



Teaching and Learning Policy

This policy is reviewed annually

Rationale

Teaching is the process that all staff undertake to help the pupils develop skills, strategies and the understanding which will enable them to learn new skills, strategies and problem solve. This document is a statement of the aims, principles and strategies for teaching and learning at Hempshill Hall School. It lays the foundation for our approach to teaching the curriculum and should be read in conjunction with our curriculum, and curriculum planning policies.

This policy reflects current practice, which we promote within the school, and identifies areas of work that are being developed.

Aims. 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

What is effective teaching and learning?

Effective teaching and learning is the process we adopt by which we deliver our 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.

In our endeavour to meet these wide ranging educational and social needs, we have developed an appropriate curriculum and we have adopted an integrated approach which encompasses and extends the National Curriculum.

Our whole school curriculum model, provides a natural progression from the Early Learning Goals towards full participation within the National Curriculum framework, with programmes designed for and implemented at an appropriate level.

The curriculum prepares the children for the transition to secondary education and promotes independence.

Principles of Teaching and Learning

The main responsibility for the children's education rests with the whole staff. All staff are required to facilitate pupils 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. We therefore welcome and actively encourage the involvement of parents and others in the community as part of this approach to team working. At Hempshill Hall School, we use principles and practices that are designed to create a structured and ordered daily schedule within an environment that supports learning and understanding.

Our staff consider a wide range of teaching and support strategies and utilise those methods which are most productive and in keeping with the aims and ethos of the school.

All members of the school community (teachers, support staff, parents and members of the school's Governors) work towards the school's aims by:

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

All classroom staff work towards the school's aims by:

- working collaboratively within a shared philosophy and commonality of practice
- having a positive attitude to change and to the development of their own expertise
- encouraging good relationships with parents and establishing links with the wider community.
- having a positive attitude to the structure and organisation of the school
- take an active part in the performance management and the monitoring and evaluation programmes in order to further their professional development

Parents work towards the school's aims by:

- sharing their knowledge of their children's abilities and difficulties
- take a full and active part in setting targets for their children and assist in implementing programmes to address these at home
- ensuring that children attend school regularly and punctually
- providing support for the discipline within the school and for the role of all staff
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their child's progress and attainments
- ensuring early contact with school to discuss matters that affect a child's happiness, progress and behaviour
- giving due importance to allowing their children to take increasing responsibility as they progress through the school

Pupils work towards the school's aims by:

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

QUALITY TEACHING AND LEARNING

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

Quality Learning Occurs When Children:

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

Code of Practice for Special Educational Needs.

In our endeavour to meet these wide ranging educational and social needs, we have developed an appropriate curriculum we have adopted an integrated approach which encompasses and extends the National Curriculum.

Our whole school curriculum model, provides a natural progression from the Early Learning Goals of the Foundation stage, towards full participation within the National Curriculum framework.

The curriculum prepares the children transition to secondary education through programmes which promote independence, including extensive use of the local and wider community.

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Quality Teaching Occurs When, Teachers, and Support Staff:

- undertake regular training to maintain high standards of teaching and learning
- set a good example by being enthusiastic, committed, flexible and punctual
- create an atmosphere of trust and establish clear classroom routines/systems that encourage self discipline
- establish a calm working atmosphere and have a firm, yet sympathetic approach
- create a stimulating, well organised and challenging environment in which to work
- take account of children's interests and experience
- have high but realistic expectations that are made clear to the children
- respond consistently and fairly to children's behaviour, accentuating the positive and giving praise where it is due
- ensure that work is rigorously planned, with clear learning outcomes that are understood by the children
- are aware of and sympathetic to, all the facts that affect children's learning (e.g. cultural background, age, special educational needs)
- are concerned with all aspects of a child's development not simply their academic achievement (e.g. social, emotional, moral, physical etc) and are sympathetic to individual needs
- provide activities that ensure equal opportunities for all
- provide activities that are differentiated to match the abilities of the children and are quick to recognise specific learning needs of individual pupils
- take time and care to assess and record children's achievements in order to plan future work – either
- 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

