to reinforce and generalise learning

- Effective questioning is central to developing depth of learning, all staff use questioning to extend learning and thinking skills supported by appropriate communication systems and giving time for pupil responses.
- Pupil led learning is encouraged and supported to respond to pupil actions and interests
- Visual resources, such as symbols, pictures, photos, objects, signing, are used to aid learning.
- Variety of teaching and learning styles used including visual, auditory, kinaesthetic, gustatory and olfactory.
- Class teams have a shared understanding and consistently deliver teaching and learning objectives for the pupils, strategies to be used, and regularly discuss progress and next steps.
- Transition discussions between class teams when pupils move to new class ensure an understanding of pupil abilities and strategies to aid learning.
- Discussions with parents include a holistic view of the pupil's ability and progress.
- Information and key objectives are shared with parents/carers so that they can support pupils' learning in the home environment. Liaison is on-going via the home-school diary.

### **3. Demonstrate good subject and curriculum knowledge**

Meadowfield School Expectations are:

- Teachers will demonstrate their subject knowledge through enthusiastic, reflective and inventory delivery of learning.
- Teachers will keep up to date with local and national initiatives in their subject or curriculum area.
- Teachers will keep abreast of current research and development of pedagogy.
- Teachers will share their specialist knowledge or skills with colleagues.
- Teachers will identify their areas for development and seek advice, support and guidance to address these.
- All teachers will promote high standards in literacy, mathematics and the correct use of standard English across all subject and curriculum areas.
- All teachers will have an understanding of and use synthetic phonics to promote reading across all subject and curriculum areas.

### **4. Plan and teach well structured lessons**

Meadowfield School expectations are:

- All lessons have a clear focus with differentiated learning objectives, activities and resources matched to the individual abilities of the pupils.
- Teachers evaluate each lesson using the assessment outcomes to inform and modify future planning.
- Teachers and Teaching Assistants are positive role models, demonstrating enthusiasm for learning during lessons.
- Learning objectives are shared at the start of the lesson along with any additional individual objectives. Activities are clearly explained, often through the use of demonstration or modelling. Plenaries are used to discuss pupil achievements, reward good work, recap and reflect and inform pupils of the next step for the next lesson.
- Planning ensures an appropriate pace is maintained to engage pupil attention and enthusiasm for learning.

- Pupils are given time to process information and respond to questions, instructions and tasks
- Teachers systematically check pupils' understanding throughout lessons and intervene with changes promptly.
- Lessons are structured according to the needs of the pupils through the use of class timetables, individual timetables, 'now and then' boards and other individual strategies.
- All adults in the classroom are clear about their role within a lesson, know which pupils they are working with, understand the pupils' learning objectives and use appropriate and effective strategies to support learning.
- All adults in the classroom are clear about the appropriate communication systems for individual pupils this may include objects of reference, photos, symbols, signing, electronic communication aids.
- Teaching and learning should take place beyond the in the classroom utilising other areas of the school and the grounds and within the local community environment.
- Teaching and learning is interactive with pupils actively involved through the use of technology and multi-sensory approaches.
- The learning environment reflects the learning needs of the pupils; it should be purposeful and effective and include appropriate and attractive resources and interactive displays.
- Displays should reflect pupils' work with an acknowledgment of their name, their achievement and their next steps in learning. Displays should be supported with a range of accessible labels including words and symbols and, if appropriate, the use of communication aids.

## **5. Adapt teaching to respond to the strengths and needs of all pupils**

Meadowfield School Expectations are:

- Teachers have in depth knowledge of the levels the pupils are working at which contributes to differentiation in teaching strategies; AfL strategies; learning objectives; activities; questioning; level of support; and pupil outcomes.
- Teachers have a clear understanding of the different needs and approaches to learning for pupils who have MLD, SLD, PMLD or ASD, which is demonstrated in the learning environment and the learning styles used including highly structures teaching approaches for pupils with ASD and Individual, Profile, Assessment, Curriculum, Target Setting (IMPACTS) for pupils with PMLD.
- Learning activities are matched to the developmental levels of the pupils which may include sensory; play based; skills based.
- Appropriate resources are used to suit all learning styles; visual, auditory, kinaesthetic, olfactory and gustatory.
- A range of teaching strategies are used including individual, small group and whole class learning.
- Communication systems used in class reflect all the needs of the pupils, this may include the use of speech, signing, PECS symbols, electronic communication aids
- Pupils are given time to process information and respond.
- The plenary is used to celebrated pupil achievements, give time for pupil self-assessment on what they have learnt during the lesson, to consider what they have done well and what they could do better, according to their level of ability.

## **6. Make accurate and productive use of assessment**

Meadowfield School expectations are:

- Teachers will maintain accurate assessment records which inform the termly assessment updates onto the school's chosen assessment tools.
- Teachers will analyse assessment data in preparation for Pupil Progress Meetings to identify barriers to learning and interventions to overcome these.
- Assessment is used to inform weekly planning, identify barriers to learning and monitor the impact of interventions to ensure they are effective in enabling accelerated learning.
- Pupils' progress towards learning objectives is assessed during each lesson and recorded on short term planning. These assessments contribute to planning for subsequent lessons as to whether learning objectives need further work or identifying next steps for learning. Observational assessments are used to record incidental learning.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on learning.
- Lesson objectives are SMART and based on accurate assessment of prior learning so that progress can be measured and evaluated. Success criteria are clear and pupils are made aware of their successes throughout the lesson.
- Objectives are discussed by class teams so that there is consistency in understanding what is required for a pupil to be considered to have mastered a target.
- Feedback is provided to pupils in a number of ways. Immediate feedback is given through praise or rewards appropriate to the department. Written feedback will be consistent with the expectations of the department. All work is available for parents and pupils to review.
- Good work is celebrated during at appropriate times such as the Primary celebration assembly.
- Teachers in KS4 and Sixth Form plan and deliver accredited courses that enable pupils to prepare for the next transition (moving into Sixth Form or from Sixth Form to further education, training, independent or supported living).
- EYFS staff use Development Matters to assess and plan for their pupils' needs leading to rapid progress in learning.
- Targets are presented to the pupils in a form that they can understand.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

Meadowfield School expectations are:

- Teachers will organise classrooms and routines within lessons which contribute to management of pupils' behaviour for example using a structures teaching approach based on TEACCH principles within ASD classes.
- Pupils will be positioned correctly, using appropriate equipment, so that they feel comfortable and safe which contributes to readiness to learn.

