

## Teaching and Learning Policy

This policy lays out the whole school approach to teaching and learning shared by all of the staff at Newfield School. It is divided into the following sections:

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### Introduction

A holistic and shared approach to teaching and learning enables all children & young people to achieve within the classroom, the wider school environment and within their home and community. We are committed to meeting the requirements of the equality duty. At Newfield school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

We have, as a staff, a collective responsibility to ensure that the needs of children and young people are met effectively and that their families and carers play an active, positive role in the education of young people. All pupils and staff have the right to work and learn in a safe, calm, purposeful, stimulating learning environment, which is free from stress and anxiety.

Newfield School aims to be a 'creative learning community' where everyone is valued, where reflection is encouraged, achievements are celebrated & a love of life-long learning is promoted. We believe that our children and young people have a right to high quality personalised learning opportunities which focus on their spiritual, moral, social & cultural development as well as the acquisition of skills, and which has high educational aspirations. There is a commitment to providing high quality continuing professional development to enable staff to extend & cascade their skills, knowledge & expertise in learning & teaching.

## Aims

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. It lays the foundation for our approach to teaching the curriculum and should be read in conjunction with:

- Special Educational Needs Policy
- Equality Duty Policy
- Curriculum Statement
- Assessment, Reporting and Recording (ARR) Policy
- Marking Policy
- Communication and Interaction Policy
- Homework Statement

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

Through this document we aim to:

- Promote the National Standards for Teachers
- 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
- Provide a focus for the monitoring and evaluation of teaching and learning

## Specific links between the RRSA and Teaching and Learning

Newfield School is aiming towards achieving UNICEF UK's Rights Respecting Schools Award. The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships, relationships between all adults and pupils, between adults and between pupils.

This teaching and learning policy links directly to the following articles from the United Nations Conventions on the Rights of the Child:

Article 3: All organisations concerned with children should work towards what is best for each child.

Article 5: Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 14: Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on this matter.

Article 23: Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 28: Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.

Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31: All children have the right to relax and play and to join a wide range of activities.

### Principles of Effective Teaching and Learning

The main responsibility for a child's education lies with the school and parents. Whilst at home, this responsibility lies with the parents who should benefit from the support of school (see Teaching and Learning at Home Statement) and within the school setting; this responsibility rests with the whole staff.

At Newfield School we are committed to working in collaboration with parents and carers towards the best possible outcomes for pupils. We have a 'Home/School Agreement' with all of our pupils' families, which outlines our commitment, as well as our expectations of parents, to ensure that we work together to support children's care and learning to help them achieve their best.

At Newfield School we consider education in the fullest, holistic sense to incorporate the individual needs and circumstances of each child in our school. All of our pupils are considered as individuals and their learning abilities, styles and preferences will be taken into account when devising teaching and learning opportunities for them. It is vital, in order to promote learning, that a safe, secure and stimulating learning environment is provided for pupils.

As part of the holistic curriculum offer, children have opportunities to access a variety of therapy provisions according to their need, for example, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Music Therapy etc. These therapies are implemented from assessed programmes devised by the relevant therapist, but are also facilitated by teaching staff through integrated learning opportunities taking place in class. Each child has a 'well-being plan' which indicates whichever therapy programmes are relevant to the child, in addition to including their personalised support programmes, for example continence, feeding,

positive behaviour support etc These are integral to the learning opportunities and curriculum offer provided throughout the school day.

The child should always be at the forefront and they are the starting point when a teacher at Newfield School begins to plan their approach to meeting the needs of that individual pupil. As well as ability teachers will also consider any of the following which may impact on a pupil's learning:

- Medical issues or conditions
- Pupil preferences and motivators
- Communication needs and style
- Dynamics with peers/ other class members
- Comfort and well-being of pupils

### Ensuring high 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 successful teaching and learning requires careful planning based upon clear objectives which are shared with pupils and colleagues as part of 'Assessment for Learning'. Pupils require a variety of strategies for differentiation to ensure that the curriculum is accessible and learning experiences meet the needs of and challenge all pupils. Pupils need to know their expected learning outcomes & have the resources available to support their learning. It is also important for pupils to be involved, as far as is practicable, in planning & reviewing their work. We encourage our children and young people to reflect on their own and each other's learning and act as advocates for each other whenever possible. Teachers at Newfield School believe it is important that lessons are fun, motivating and engaging to optimise learning.

