**STONY DEAN SCHOOL**

**TEACHING &**

**LEARNING**

**POLICY**

**STONY DEAN SCHOOL**

***‘WORKING TO INSPIRE’***

**Teaching and Learning Policy**

The Stony Dean School policy for teaching and learning is underpinned by the following principles.

**Pupils who are secure, happy and appropriately supported will achieve.**

Teaching should be:

* **Well planned**
* **Interactive**
* **Motivating**
* **Differentiated**
* **Informed**

Learning should be:

* **FUN!**

**Staff at Stony Dean recognise that:**

* Each learner is unique and learns in a different way;
* Building and maintaining learner self-esteem optimises learning;
* Learners make good progress in an environment rich in language and interaction;
* Learners progress by setting appropriate learning goals for themselves with their teachers and reviewing these regularly;
* Learning is more effective in a safe and secure environment;
* Learning is more effective when there is a variety of short, structured tasks and where there are learning choices;
* Assessment is an essential part of teaching and learning.

**Through our teaching we aim to:**

• enable pupils’ to become confident, resourceful, enquiring and independent learners;

• foster pupil’s self-esteem and help them build positive relationships with other people –

both peers and adults;

• develop self-respect and encourage all pupils to respect the ideas, attitudes values

and feelings of others;

• show respect for all cultures and in so doing, to promote positive attitudes towards other

people;

• enable pupils to understand their community and help them feel valued as part of this

community;

• help pupils grow into reliable, independent and positive citizens;

• enable them to take a pride in their work and the work of others.

**Effective learning:**

We acknowledge that people have different learning styles and we recognise the need to develop

strategies to allow all pupils to learn in ways that suit them best. Clear and effective assessment of their needs as outlined in the Statement of Educational Need or Education Healthcare Plan, plus continued tracking and analysis of progress data informs the planning for our teaching.

Strategies include:

* putting learning into a real context
* schedules to provide structure
* an emphasis on communication skills
* using ‘symbol’ and/or visual resources
* highlighting and colour coding
* key words
* personalised timetabling
* collaborative work
* independent work
* investigation and problem solving
* use of ICT
* using media sources, including the Internet
* creative activities
* fieldwork and visits to places of educational interest
* guest visitors and performers
* research and finding out

**Effective teaching**

When teaching we focus on motivating pupils, building on their personal and academic skills, so that they can reach the highest level of personal achievement.

Teachers make ongoing assessments of each pupil’s progress and they use this information when planning their lessons to provide a framework for both support and challenge. We strive to ensure that all tasks set are appropriate to each pupil’s level of ability and learning style. When planning work teachers modify their teaching and all resources, as appropriate, for each pupil. Medium Term planning includes clear learning objectives and expected learning outcomes that are shared with the pupils.

We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

All adults at Stony Dean endeavour to establish good relationships with pupils. Pupils are treated with respect and staff are aware that they need to be good role models for fairness and equality as they promote opportunities for all pupils. All staff follow the school policy with regard to behaviour management; this promotes the best learning opportunities for all.

We praise and reward pupils for their efforts, this helps to build positive attitudes towards school and learning in general. When pupils do not follow the school code of conduct we implement the guidelines for sanctions as outlined in our school behaviour policy.

We try to ensure that all tasks and activities are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety, risk assessments are completed, and various permissions are obtained following LA guidelines and procedures. We inform parents, and obtain their permission, before the visit takes place.

Learning Support Assistants are a vital part of the teaching at Stony Dean and they have a significant role to play in lessons. They are deployed as effectively as possible in a range of roles.

They are involved in the planning and assessing of pupil work as well as the delivery.

We strive to make sure our classrooms are attractive learning environments. We believe that a stimulating environment sets the climate for learning, a well planned learning environment promotes independent use of resources and high quality work by the pupils.

Staff reflect on their own strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support them in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked

with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality

and consistency of practice across school. When evaluating teaching and learning in school, we

have agreed to consider:

* classroom observation / environment.
* scrutiny of pupils’ work and evidence folders
* displaying work throughout school
* internal moderation of pupils’ work.
* discussion with pupils’
* sharing pupils’ work with colleagues and celebrating successes

**Planning for teaching should include:**

* Clear learning objectives and learning outcomes for each lesson within the medium term planning
* A sequenced structure for the learning
* Structured teaching activities
* Key words identified
* Activities and resources differentiated for groups of pupils
* Contexts for literacy and numeracy and ICT skills development
* Information for Learning Support Assistants
* Opportunities for questioning to develop learning
* Reference to skills for Employability
* Reference to Spiritual, Moral, Social, Cultural aspects
* Opportunities for co-operative working
* Opportunities for independent study
* Cross curricular links
* Opportunities to explore, investigate and research
* Interactive learning through appropriate technologies
* Opportunities for learning to be assessed and progress noted.
* Homework, clearly linked to pupil need and recorded on Show My Homework

**Lessons**

Lessons will have a clear structure. A starter, main body and plenary where learning is checked will be observable. There should be an appropriate amount of time and number of lessons to cover the curriculum at all Key Stages. Personalised learning programmes will be written for pupils needing further support or intervention.

Teachers at Stony Dean use a variety of skills and techniques to ensure effective learning interaction between teacher and pupil these will include:

* Clear explanation at the appropriate levels to ensure pupils know what they are learning
* Effective questioning using a range of open and closed questions
* Planned opportunities for discussion in pairs and groups
* Effective use of the plenary session to allow pupils to explain their thinking
* A variety of activities that stimulate pupils’ thinking and curiosity which will encourage debate
* Appropriate technologies (IWB, Laptops, Internet etc).
* Practical and vocational opportunities (eg. Horticulture, Enterprise Activities, Community Projects, Work Related Learning, visits outside school, skills for life approaches)
* Working collaboratively with other specialists (e.g. SaLTs, OTs etc.) in order to optimise learning

**Role of the Head Teacher and Governing Body**

* 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 how effective teaching and learning strategies are in terms of raising pupil

attainment.

* ensure that staff development and performance management policies promote good
* quality teaching.
* monitor teaching strategies in the light of health and safety regulations.

**Role of the Parents/Guardians**

We believe that parents have a fundamental role to play in helping children to learn. We do all we

can to inform parents about what and how their children are learning by:

* holding parents’ evenings to discuss children’s progress.
* sending an annual report to parents in which we identify the progress made by each child
* meeting with any individual parents when requested
* holding information evenings and celebration evenings

We believe that parents have the responsibility to support their children and the school in

implementing school policies.

We would like parents to:

* ensure that their child has the best attendance record possible.
* ensure that their child is equipped for school and for partaking in activities.
* do their best to keep their child healthy and fit to attend school.
* inform school if there are matters outside of school that are likely to affect a child’s

performance or behaviour at school.

* promote a positive attitude towards school and learning in general.
* fulfil the requirements set out in the home/school agreement.

**Monitoring and evaluation**

Staff development needs will be identified in line with this policy, Performance Management and

continued Professional Development Policies. The Teaching and Learning Policy has been

formulated to provide a basis for staff to evaluate the quality of teaching and learning in their

classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when

evaluating teaching and learning in school, it will be monitored and evaluated through:

* classroom observation
* sampling and scrutiny pupil’s work at subject and SLT level
* sharing pupil’s work throughout school and discussing quality e.g. written communication standards
* internal moderation of pupils’ work within subject areas
* discussion with pupils

**Equalities**

All children have access to the curriculum regardless of their gender, disability or ability. We

plan work that is differentiated for the performance of all groups and individuals and are

committed to creating a positive climate that will enable everyone to work free from racial

intimidation and harassment to achieve their potential.