



Teaching and Learning Policy

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Introduction

Broadstones School aims to provide an inclusive curriculum that is reflected in academic teaching and learning as well as vocational and interpersonal skills learning too.

Teaching staff are skilled in identifying individual pupils' strengths and additional needs. This often means that different teaching methods are implemented for different pupils. This approach aims to maximise pupil engagement and progress and assists in re-engaging them with education. All teaching and learning aims to build confidence and self esteem, building on prior knowledge and developing independence.

Aims

To ensure that pupils accessing our provision are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

To guide what pupils do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

To value diversity and to actively ensure inclusion.

Purpose of a Teaching and Learning policy

- To be an agreed framework for good practice
- To ensure consistency of approach
- To ensure continuity throughout the provision
- To ensure quality experiences are offered to all pupils
- To ensure agreed delivery of the curriculum
- To support all staff
- To communicate the school ethos
- To be a reference point to other documents
- To focus on ways that pupils learn most effectively.

Key characteristics of Teaching and Learning

When referring to agreed schemes of work, staff are asked to plan their work so as to maximise the characteristics of teaching and learning for each pupil.

The Learning Environment

The learning environment should be organised:

To provide pupils opportunities to develop their ideas through independent enquiry

So that all available space and resources are used to their best advantage

To ensure all resources are effectively stored and accessible

To provide effective displays to support learning
To enable pupils to use ICT as an aid to learning

Pupils' Learning

pupils learning should be characterised so as to:

- Enable them to have first hand experience and to engage in investigative work
- Enable them to communicate their findings in a number of ways
- Allow opportunities for group and individual work
- Enable them to make choices in their learning
- Produce work through a variety of mediums
- Practice and apply new skills and knowledge

Teachers

The teacher should value diversity and actively ensure inclusion:

- Value every pupil irrespective of ability, race, gender, age, disability or achievement
- Being aware of the model of learning they present to pupils
- Be clear on the skills knowledge, concepts and attitudes which are the goals of the learning process
- Deploy appropriate questioning techniques
- Design challenging and differentiated learning tasks
- Engage pupils in effective individual and group work
- Value and promote the home / school partnership
- Form positive relationships as part of a team

Strategies to ensure the Principles of Teaching and Learning Policy are in use:

- We believe that pupils learn best when they:
- Are happy
- Are interested and motivated
- Achieve success and gain approval
- Are given tasks which match their ability
- Clearly understand the task
- Are confident, feel secure are aware of and adhere to boundaries
- Are challenged and stimulated

The learning environment should be organised to ensure that pupil have the opportunity to:

- Work individually or in group
- Make decisions
- Work cooperatively
- Be creative
- Solve problems
- Discuss their ideas
- Develop social skills
- Develop independence
- Use initiative

- Receive support
- Succeed at their own level

Learning takes place in an environment which:

- Is challenging and stimulating
- Is peaceful and calm
- Is happy and caring
- Is organised
- Is well resourced
- Makes learning accessible
- Is encouraging and appreciative
- Is welcoming
- Provides equal opportunities and recognises diversity
- Provides a working atmosphere

Pupils should be encouraged to develop organisational skills and independence through:

- Appropriate tasks
- Confidence building
- Example
- Co-operation
- Provision of suitable opportunities
- Responsibilities

Management and Assessment of the curriculum

- All teachers recognise the pupil's individual needs and provide differentiation of teaching and learning.
- School policies are kept in the staff shared area. It is the responsibility of each member of staff to be familiar with school policies and practice.
- Early identification of pupils' additional needs is vital and each pupil has an Individual Learning Plan (ILP) to assess their ongoing progress
- Each pupil has an individual subject tracker updated continually to monitor their progress and attainment
- Respect for pupils' work is shown by the care staff take in feedback and marking.
- pupils are assessed continually including opportunities for self assessments both during lessons and at the end of units of work
- Regular staff meetings and In Service days are held to ensure the continued quality of teaching and learning.
- We expect the highest quality possible from our pupils in both behaviour and outcomes. Effort and achievement is praised and rewarded

Resource Finance

Curriculum areas are allocated money according to the needs identified in the school Budget Plan. Requests for equipment should be discussed with the Business Manager.

Achievement

Social, physical, creative and academic achievements are celebrated in many ways and as an ongoing aspect of school life by:

- Phone calls to parents
- Certificates
- Rewards System
- Encouraging self esteem

Equal Opportunities and diversity

All pupils have the right to equality of opportunity and a recognition of their diverse qualities and needs. Teacher's expectations of behaviour and performance by all pupils should be consistent.

Record Keeping

All teachers should keep detailed records of their work with the class and of individual pupil's activities and progress.