



Teaching and Learning Policy

Person(s) Responsible:

Approval: Governing Body

Head Teacher: Gary Edmunds

Policy Originator: Chris Delahaye

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Date of Review: September 2021

To be read in conjunction with: Marking Policy; Assessment Policy; Homework Policy; Classroom Observation Policy; Teaching Standards 1-4; SHHS Five Minute Lesson plan;

1.0 Context

At Spring Hill High School we strongly believe that every child can realise their full potential if the environment is right and if given the best opportunities. Therefore we purposefully set out to foster high quality learning experiences through high quality teaching, which subsequently will allow our pupils to realise their full potential.

2.0 The Purpose of the Policy

- Ensure that the pupils at our school are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.
- Provide a common language and understanding of what makes outstanding teaching within a personalised learning framework.

3.0 Principles Guiding this Policy

At Spring Hill High School we seek to :

- Promote an ethos of high expectations for everyone
- Develop personalised learning, which is responsive to the individual needs of pupil
- Encourage the use of a variety of skills and individual learning styles that meet pupils' individual needs
- Continually develop and expand the range of teaching strategies routinely used by our teachers to give our students an enriching learning experience
- Continue to encourage the involvement of carers/parents in supporting the child's learning.

4.0 The Key Themes

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4.1 The key themes of our teaching and learning policy are :

- **A climate for learning-** Our pupils make the most progress when they feel safe, respected and valued, and are developing a broad set of life skills.
- **Lesson Structure and planning-** Clearly structured lessons that promote learning for pupils of all ability levels, with a wide range of additional needs

5.0 A Climate of Learning

Setting the tone for a purposeful learning environment is critical, since many of our pupils have been diagnosed with SEMH, ASD or are consistently in a state of high anxiety.

We recognise that our pupils will learn, progress and develop in a structured and stimulating environment, rooted in mutual respect and British values, where achievements are celebrated, both academic and personal.

Our shared expectations are as follows:

5.1 Punctuality and regular attendance are essential for progress:

These are the current timings of the school day. The timings for break and lunch varies slightly between sites based on compatibility risk assessment of the pupils on the site.

Time	Monday -Thursday
9:30-10:45	Session 1
10:45-11:00	Break
11:00-12:30	Session 2
12:30-1:00	Lunch
1:00-2:30	Session 3-Ends at 2:00 on a Friday

Most pupils are transported to school either by taxis that are arranged by the Local Authority or pupils may be transported by parents or carers. This supports them getting into school on time.

A recording of their attendance and punctuality is made to the school's central electronic register between 9:30 and 9:35 for am punctuality and attendance and between 12:30 and 12:35 for the pm.

Punctuality and attendance is monitored through the school's Responsibility Points System right throughout the school day. If pupils choose not to be 'on time and ready to start', they give up Responsibility Point 1 (see below).

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Pupils' responsibility points retention is recorded by the teacher for each lesson, using Schoolpod, and where applicable, displayed in the classroom to act as a visual prompt for pupils.

The School's responsibility Points System is a robust reward system that allows pupils to have five points each lesson:

Point 1 - On time and ready to start;

Point 2 - Listen to teacher and follow instructions;

Point 3 - Appropriate Language;

Point 4 - Show and earn respect;

Point 5 - Complete task set.

5.2 The organisation of the classroom and the seating of the pupil/pupils is very important and must be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning.

- Pupils at Spring Hill High School may learn in a small group setting or individually, subject to the risks and needs of the pupil. The teacher is to consciously ensure that whether lessons are being taught in groups or in individual classrooms, that all the resources that are needed for the lesson is in the room before the start of the lesson.
- All learning resources are provided by the school. Access to a computer is available for every pupil however where the risk of that equipment being misused in a classroom is high, the computer may be temporarily removed. The use of IT by pupils must be monitored closely by the teacher or the learning support assistant.
- Where pupils are being taught in individual rooms, the room must be organised so that the pupil has more than one option to support his or her learning. Among the options must be a desk and a chair that is located in front of the white board. It is important to arrange all options so that the pupil has a viewing of the door at all times. This minimises anxiety.
- Where pupils are being taught in groups the teacher should also consciously arrange pupils, in order to maximise progress. Seating arrangements should adapted to suit different activities and allow pupils to work independently and collaboratively as required.

5.3 Classrooms that are clean and uncluttered set the tone of a purposeful learning environment: a stimulating and engaging environment can be used as a part of the learning process within a lesson.

- All individual classrooms are personalised to meet the needs of the pupil who uses the room most frequently. Group work is encouraged and developed from pair work, to groups of 3 + when the risk assessment for pupils enables this.
- Displays are changed regularly and are related to the current pupil's work. Displays are used to celebrate pupils achievements and are also used to support pupils learning. Damaged displays must be replaced immediately.
- Any graffiti must be removed immediately.

