



**Teaching and Learning  
Policy**

## **Aims**

This policy aims to:

- Explain how Wilson Stuart staff will create an environment of high expectations where students learn best and love to do so.
- Summarize expectations to make sure all staff have clarity and understanding about what excellent teaching and learning looks like across the school and in their own subject specialism / pathway.
- Ensure all members of school community recognize the importance of excellent teaching and learning and a robust curriculum is our most powerful tool to achieve excellent inclusion and equality across the school.
- Ensure all staff have the skills and knowledge to identify gaps in students' learning and to address this through their teaching.
- Ensure that staff have the skills and knowledge to meet the specific needs of our learners.
- Ensure that staff understand the process of assessment and how this contributes to continued improvement in the quality of education.

## **Our guiding principles**

Through effective teaching and learning we aim to engage and include our students to ensure that they become, resilient, independent and successful stakeholders in their community by applying what they learn in all aspects of their life.

Through their learning experience we want all students to 'know more, remember more and do more'; we know this is underpinned by the fundamental areas of our curriculum – Communication and Interaction, Applied Cognition and Learning and Physical Development/Health and Wellbeing and accept the vital role that class staff play in enabling this.

What the students learn must be relevant and apply to real life learning in preparation for their next steps required for adulthood. Our curriculum is designed to ensure that we can adopt a flexible and personalised approach: identifying key personal learning goals (PLGs) throughout the learning journey of the student, empowering them with the most appropriate key skills and the capacity to learn and achieve.

We have developed CIRCLE – our Golden Thread – which provides opportunities for our students to develop their personal qualities and it is the responsibility of all staff to embed these core values regardless of subject or pathway.

We recognise that each learner is unique: their learning encompasses a wide range of experiences including sensory exploration, play, outdoor learning, enrichment opportunities and accreditation with student progress being carefully monitored and evidenced as part of their learning journey.

## **Responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

### **Teachers at our school will:**

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards and SEND code of practice
- Follow the expectations as set out in this policy
- Update parents/carers on students' progress through data reports and written reports throughout the academic year.
- Contribute to parent/carer consultation evenings.

### **Support staff at our school will:**

- Understand the specific needs of the students in their care and how to adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Meet the expectations set out in this policy

### **Subject / Pathway Leaders will:**

- Help to create well-sequenced, broad and balanced curriculum that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress
- Create appropriate skills maps that clearly defines the skills and areas of knowledge to support learning.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject / pathway, working with teachers to identify any challenges
- Contribute to creating the timetable for their subject / pathway to allocate time for students to achieve breadth and depth, fully understand the topic and demonstrate good quality outcomes.
- Moderate progress across their subject/pathway / phase by, for example, systematically reviewing progress data against a range of evidence including student work, EFL and insights.
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject / Pathway
- Encourage teachers to share ideas, resources and good practice
- Fulfill the expectations and standards linked to the subject / Pathway guidelines document.

### **Senior leaders at our school will:**

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning through completion of a robust monitoring and review cycle.
- Plan and evaluate strategies to secure high-quality teaching and learning across school
- Continually support staff to develop a culture of high quality learning for our students towards PfA.
- Embed and foster a culture of 'Better never ends' within the staff team across school.
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels
- Address underachievement and intervene promptly

**Students at our school will:**

- Take responsibility for their own learning, and support the learning of others (where appropriate)
- Meet expectations for good behaviour for learning at all times
- Attend all lessons on time and be ready to learn.
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve (Where appropriate)
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Embrace the CIRCLE values and celebrate their own and others achievements

**Parents and carers of students at our school will:**

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress.
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

**Governors at our school will:**

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning

- Monitor the impact of teaching and learning strategies on students' progress
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Provide support and challenge to the school to deliver positive outcomes

## **Planning**

- Planning is a process not a product. Its purpose is to enable high quality delivery which enables all students to learn effectively.
- All teachers need to be clear and precise about the knowledge/skills they want students to learn through their Medium term planning. (Skills maps will support this planning process)
- Teachers should spend time thinking about what they want students to learn first (Skills and knowledge) before they give consideration to what you want them to do. (Activities / Implementation)

The questions teachers need to ask when planning a lesson are:

1. Where are the students starting from? (Starting points / Baselines)
2. Where do you want them to get to? (Expectations / Targets)
3. How will you know when they are there? (Activities / Implementation)
4. How can you best help them get there? (Assessment / Intervention)

## **Learning Objectives**

- It is important that teacher, students, support staff are all clear about the key learning that will take place in a lesson.
- Teachers should make learning objectives explicit to students, there is no expectation that they need to be written down, but students should be able to explain what the key learning of the lesson is. (Where appropriate)

## **Long term planning**

Long term planning and Medium term planning must be in place to support teacher's individual lesson planning, and should be saved in Quality of Education Sharepoint folder so that it is accessible to all staff in the department.

When planning a lesson, teachers should be clear where this fits into their subject's overall curriculum.

Teachers will know what prior knowledge needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future lessons and long term planning.

