



Teaching and Learning Policy

Table of Changes

Date	Section of Policy	Amendment
November 22	Policy Implementation	First paragraph Bullet point 3 addition of the word retrieval

Date of Policy: November 22

To be reviewed: every 3 years.

Overview

All pupils at Delamere School have an EHC plan [Education and Health Care plan] that defines them as having a learning difficulty.

This policy should be read in conjunction with other relevant school policies: Assessment and Recording Policy, Sensory Policy, Communication Policy, Transition Policy, Continuing Professional Development Policy and Attachment Aware and Behaviour Regulation Policy.

Intent

Our vision, our values and our rights underpin all of our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: "The best interests of the child must be a top priority in all decisions that affect children". This policy has been created to keep the children at Delamere School safe and happy.

The principal purpose of this policy is to raise the quality of teaching and learning in order that all lessons are Good and/or Outstanding. Teaching and learning is at the heart of Delamere School and its purpose is made more explicit within the School Development Plan where it underpins all identified school priorities. Delamere School believes that all students, whatever their ability or needs, should receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential. The methods used in teaching should be those considered by professionals involved in the child's care to be most appropriate for achieving the learning outcomes for the lesson. At Delamere School we use a range of teaching methods, different teaching styles, differentiation, and a variety of resources and strategies that will focus on personalised learning as well as on teaching.

- All lessons should have clear learning intentions
- Learning intentions are shared as appropriate and displayed within planning.
- Learning intentions are shared with all members of the staff team.
- Learning intentions are fully differentiated to meet each child's individual needs.
- Staff should maintain a secure knowledge of the documentation that learning intentions are taken from.
- Staff should refer to the Delamere curriculum , programmes of study and supporting documents adapted from the National Curriculum when planning lessons.
- Learning intentions may be taken from a range of documentation including: Personalised Learning Targets (PLTs), Learning Support Plans (LSPs), individual therapy programs, such as SALT, Physio and OT, National Curriculum, EYFS curriculum and Development Matters, Equals Curriculum and Switch progression guidance.

Implementation

At Delamere pupils learn best when:

- Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning.
- Learning activities are well planned, ensuring progress in the short, medium and long term.
- Assessment informs teaching so that there is provision for support, retrieval, repetition and extension of learning for each child, at each level of attainment
- The learning environment is well organised, the atmosphere is purposeful and children feel safe
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.
- Staff learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared.

Teachers ensure that in the learning environment:

- They have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- Children enjoy their learning
- Planning shows clear differentiation and is creative
- A range of learning styles are catered for, for example use of AAC, TEACCH etc
- Use of resources is clear on all planning
- Language used is appropriate to the child's level of comprehension e.g. 1 or 2 word phrases / level of Hanen communication for pupils with autism.
- Programmes of Study are broad and balanced and detailed within the Delamere curriculum.
- Effective teaching strategies successfully engage pupils in their learning
- They use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- Opportunities for assessment are built into lessons, such as time to take photographs or video footage, questioning etc.
- Children with specific learning needs receive appropriate support to optimise their learning.
- Pupils support one another where appropriate.
- Teaching promotes the building of skills and knowledge, making learning accessible, motivating for children and enthuses pupils so that they persevere when faced with challenges and are keen to succeed and to learn more.
- Pace of learning is optimised for progress and high quality outcomes
- Processing time is given
- Children are developing skills to learn independently
- Cross curricular links are exploited where possible.
- There are opportunities for interleaving learning
- There is an atmosphere of mutual respect between adults and children
- Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- Children develop high self-esteem, with all children feeling valued and secure.
- Children take risks in their learning, and are supported to learn from their mistakes.
- The environment is stimulating making use of high quality resources.
- There is an atmosphere of respect between all staff members
- There is a well-directed team
- All subjects are promoted and delivered effectively.
- The pace and depth of learning is maximised as a result of the monitoring of learning during lessons and any consequent actions in response to pupil feedback.
- Children will be encouraged in their learning and their efforts will be praised both in the classroom and in and around the school.
- They keep agreed assessment records (reading records, electronic observational records, BSquared) and routinely submit data to enable Pupil Data Tracking

- They evaluate lessons and use these evaluations to inform future planning
- They model and implement positive behaviour strategies and follow Delamere's Attachment Aware and Behaviour Regulation Policy.
- Good behaviour is modelled by staff at all times in their interactions with children and other adults.

Teachers ensure that in their professional learning:

- They attend any training that they or the senior management team feel is relevant to their professional development
- They will direct, support and manage their team effectively
- They fulfil the responsibilities of a subject coordinator including:
 - They maintain action plans,
 - They keep up to date with any legislation, changes or developments in their subject areas
 - They observe their subject area being delivered in other classes
 - They lead in-service training
 - They mentor and liaise with staff
- They keep a record of any evidence that supports their performance management targets.

Teachers encourage parents to engage in children's learning by:

- By providing useful feedback about children's learning both informally, when appropriate, and formally, through termly parent / teacher meetings and annual review reports.
- Supporting parents to know how they can support their child's learning at home or in school and teachers set regular appropriate homework to develop children's understanding of the programmes of study. School values Children's home-learning , both resulting from tasks and activities set by the teacher and that occur independently of school
- Being approachable and available to parents (by phone, email and appointment if necessary)
- Ensuring that information about class trips, class and school events, and other relevant topics are communicated efficiently via parentmail.
- Ensuring that their school email address is shared with parents.
- Inviting parents into school for an opportunity to spend time in class.

The Role of the Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote outstanding teaching.
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include presentations or reports from subject leaders and the termly head teachers report to governors as well as a review of the in-service training sessions available to our staff.

Impact

- Pupils enjoy learning and are active and engaged learners.
- Pupils achieve high levels of progression in both skills & knowledge from individual starting points.
- Pupils develop high levels of independence from their starting points.
- All lessons are well planned and impact is measurable
- Pupils are clear where possible and / or appropriate about how they will achieve the learning intention.
- All members of staff in the class team are clear about how the child will achieve the learning intention.
- Lesson plans include success criteria for each learning intention.
- Where appropriate children are reminded of the success criteria during the lesson – children's work can be used by the teacher to illustrate the success criteria in action.

- Planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development
- Learning and learning outcomes, both within school and at home, are celebrated regularly in a variety of ways such as achievement assemblies, plenary sessions, newsletters, notice boards, on the school website and on display in reception.
- Whole school themes provide collaborative working and motivate learners across the school
- There is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving members of the Senior Leadership Team; this data is utilised in the deployment of resources including the employment of interventions
- Delamere's Attachment Aware and Behaviour Regulation Policy is in place and all adults working in the school have a complete understanding of its content.
- High expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- Safeguarding procedures are in place and are adhered to.
- Heads of department and Family liaison officer will organise regular workshops for all parents.
- Parents are informed about school events and relevant topics and are involved in their children's learning