### Monitoring and Evaluation

The effectiveness of teaching and learning is closely scrutinized via a variety of monitoring and evaluation processes. Teaching is observed by a member of the Senior Leadership Team (SLT) on a termly basis. Agreed observation foci are used and areas for development are considered as well as strengths highlighted. There may also be additional peer or subject coordinator observation depending on school priorities. Lesson observation is quality assured by triangulation within the school's Senior Leadership Team. Teacher's planning is reviewed regularly to ensure that differentiation and breadth of content is sufficiently planned for.

Teachers will be encouraged to critically reflect upon the learning & teaching within their classrooms. Newfield School aims to build a climate of risk taking, sharing good practice & continuing professional development in terms of learning & teaching. All staff will be expected to share feedback from professional development opportunities so that individual development supports the continuing development of our learning community.

In line with the school's Appraisal Policy, focused lesson observations are planned for up to three times in an academic year. These observations are identified for the purpose of monitoring the effectiveness of teaching and learning including Appraisal.

All lesson observations will be carried out by two members of staff for the purpose of quality assurance and written records will be maintained by the SLT. Copies of the observation notes will be verbally shared and written copies provided.

- If a lesson is judged not to be of the expected standard, the staff member will be observed again within a four week period
- If the second observation is judged to be of the expected standard, then the member of staff will have one more observation within the normal planned cycle in that academic year
- If two lesson observations fall short of the expected standards, the member of staff will be offered a supportive process. This process is developmental with the intention of the member of staff achieving a consistently high standard of teaching within lessons. This process remains within the schools appraisal policy and procedures
- If lesson observations continue to not meet expected standards the member of staff will be invited to a meeting with the Head Teacher and formal proceedings may commence. This process falls outside of the appraisal policy/process and is part of the Local Authority's Capability Process. (Members of staff may wish to bring a representative from their professional organisation to this meeting).

The schools Assessment, Reporting and Recording (ARR) Policy describes some of the ways in which learning is monitored, but in addition to this pupil achievement is a key feature of lesson observation and is monitored through the Annual Review process and pupil progress meetings.

### Provision Mapping

In order to promote the most effective ways of meeting pupils' needs and accelerate learning, Provision Mapping has been developed at Newfield School. This is a tool available to teaching staff via 'theme maps' and other planning support materials which clearly links the assessed attainment of pupils with a rationale for effective approaches that includes suggested strategies and resources to effectively educate pupils in order to 'narrow gaps' in attainment.

'Booster' groups are used in the Post-16 department in school and additional intervention groups are used to target particular assessed needs of pupils.

### Lesson Planning

When planning lessons to meet pupils' needs and challenge them to develop learning the following features of a lesson are considered by teachers and developed into their planning:

**Classroom Organisation:** the layout of the room and the seating arrangement of pupils should be in keeping with the activity being undertaken and the individual needs of the children. Rooms should be orderly and fit for purpose with due regard given to health and safety. Resources used should be visible/ accessible and pupils should be seated comfortably.

**Learning Objectives:** the purpose and focus of the lesson should be clear and shared with staff

and pupils. Learning objectives should be differentiated to offer opportunities for learning and progression for children working at all levels, within mixed ability and booster group teaching. There should be personalised objectives in place for each pupil.

**Lesson Structure:** The lesson should be clearly structured with a beginning, middle and an end. Transition during and the start and finish of the lesson should be well managed and orderly.

**Lesson Pace:** The pace of lesson should be at the correct level to maintain pupil engagement. The deployment of staff in lesson time should support the maintenance of an effective lesson pace.

**Resources:** The selection of resources in a lesson should enhance the learning and capitalize on pupil motivation. The resources should be appropriate to the age of the pupils, be of good quality and utilize ICT where appropriate.

**Staff Deployment:** Staff should be deployed to maximize learning outcomes for pupils. They should provide planned support to access activities or minimize barriers to learning.

**Behaviour:** Lessons should reflect a calm and purposeful working environment. Where behaviour issues occur they should be dealt with in a calm way by staff who have a clearly agreed way of working with the pupil to help them to de-escalate the situation and minimize any disruption to learning. There should be evidence of pupils being taught to develop strategies to manage their own behaviour.

**Pupil Voice:** Lessons should feature opportunities for pupils to make choices and express their views. They should be developing independence as learners and taking ownership of their targets.

