

# **Management Committee: Teaching and Learning Policy**

**Developed: April 2013  
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## Contents:

1. Objectives
2. Ethos
3. Teaching Strategies
4. Learning Processes
5. Learning Styles
6. Evaluating the Quality of Learning and Teaching in Lessons
7. Governors' Role
8. Parents and Carers' Role
9. New Directions /Tunmarsh PRU Role

## Appendices

- **11 ingredients of every New Directions /Tunmarsh PRU Lesson**
- **Classroom Routines** – for teachers, for pupils
- **Lesson Plan Proforma**
- **Management of the school day**
- **Pupil Induction**
- **Policies:** Classroom Managements and links to other policies
- **Primary planning sheets**

## Learning and Teaching is the business of the whole school.

In New Directions /Tunmarsh PRU/RIET we recognise that some of our pupils may have disengaged from learning and achievement in their previous schools. We aim to re-engage them in the learning process and continually strive to meet the needs of all pupils.

This teaching and learning policy underpins the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of our fundamental principles.

### 1. Objectives

At New Directions /Tunmarsh PRU/RIET we undertake to:

- Raise the levels of attainment for all pupils, enabling them to enjoy their learning and achieve their personal best.
- Develop confident, disciplined and enquiring learners, who are able to make informed choices, achieve economic well-being, and make a positive contribution to the school and wider community.
- Foster self-esteem and personal responsibilities, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Provide a safe and happy work place.
- Enhance and extend the curriculum through involvement of the wider community.

### 2. Ethos

The ethos and atmosphere underpin the agreed aims of the PRU. Our staff provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the on going development of this ethos through:

- Providing diverse high quality learning experiences, underpinned by consistent approaches and routines
- Taking a shared responsibility for every child's learning and welfare
- Challenging under achievement
- Providing a calm and effective working environment, in which each pupil can achieve her/his maximum potential
- Providing a welcoming environment where pupils feel valued as individuals; where courtesy, kindness and mutual respect are fostered
- Adhering to the classroom routines

- Providing positive role models
- Providing a fair, disciplined environment, in line with our behaviour policy.
- Maintaining purposeful and informative planning, record keeping and assessment documents, in line with our assessment policy
- Effective management of their professional time
- Developing links with the wider community
- Providing pupils with interesting, meaningful, purposeful tasks
- Valuing and celebrating pupils' success and achievements
- Reviewing personal and professional development by providing appropriate INSET, training and support for colleagues, in order to ensure a high level of professional expertise

### 3. Teaching Strategies

In order to ensure equality of access and effective matching of tasks to needs, our staff strive to employ a variety of strategies:

- Demonstrating high expectations
- Discussion and extended questioning (open and closed, as appropriate)
- Previewing and reviewing work
- Listening
- Modelling – shared – independent learning
- Mind mapping – sharing ideas
- Providing opportunities for reflecting by pupils
- Providing opportunities for repetition / reinforcement / building on prior knowledge
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual needs
- Scaffolding Learning - intervening, as appropriate, in the learning process in order to encourage development
- Using specific praise in order to build on success and raise self esteem
- Using a range of positive and appropriate communication strategies – verbal, non-verbal and body language
- Paying attention to the needs of visual, auditory and kinaesthetic learners, learning through a variety of extensive pedagogy.
- Use assessment for learning to facilitate rapid progress.

Teachers will use a range of strategies in any one lesson

Activities will give pupils the opportunity to work as individuals, in pairs, as a whole class and in groups/teams.

We believe that the drive for improvement is most successful when it comes from within the organisation. In building and developing our teaching repertoire and expertise, we see coaching as a way for teachers to work on their pedagogy, developing confidence in trying out new strategies.

#### 4. Learning Processes

We recognise that our pupils enter our PRU at different stages of development and facing a variety of challenges. They learn in different ways, at different rates of progress and have a range of learning needs. In the course of learning, pupils develop their skills through a variety of processes.