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- The classrooms must be well ventilated and illuminated.
- A soft seating option is available in all classrooms where the anxiety of a pupil is high and they may require physical support
- All classrooms must allow pupils access to the use of ICT (unless for reasons outlined above)

6.0 Lesson Structure

6.1 Lessons must be well structured and well planned to maximise learning. Teachers must evidence this in the Teaching and Learning Programme outlined below. Planning is based on the teacher's excellent understanding of pupils' ability level and gaps in understanding and well considered pedagogical knowledge of long, medium and short term teaching content and processes. This is supported by baseline assessments, data from previous educational placements if available and prior learning in school. All lessons should build on the same underpinning foundation. These shared principles are in line with the Teaching Standards and Ofsted framework.

- **Effective planning-** As part of the teachers' professional practice, teachers must demonstrate that they have planned pupils' learning every half term to meet the pupil's special educational needs as is outlined in their Education Health Care plans (EHCP). They are linked to schemes of work which are found on the drive in the 'Teachers and Staff Shared Area'.
- **Individualised half term plans** must also be used as an assessment tool where they are made accessible in pupils' exercise books and work folders at the beginning of every half term so that pupils can reflect on their progress.
- Teachers are encouraged to keep a **record of weekly planning in their teacher planners** and in the event of a formal lesson observation or a learning walk teachers planning must follow the five minutes lesson plan format. Click here to see an example of [SHHS Five Minute Lesson Plan](#) format.
- **Clear objectives that are linked to outcomes-** Individualised half term plans have clear objectives that are linked to assessment outcomes. The learning objectives must also be linked to levels of progression.
- During lessons teachers must **make the learning objectives explicit to learners**. The learning objectives must be clearly stated on the whiteboard and must be clearly stated in pupils books (the copying of objectives from the whiteboard wastes pupils time). Teachers are to come to lessons with objectives prepared for the pupils in order to keep a good lesson pace and to keep pupils engaged.
- **Engaging and stimulating-** Pupils learn in different ways. Teachers must use a variety of learning styles to create a more stimulating diet for our learners many of whom have not been in education for many years.
- **Developing independent learners-** Many pupils must 'learn how to learn' in order to become independent and self-regulated learners. Teachers must explicitly teach pupils how to learn, reflect and improve. Examples of such techniques are:
 - Explanation of topic task- teacher or between pupils

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- Thinking time- Thinking time must be allowed to give pupils time to process information and to produce higher quality responses. When asking questions teachers should pause and use the 'Seven Second Rule.'
- Scaffolding- writing frames and sentence starters should be available to assist students in structuring longer-answer responses, encouraging the use of 'tier 3' (subject-specific) vocabulary
- Modelling- sharing students work, working through examples, guided writing, sharing planning and demonstrations
- Exploratory talk - Allowing exploratory talk which allows students to think. Teachers should plan time in their lessons for pupils to discuss their learning with the teacher, in the case of a 1:1 arrangement, with a learning support assistant who can act as a talk partner, or with another pupil if they are working in a group. Exploratory talk involved answering the questions, 'how?' and 'why?'
- Formative feedback- Feedback(written and oral) must inform progress. Good practice is outlined in our Marking Policy ([See Marking Policy](#)). Through ongoing teacher-pupil dialogue, teachers should seek opportunities to stretch and challenge pupils, continually setting targets for progression. The best practice allows students to know what level they are currently working at, and most importantly, how to progress to the next level
- Pace and challenge- With some pupils, teachers are encouraged to divide lessons into sections to maintain pace and challenge. 'Chunking' lessons according to the attention span of the pupils is vital. An appropriate structure will include:
 1. DIRT(Dedicated Improvement and Reflection Time) -This is time to use feedback from the previous lesson to close the gap and improve progress.
 2. starter that acts as a 'hook' to engage students' interest. Starters are used where there is no need for DIRT time.
 3. a variety of activities to introduce new learning
 4. a variety of activity to embed learning
 5. review of learning (plenary or mini-plenaries should regularly check understanding of content covered). Opportunities to reflect upon lesson objectives and progress- To improve learning teachers must review progress throughout the lesson, where pupils are allowed to reflect on their progress.

7.0 Differentiation

The needs of the learners in our school are great and are related to influences within and beyond the classroom. Teachers are aware of the pupils' needs because the needs are identified on EHCP plans which inform risk assessments, context sheets and one page statement summaries produced in-house. These documents can be found on the drive in the 'Teachers and Staff Shared Area'.

Lesson planning must take into consideration the variety of pupils' abilities with the aim to maximise progress for all.

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7.1 In group learning, differentiation takes into account the diverse needs and abilities of all learners and involves planning to ensure that all learners are set challenging goals and make expected progress. In individual learning, this can be achieved through 'tailoring' of short and medium term planning, as there is only one person accessing the session. Teachers should strive to bring subject content to life through involvement of real life scenarios and pupils' interests and aspirations.

In order to design appropriate learning experiences and resources when completing short, medium and long term planning, teachers should maintain and utilise knowledge and understanding of:

- Pupils' preferred learning style and ways of working
- Baseline assessments (CAT4)
- Reading age- Pupil induction into school involves them sitting the Group Reading Test (NGRT)
- EAL status
- Additional needs (arising from EHCP, one page statement and context sheets)
- Ability level within the subject

This will be assessed and evaluated as part of an ongoing Teaching and Learning Programme, discussed below.