- 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
- 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 children and the subject being taught
- 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
- have respect for children and value their comments and views
- encourage curiosity and a positive attitude to learning
- have a good knowledge of the subject matter
- give regular feedback to the children about their progress (acknowledging effort and pointing ways forward for the future)
- encourage children to assess their own performance and to strive for improvement
- encourage children to question, make decisions, investigate and solve problems
- provide opportunities to consolidate and generalise their learning and
- have a sense of humour

EFFECTIVE CLASSROOM MANAGEMENT IS A KEY ELEMENT IN PROVIDING QUALITY TEACHING AND LEARNING

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

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

Whole School Strategies for Teaching and Learning

Our curriculum is differentiated according to the age and the needs of the pupils. Our work is interdisciplinary thus our planning sets out to ensure that our pupils have access to a curriculum which takes account of their preferred learning styles and effective teaching and learning approaches.

Classroom support is available from well-qualified teaching assistants. The class teachers 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.

Excellence is celebrated in display and presentation (in the classroom or in assembly) where:

- each child is given an opportunity to have work of a high standard displayed at some time in the school year
- school events such as concerts and drama are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance
- pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement

Strategies for Ensuring Progression and Continuity

- **Planning** is a rigorous and highly organised process in which all teachers and classroom support staff are involved. Subject coordinators have drawn up whole school schemes of work that which colleagues may adapt to the needs of their specific class or group
- Our curriculum planning policy provides clear guidance on long and medium term planning as well as weekly / daily planning.
- Our whole school schemes of work identify learning objectives related to the relevant learning, key vocabulary / concepts, ICT, suggested activities and opportunities for assessment where applicable.
- Staff weekly/daily plans are used to ensure differentiation for individual children or groups as necessary. IEP targets are addressed at this level. Subject co-ordinators monitor planning and teaching so that they can provide support and guidance as applicable and generally disseminate good practice.
- Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.
- Feedback to pupils about their own progress is achieved through discussion and the marking of work with the pupil.
- Formative and summative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child 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.
- The staff compile examples of pupils work for whole school portfolios. These demonstrate the range of levels within the school in relation to the National Curriculum Level Descriptors. Staff moderation is seen to be an essential element of the compilation process.

Strategies for Recording and Reporting

- Records of progress for each child within the curriculum are kept by the teacher along with individual. Whole school trackers and individual class trackers ensures that each child's progress is being monitored. Class teachers and senior managers review the progress of all children termly and plan for any interventions that are required.

Relevant information is then communicated to a receiving school at the point of transfer, or to the next teacher at the end of the academic year.

- Reporting to Parents is done on a regular basis through target setting evenings parent visits and the statutory annual review process. Parents are also welcome to make an appointment to see any member of staff or the Head teacher at any other time to discuss their child's progress

Strategies for the Use of Resources

- All staff have access to school resources. Individual maintenance budgets are made to subject coordinators and additional money is available to develop areas of work as set out in the school improvement plan.
- Classroom Resources are the responsibility of classroom teachers and subject co-ordinators 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 children
- Children are taught to value resources, treat them with respect and understand the importance of proper storage
- children 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
- Subject Resources are generally the responsibility of subject co-ordinators. These budget allocations are delegated to these staff who are responsible for them. They maintain inventories of equipment / resources and are able to advise colleagues on their appropriate use.
- Time. The children are taught to use time effectively and are encouraged to take increasing responsibility for this as they progress through the school. Within classrooms consistent routines are established so that children engage all activities and know what to do between the end of an activity and the end of a session.
- Information Technology is a major resource that is used to support quality teaching and learning across the whole curriculum. The ICT Co-ordinator has responsibility for providing technical support and guidance for ICT throughout the school. All staff are responsible for facilitating access to ICT for pupils when required and helping them to develop and apply their ICT skills.

Health and Safety

- Health and Safety issues are the responsibility of all who work in the school. However, the Head teacher has overall responsibility for Health and Safety and all problems should be reported to her immediately they are discovered. More detailed information can be found in the school Health and Safety Policy document and in the Staff Handbook.