## **Short term planning.**

We do not expect teachers to supply individual lesson plans but we do expect that there is evidence that lessons are sequenced and planned in line with long term and medium term planning.

### **Planning to meet the needs of all students**

- Knowledge of the students; their prior attainment and specific needs, is a key part of planning.
- Teachers are expected to know the profile of the students they teach by looking at student
- data, communication profiles, EHCPs and through a pastoral handover with teaching staff and class staff
- High quality teaching is the first wave of intervention for meeting the needs of ALL students.
- Adaptive teaching should be planned over time to ensure a quality first approach which meets the needs of all students and groups and maximises the use of any additional adults in the room.
- When planning teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most students find a learning fit most of the time.

### **Teaching**

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” (Professor Dylan Wiliam) This reinforces the school ethos of ‘Better never ends’

- Teachers must be explicit about the key knowledge that all students must use. Students must know the knowledge and key skills you want them to learn and the language they are expected to understand and use. (Where appropriate)
- We are all teachers of literacy. The quality of both students' and teachers' language, through instructions and questioning, are significant determinants of progress and should be appropriate for the level of learner ensuring that language is accessible.
- High quality teaching strategies allow all students to access learning and succeed with even the most challenging content if scaffolded appropriately.

What a “typical lesson” will look like will vary from subject to subject and from pathway to pathway and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge of the learners and their needs.

Teachers need to consider the following in the delivery:

### **Challenge**

- We should have high expectations of ALL students ALL of the time.

- It is good for students to struggle just outside of their comfort zone.

### **Explanation**

- Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps.
- Limit the amount of material students receive at one time.
- Give clear and simple instructions and explanations.
- Think aloud and model steps.
- Use more time to provide explanation and provide many examples.
- Re-teach as necessary.

### **Modelling (I do)**

- Teach to the top with expert instruction and modelling
- To learn how to do something, students need to watch and listen to experts guide them
- through the process, step by step, before they make an attempt themselves.
- Modelling supports explanation and can help students to make abstract ideas concrete. E.g.:

1. Demonstrate the worked activity in front of students,
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g. why am I doing this now?
5. Provide model answers
  - For some of our pathways this may be modelling from teachers to teaching assistants too to ensure that there are clear expectations on what the learning for our students may look like. Eg. Inspire pathway.

### **Guided practice with scaffolding (we do)**

- Worked examples and scaffolding used to support students to demonstrate their learning
- e.g. sentence starters, key word definitions, procedural steps visible, Symbolised instructions etc.
- Effective class discussion and questioning can happen at this stage

### **Independent, deliberate practice (you do)**

- Students should be provided with the time they need to practise new material in a number of ways in order to master it.
- Scaffolding reduced or removed for majority of students and as appropriate.

This is the component that will look the most different across pathways with some cohorts of students requiring more additional support and physical intervention than others, but all practice should be careful, deliberate and ideally just outside of student's comfort zone.

## **Responsive Teaching**

- Teachers should ensure that learning has stuck, by checking for understanding.
- All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt.
- Learning should be re-visited periodically to check understanding and reinforce skills learnt over time.

## **Marking and assessment (see Assessment Policy for more details)**

Marking and assessment have two purposes.

1. It allows students to get feedback which they act on to make progress over time.
2. It informs a teacher's future planning and teaching next steps

- Effective marking should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher.
- Marking must be primarily formative, may be selective, and be clear about what students must act upon to improve their work.
- Evidence of student work will be a combination of EfL entries, seesaw electronic folders and physical work in books / folders. This is often determined by the cohort of students and can vary between pathway and subject area.

## **The Learning Environment**

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all students feel safe, supported and valued. To ensure all students are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

- High expectations – teachers should always have high expectations for learning and behaviour for all their students
- Teach to the top, with necessary scaffolds to support those who need it
- Promoting active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated and are required for challenge taking the student through the journey to succeed.
- Focus praise on effort, and place value in students working independently.
- Teachers build positive relationships with all students giving them the time to develop the skills and knowledge.
- Consistent routines and procedures– so there is a safe, orderly learning environment and learning time is maximised
- Have consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them.



## **Monitoring and Evaluation of Teaching and Learning**

We will monitor teaching and learning across the school to make sure that all our students make the best possible progress from their starting points

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT / Directors of Learning and Pathway leads will monitor and evaluate the impact of teaching on student's learning through:

- Conducting learning walks / Drop ins
- Subject / Pathway focus meetings / Reviews
- Work reviews
- Review of termly data entry
- Gathering input from student voice and teacher questionnaires

## **Continuing Professional Development**

"Be the best you can until you know better, and when you know better, do better and be better". Maya Angelou

- All staff at Wilson Stuart should engage with high quality researched based CPD and to be open
- minded, reflective and proactive at continually trying to improve their teaching practice.
- Teaching and Learning CPD will be focused around what will make the biggest impact to
- teachers and students, and staff will be given time to work collaboratively in subject specific
- teams to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated.

### **CPD at Wilson Stuart is:**

- In line with statutory requirements for medical compliance training
- Focused on Quality Teaching and Learning
- Developmental
- Research Informed
- Responsive to the needs of Staff following feedback