Resources to support differentiation

In some cases this may be achieved resource, e.g:

- the use of 'overlays' for dyslexic pupils
- Reading age-appropriate comprehension materials
- Visuals
- Tactile resources or 'fiddle toys'
- Writing frames/scaffolding
- Knowledge planners
- Visual classroom prompts / displays

8.0 Working with Learning Support Assistants (LSAs):

8.1 Learning Support Assistants(LSAs) are most effectively deployed in the classroom when they are informed of, and involved in, the learning of the pupils.

- Teachers must plan with LSAs and give them schemes of work and lesson plans in advance.
- Teachers are the leaders of learning and must give LSAs appropriate guidance on their role within the lesson or a sequence of lessons.
- The learning support assistant must have a clear understanding of their role which must be clearly outlined in the teacher's lesson plan. Examples of different roles that a LSA may have in a lesson are to; encourage participation; become pupils' talk partner;

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encourage independence; provide emotional and behavioural support for pupils and mentoring, modelling and support. Click [LSA support](#) to read more about LSAs in our school.

- Teachers and LSAs should have regular discussions of pupils' progress and well being.

9.0 Assessments

School assessments give a clear indication of how the pupils are progressing. However, many of our pupils are extremely anxious about assessments due to low self confidence. Click here to view the [Assessment Policy](#).

10.0 Homework

10.1 Homework is an integral part of the curriculum and must be used to consolidate, extend and enrich pupils' learning. Classroom teachers are responsible for ensuring homework is set regularly and tracked. The school's Responsibility Points system applies to homework. If a student arrives having not completed a set homework task, they have not arrived 'on time and ready to start'.

Homework tasks set should not require any additional resource not provided by the teacher, or ICT, as many of our pupils do not have access to systems outside of school. The focus should be to consolidate, rather than introduce new learning.

11.0 Raising Standards of Teaching and Learning Programme

11.1 The aim is to:

- identify and share good practice;
- evaluate the quality of teaching in line with Ofsted criteria and set targets for improvement;
- track progress on teaching and learning issues identified in the school Improvement Plan;
- identify key aspects of teaching for development by departments and for the whole school;
- identify and support weaker teachers; and standardise monitoring procedures.

11.2 The school's *Raising Standards of Teaching and Learning Programme* is an ongoing focus, directed by the Deputy Head Teacher (with responsibility for Teaching and Learning). The programme encompasses a triangulated approach, comprising of:

- **Lesson observations-** All classroom teachers are observed formally during the Autumn term. The Deputy Head Teacher shall use the school's *observation proforma*. It is based on the Teaching Standards, but is adapted in places due to the nature of our setting and the requirement of niche skills and practices beyond what may be expected in a mainstream setting. Click here to view the school's [Classroom Observation Policy](#). Feedback following observation is provided by the Deputy Head Teacher and is not

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shared with any other individual other than the teacher's direct Head of Department or Subject Leader. Feedback may include targets

- Departmental Learning walks are an embedded part of the school's monitoring system. These are carried out by the Subject Leader and Deputy Head Teacher, with specific focus in mind (e.g. provision for the able, gifted and talented, distance learning). The HOD and Deputy Head will mutually agree targets for progression within the department, which form the basis of the Spring iteration of the programme
- Marking samples shall be taken of students' exercise books. The Deputy Head Teacher shall select a range of books at random for each teacher. The Deputy Head Teacher shall assess whether the Marking Policy is being followed, and set targets for the teacher to ensure they implement the policy better in their marking, and that their marking supports the learning of all. Feedback shall be given on an individual basis and shared with no other person.

The process is repeated in Spring term. In Spring, the programme is focused on specific departmental or whole-school targets outlined in Autumn observations and learning walks.

Following one 'loop' of the programme, a staff CPD session will be held with the focus of sharing good practice and providing a snapshot of 'where we are as a school' and the focus for development in Spring will be outlined. If data from the marking sample, lesson observations or learning walks are to be used in staff CPD it shall be anonymised to protect the privacy of teachers.

If following observed practice, the Deputy Head Teacher believes that intervention is necessary to support teachers, the school's [Teaching Intervention and Support](#) process is commenced. There are 6 stages and teacher's practice and progress towards set targets is reviewed throughout.

12.0 Professional Development :

12.1 We believe that all teachers have both the right and the responsibility to engage in sustained and relevant professional development throughout their careers.

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at all meetings in order to share good practice; and plan their own CPD programme in conjunction with their Curriculum Leader as a result of the Performance Management process.
- Regular whole school/department feedback sessions on marking, learning walks and learning observations.
- termly teaching and learning professional development sessions during Thursday afternoon whole school collaborative meetings
- Video bank of teachers work to share good practice

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Ratified by Governors:

Name: Barbara Scrivens

Role: Chair of Governors