- All staff will promote a positive atmosphere within school and positive language is used to encourage the pupils.
- The learning environment should be purposeful, predictable, and calm.
- The timetable is displayed in an appropriate way for the class. Individual symbol timetables or objects of reference are used where appropriate.
- Pupil achievement is recognised and celebrated through immediate praise during lessons, praise and feedback during plenary, receiving the appropriate reward for the department and receiving certificates during celebration assemblies.
- Motivators are used to reward pupils, including stickers, reward charts, being given specific responsibilities such as getting the register and golden time activities.
- Pupils contribute to the development of their class rules and are aware of the school expectations of behaviour.
- Concerns around pupils' behaviour should be discussed with the Behaviour and Safety lead person who will support the development of an Individual Behaviour Support Plan. Outcomes and strategies should be shared with the class team
- Planned trips and visits must take account of any concerns of pupil behaviour needs within the risk assessment.

## **8. Fulfil wider professional responsibilities**

Meadowfield School expectations are:

- Teachers will be supportive of colleagues and will contribute to the development of pedagogy through collaborative work
- Teachers will take responsibility for their own professional development which may include seeking advice and support from colleagues, in school training, keeping up to date with current information and attending external courses.
- Teachers will deploy TAs effectively in order to make a positive contribution to pupil learning.
- Teachers will share expectations and planning with TAs and value their feedback on how pupils were able to access their learning.
- Teachers will communicate effectively and positively with parents sharing and celebrating achievements and raising any concerns promptly.

## **Assessment, Recording and Reporting**

Meadowfield School expectations are:

Assessment is seen as a vital part of the learning process, which establishes progress and contributes to future target setting:

- Baseline assessments will be carried out within 4 weeks of entry to school.
- Targets will be set at the beginning of each Key Stage which are challenging and aspirational and in line with the KASS school algorithm.
- Annual targets will be set to ensure progression to end of Key Stage targets.
- Individual pupil learning intentions are recorded on short term planning and progress to these documented on the plans.
- Pupil progress is recorded on Pupil Asset, three times a year in line with the schedule provided at the beginning of the academic year.
- Data analysis of progress will provide the agenda for the termly Pupil Progress feedback.

- Pupils at risk or not on track to their targets will have additional interventions implemented.
- Annual reports contain a summary of curriculum coverage, individual achievement and next steps.
- Person Centred reviews include individual pupil objectives, progress towards achieving the objects and details of interventions implemented to support learning.
- A range of methods contribute to assessment this may include questioning and observing, varying the context as an indicator of understanding.
- A range of evidence can be used to support assessment which may include photographs, video clips, audio clips and annotated work.
- Evidence of progress is collated in pupil files and by the end of the academic year this should include 6 pieces of English and maths work and 3 pieces of Foundation subject work. All work should be annotated in line with department guideline.

## **Monitoring and Evaluation**

Meadowfield School expectations are:

Maintaining the quality of teaching is central to ensuring outstanding pupil progress. The school expects 100% of lesson observations to be good and outstanding.

- Teachers will be formally observed in the classroom by a member of the Leadership Team or Senior Management Team a minimum of three times per year. Further informal observations may take place for example learning walks and drop in observations.
- Teachers will participate in at least 3 peer observations.
- Teachers will receive verbal and written feedback promptly.
- In order to ensure that quality is maintained relative to other similar establishments, external professionals, such as LA School Improvement Officers, and senior leaders from partner special schools, will be used to provide an external measure of quality assurance.
- If a lesson is graded as Requires Improvement a second observation will take place within 2 weeks. If the second lesson is graded Requires Improvement a support plan will be developed. A teacher who continues to have lessons graded Requires Improvement will be moved to informal capability and the support package strengthened for 3 to 6 weeks. Notice of a move to Formal capability procedures will be given where there is a failure to improve the quality of teaching after 2 to 3 observations.
- The SMT will carry out work scrutiny at regular intervals to monitor the quality of feedback to pupils.
- Rigorous moderation will underpin the monitoring of assessment. Moderation will take place at department, whole school and inter-school levels.
- External moderation validation will take place as directed by the Local Authority.

## **Equality and Diversity**

Meadowfield School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

## **Health and Safety**

It is the duty of all staff to take reasonable care for the health and safety of themselves and others that may be affected by their actions. Individual subject policies outline health and safety considerations relevant to that particular subject.

## **OTHER RELATED DOCUMENTATION**

Curriculum Policy  
Assessment, Recording & Reporting Policy  
Subject Leader Guidelines  
Governor Monitoring: Visits Policy  
Special Education Needs and Disability Policy  
Inclusion Policy  
Calendar of Monitoring, Evaluation & Review  
Continuing Professional Development Policy  
Appraisal Policy

Policy adopted:  
Reviewed  
Next planned review:

Governing Body June 2017  
April 2017  
April 2018