**Differentiation:** Differentiation in lessons should promote the inclusion of all pupils to achieve their learning objectives. Differentiation may occur by altering the tasks offered to pupils, by expecting a differing outcome from the task or by the level of support offered to pupils.

**Review/Plenary:** It is expected that lessons will be clearly defined and pupils will be given a planned opportunity to consolidate, reflect upon or review the work undertaken during the lesson.

## Teaching and Learning Styles

Teachers employ a variety of teaching styles to engage pupils in learning activities. There should always be an interactive bias to the teaching which gives pupils the opportunity to actively engage in their learning. Regular opportunities for movement and physical exercise are a feature of many classroom routines. Some children require physical support in order to access learning. Lessons should show an appropriate balance of whole class, individual and group work.

Many pupils at Newfield School learn through multi-sensory input. They benefit from being offered information and experiences through a variety of channels and this is particularly important if they have a sensory impairment. Some pupils learn best in a low distraction setting

and being offered their learning experiences on a one to one basis. Other pupils benefit from a collaborative approach to learning and work well with a partner or as a group. The teacher will endeavor to provide learning opportunities in a way that best suits the learning style of the individual.

### Recognising & Celebrating Achievement and Responding to Pupils' Work

Celebrating achievement is a vital part of the learning process as it communicates clearly that achievement has been made and that pupils have progressed it in a way that is acknowledged by others. The way in which success is communicated to an individual has to be personalized to accommodate the varied levels of understanding and preferences of our pupils.

Feedback to pupils is given based upon their individual preferences. Rewards are selected to be motivating and exploit pupils' special interests or sensory preferences. Verbal feedback is often supported by gesture, sign or symbol. If a pupil does not like too much verbal input, feedback or praise can be given non-verbally through body language, gesture or use of objects or symbols (See Feedback and Marking Policy).

### Display

At Newfield School the use of display is not only seen as an opportunity to celebrate the work of pupils, but is also used as a teaching and learning opportunity. As well as using pupils' own work, staff may use a variety of different artifacts and materials in order to stimulate discussion about, or response to, a chosen topic or theme.

Displays should be:-

- clearly labelled using print and symbols where appropriate
- eye catching and stimulating
- at the correct height for children to view
- easily interpreted by the pupil
- changed regularly to promote extended interest
- seen to value pupils' own work
- a reflection of classroom work and practice
- imaginative and use a variety of different medium and surfaces eg. floor, window, ceiling, wall and artefacts
- reflective of a variety of different cultures and ethnic backgrounds.
- demonstrating the school community's spiritual, moral, social & cultural development.

### Organisation of Teaching and Learning

Newfield School is organized into three departments.

- 2 > 11 department
- 11 > 19 department
- School for Autism @ Newfield

These departments deliver the curriculum according to age phase based on the National Curriculum (See Curriculum Information). Each class has a weekly timetable which demonstrates a broad and balanced coverage of curriculum areas based on current national requirements. The use of specialist rooms and facilities in school are also detailed on the timetable and allocation of specialist rooms is based on pupil need.

In all phases pupils are grouped in class/tutor groups broadly according to age. In addition, pupils in Post 16 phase have 'booster' group sessions where pupils are grouped based on ability for Maths, English and physical activity.

The School for Autism crosses the age phases - Pupils are grouped broadly according to age and the class teacher follows the curriculum requirements of the age phase that best fits their class. The grouping of pupils according to their learning (based on their autism spectrum diagnosis) promotes effective learning as the classes are structured to best cater for the learning styles of pupils on the autism spectrum.

### Stakeholder Contribution to Effective Teaching and Learning

All members of the school community (School Governors, non-class based staff, administration staff) work towards the school's aims by:

- 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 and abilities
- encouraging, praising and positively reinforcing good relationships, behaviour and work
- working as a team, supporting and encouraging one another

### Equality Duty

Newfield School complies with the general and specific duties of the Equality Act (2010). In accordance with the duty we publish information that demonstrates that we have due regard to the need to;

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

These specific duties have been considered in relation to all our policies and procedures in school. Our objectives will be reported on and published as part of the Governance public documents available for inspection under the Freedom of Information Regulations and Data Protection duties and in the school newsletter to parents.

### Safeguarding

Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority



Full copies of Policies and Procedures related to all aspects of Safeguarding, and the Complaints Policy, are available on request from Rik Robinson, Head Teacher and Designated Senior Lead for Safeguarding and Child Protection.