These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Problem solving
- Risk taking
- Making choices and decision-making
- Assessment for learning

We see 'assessment for learning' as an effective way forward in helping our pupils decide where they are in their learning, where they need to go, and how best to get there, thus developing independent and effective learning.

#### 5. Learning Styles

We recognise that pupils learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible

These styles include

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupils
- Whole class
- Independent learning

#### 6. Evaluating the quality of learning and teaching in lessons

We have a tracking system to track the progress of teachers and our lesson observation and learning walk practice focuses on the progress pupils are making with the lesson. We also have a comprehensive data tracking system for monitoring pupil progress, including analysis and future staff actions.

## **Responsibilities**

### **7. Role of the Management Committee**

It is the role of members of the management committee to monitor and evaluate the policy and its practice.

#### **Teaching and Learning Committee**

- The Deputy Head reports to the Committee on various developments in learning and teaching practice.
- The Committee will monitor the policy – linked to evaluations and judgements in the SEF.
- The Committee is responsible for the on-going development of this policy.

### **8. Parents and Carers' Role**

Parents and Carers are encouraged to support their child's learning by:

- Taking an active interest in all aspects of their child's school life.
- Seeing that their child attends school regularly, on time and properly equipped.
- Agreeing to and supporting the New Directions /Tunmarsh PRU's /RIET's Behaviour Policy and Home /School agreement
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Communicating to school all relevant information, which may affect their child's progress, happiness, health or behaviour.
- Notifying the school if, for some reason, their child cannot attend.
- Encouraging their child to follow our behaviour policy and support their child to make the required effort.
- Responding to letters sent home and doing their best to attend parents' evenings and other meetings, at which their presence is requested.

### **9. New Directions /Tunmarsh PRU/RIET Role**

- Giving parent /carers and the Management Committee clear and accurate information
- Respecting information given in confidence
- Setting up curriculum meetings and Parent/ Carer evenings for Key Stage 3 and 4
- Giving reasonable/appropriate access to teaching staff
- Providing staff with support and opportunities for: training and development; career progression; other forms of recognition for achieving excellence in education

Policy review date: April 2014

## Appendices:

The following appendices outline current practice in New Directions and Tunmarsh PRU. They will be applied to RIET where appropriate.

- **11 ingredients of every New Directions /Tunmarsh PRU Lesson**

- ✓ Explain big picture, objectives and outcomes
- ✓ Personalized challenge for every pupil
- ✓ Levels or grades referred to at key points and in marking
- ✓ Do, Review, Learn, Apply
- ✓ Use targeted questioning and structured pupil discussion to develop understanding
- ✓ Pupil led enquiry or problem solving: practical learning
- ✓ Pupils work in pairs or threes - independent of teacher
- ✓ Pupils get specific feedback on their work; self, peer, teacher
- ✓ Effort and progress specifically praised and encouraged
- ✓ Planned use of resources, support staff and technology to contribute to learning
- ✓ Plenaries throughout lesson check and consolidate learning

- **Classroom Routines** – for teachers, for pupils

### **Classroom Routines for Pupils**

#### **At the start of the lesson**

Sit where your teacher tells you

Get your planner and equipment out and put them on your table

Settle straight to work

#### **During the lesson**

If your teacher raises their hand, raise your hand and stop  
Talking

Do things at the **right time**, in the **right place**, using the **right voice**

#### **At the end of the lesson**

Tidy your work area

Wait quietly to be dismissed

- **Classroom Routines** – for teachers

### **Class layout**

Seating plans for every class. They sit where you want

Keep the classroom tidy and organised

### **At the start of the lesson**

Teacher in doorway (half in /half out) meet and greet

Task already on the board or table- learning starts immediately. Title + date + task, learning objective

Make contact with key pupils in first 10 minutes

### **At the end of the lesson**

Pupils tidy their work area and wait quietly for you to dismiss them

- **Management of the school day**

#### **Time Allocation**

#### **To be added**

At New Directions /Tunmarsh PRU we are committed to reflecting the requirements of the National Curriculum wherever possible.

