

RECORD OF ISSUE

ISSUE	DATE	SUMMARY
1	January 2011	
2	January 2014	Review follows a change of Headteacher - Review by all staff
3	March 2016	Biannual review
4	March 2018	Biannual review
5	June 2020	Biannual review
6	May 2023	Review
7	Sept 2025	Review

DOCUMENT CONTROL

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Rationale

Across our Pupil Referral Service we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone and it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Our Teaching and Learning Policy is for the benefit of all staff and students. The policy aims to ensure all teaching and learning throughout the centre is effective and enables students to achieve their full academic potential.

Individually, teachers can and do make a difference to the students we teach. This document helps us to achieve this and to support each other through the use of mutually reinforcing practices. In so doing we will work towards achieving one of the main aims of the service which is to promote high standards of achievement through effective teaching and learning.

Our aims are to:

- Achieve consistency in classroom expectations through clear routines;
- Ensure a variety of appropriate and effective teaching and learning styles operate;
- Motivate our students to want to learn and promote a culture of high expectations for all;
- Actively engage students in their learning and raise levels of achievement.

This document sets out expectations and required common working practices within the service.

Through our teaching we aim to:

- enable children to become confident, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with others;
- develop children's respect of themselves and of others
- show respect for all cultures and to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of it
- help children grow into reliable, independent and positive citizens.

Identification

When students start with the service they are assessed to identify relevant targets for both academic and social & emotional development targets. The service collects:

- information from the mainstream school
- information from baseline assessments
- information from the student and parent(s) or carer(s).

This information is used to set targets for each student. These are reviewed at each review

meeting with the key teacher.

Effective Learning

We offer opportunities for children to learn in different ways. These include:

- investigation, problem solving, research and finding out;
- whole-class work, group work and pair work;
- independent work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching and listening to different media;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets received from their current or previous school. We also refer to our own targets and strategies such as one page profiles and review reports, where possible. We have high expectations of all children, and encourage them to reach their potential.

We set attainment targets for the children throughout the school year and we share these targets with children and their parents. We review the progress of each child regularly and set revised targets.

We plan our lessons with clear learning objectives. We take these objectives from the requirements as outlined above. Our lessons are planned within a SOW and contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate lessons so that we can modify and improve our teaching in the future.

All staff members establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school relationships and behaviour policy with regard to pupils making positive choices. We set and agree with pupils the centre rules. We

expect all pupils to comply with these rules to promote the best learning opportunities for all. We praise children for their efforts and, by so doing; we help to build positive attitudes towards the centre and learning in general.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we inform parents and obtain their permission and ensure that we follow the guidance of the Learning Outside the Classroom & Educational Visits policy.

Our classrooms and specialist teaching rooms are attractive learning environments. We change displays regularly to ensure that the classroom reflects the work studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

We expect all staff to:

- Have high expectations of all students and to share this with them.
- Whenever possible, give taught concepts a 'real' context.
- Break down the learning of new concepts/skills into logical steps.
- Model sample responses. This gives students a standard to work to.
- Use a variety of working contexts e.g. Individual, paired, group work and encourage collaborative learning.
- Use oracy to develop understanding. For students who find writing difficult, attainment will improve if they have to discuss their understanding first. In practical work, students benefit from explaining their work and the processes they use. If you ask students to discuss a question with a partner before discussing with the rest of the group you will get more speakers.
- Give students time to think about their responses. Do not always accept the first answer a student gives. Encourage them to elaborate their understanding or to make their response more accurate.
- Challenge students through thinking/problem solving exercises. Encourage students to question and hypothesise.
- Ensure that key words and language are taught.
- Move around the room and engage with the students.
- Share written responses with the rest of the class.
- Encourage peer assessment/self evaluation opportunities and build these into lesson plans.
- Use writing frames and other techniques of support to develop written work. Ensure that these lead to greater independence.
- Refer back to the learning objective(s) during the lesson.
- Follow the Relationships and behaviour policy and have clear strategies for behaviour management, if required.
- Use praise frequently and be specific. Use students' names and describe the learning you are praising. 'Well done John, I like what you are doing with the computer, the work that Janet's group produced last lesson on xyz was excellent, I like how you are working together on this problem...'
- Re-focus students on the work as a way of addressing off-task behaviour. 'John I need you to....' is much more productive than, 'John stop....'
- Encourage students to think about their learning and to become more independent learners.

- Allow opportunities for students to self-assess their work and progress
- Develop the curriculum through planning in concert with other staff and leaders
- Ensure lessons fully adhere to the service's policy on CEIAG and British values.

All Staff have access to an individual programme for CPD which supports their area of responsibility and which enhances their skills and expertise.

We conduct all our teaching in an atmosphere of trust and respect for all.

Curriculum Planning

All staff with a teaching responsibility take a hand in the development of the curriculum. The curriculum is reviewed every year to ensure its continued viability and compliance. Curriculum documents are then stored and available for all staff to use. They are used to ensure that teaching follows a specific pathway during learning walks and book studies.

The role of the Management Committee

Our Management Committee are consulted on the drawing up of school policies and help us review the school policies on teaching and learning. In particular they work in partnership with the school to:

- support the use of appropriate teaching strategies by validating the schools spending on an annual basis
- ensure that the school buildings and premises are best developed and 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 school development planning promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include the use of the SEF, reports from the Head Teacher as well as a review of the in-service training attended by our staff.

The role of the Leadership Team

Our leadership team creates a long-term staffing strategy and allows for an adaptable team that can solve problems and work collectively to achieve whole-school goals.

This is done by:

- active listening
- taking responsibility
- empowering others
- continual self-improvement
- having and sharing a clear vision
- being approachable
- having a positive attitude

The role of the Core and Foundation Leaders

- ensure that staff development and school development planning promote good quality teaching;
- monitor the effectiveness of the school's teaching and adherence to learning policies through the school's policy on observations (learning walks). This involves three work share opportunities a year. In addition there will be a series of learning walks every term. This will be assisted by a leadership team book study every half term
- ensure staff are suitably able to teach the subjects to which they are assigned to, arranging training for non-subject specialists
- professional conversations each term

The role of parents

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:

- inviting parents to the induction meeting to explain our school strategies for teaching identified areas of the curriculum.
- inviting them to attend regular review meetings to discuss their child's progress.
- explaining to parent how they can support their children in attending and succeeding in their placement.
- Parents area on the school website

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;
- 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;

Monitoring and Review

Teaching and Learning will be led and monitored by the Leadership Team as part of the Centre's drive to improve standards of attainment. As part of this process the Core and Foundation leaders perform a series of learning walks and observations at set times of the year. We are also aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.