We are committed to raising the standards of *Functional Skills*: the ability to read, write and speak in English and to use mathematics and IT at a level necessary to function and progress at work and in society. Staff will encourage pupils to work within given time scales and will facilitate the effective use of time through:

- The provision of appropriate resources
- Planning extension activities for individual or group work

Time Allocation per week:

<b>Subject</b>	<b>KS 1 and 2</b>	<b>KS3</b>	<b>KS4</b>
English			
Maths			
Science			
IT			
PSHCE			
Art			
Media Studies			
Literacy		Withdrawn as required	Withdrawn as required
Numeracy		Withdrawn as required	Withdrawn as required
Music			
Food Technology			
<b>Key stage 4 options only</b>			
Land Based Studies			
Work Focussed Learning			
ASDAN			
Foundation Learning			
Vocational Carousel			

- **Lesson Plan Proforma**

**Add**

- **Policies:** links to other policies include Behaviour Policy; Marking and Assessment Policy; SEN Policy; Equalities Policy

- **Pupil Induction**

Pupils' needs are assessed on entry so that we can plan differentiated routes through the curriculum and address gaps in learning. Where necessary we involve other agencies, such as the Educational Psychologist, to assist us. Individual Education programmes are developed for pupils, learning goals are set for them, in relation to their abilities and progress towards these goals is monitored.

We seek to address disaffection and behavioural barriers to learning by providing a range of opportunities to develop personal and social skills, by introducing enjoyment at the core of our lesson planning and by seeking to provide practical learning activities to reinforce the core curriculum

The Induction programme for all new students (apart from outreach) will include Cognitive Ability Tests, Behaviour profiles, standardised assessment in reading and numeracy, Results from these assessments will be analysed and placed in pupil files / SIMS.net to allow staff to access the data to inform planning and individual timetabling.

- **Approach at RIET:**

Attendance at RIET is short term; pupils are taught in two classes and membership of the classes may vary from day to day because of part time attendance and the attendance of vulnerable pupils with fixed term exclusions.

Our overall aim is to ensure successful reintegration into mainstream school or a more appropriate fresh start in special settings for our primary aged primary aged pupils.

We provide a broad & balanced curriculum with an emphasis on developing maths and literacy skills to enable pupils to be able to engage with their mainstream curriculum. In Class 1 summative assessments, 66% of pupils show progress in literacy and maths. In class 2 summative assessments were not undertaken last term.

We use a topic based approach to ensure coverage of other learning and interest areas.

Our approach is designed to raise the self esteem of pupils and their view of themselves as effective learners. Key to this process is our assessment for learning approach which encourages pupils to be reflective when reviewing their own work. Using the 'green pen method' prevents pupils from seeing themselves as failing and possibly destroying their work.

Lessons are planned to provide structure engage pupils actively in their learning and to cover cultural diversity. They are differentiated to meet the pupils' learning needs and styles.

We recognise the importance of providing the pupils with coping mechanisms which are academic, social, emotional and transferable.

Our approach is to look for possible underlying reasons for the difficulties presented by our pupils.

Pupils are encouraged to reflect upon their behaviour, throughout the day, and how this has impacted upon their learning and that of others.

Primary planning Sheets

**RIET TOPIC PLANNING**

**Week Commencing :**

**Class:**

**Monday PM**

Cross Curric Link	
Learning Objective	
Introduction	
Main	
Activity	
Plenary	

**Tuesday PM**

Cross Curric Link	
Learning Objective	
Introduction	
Main	
Activity	
Plenary	

**Wednesday PM**

Cross Curric Link	
Learning Objective	
Introduction	
Main	
Activity	
Plenary	

**Thursday PM**

Cross Curric Link	
Learning Objective	
Introduction	
Main	
Activity	
Plenary	

**Friday PM**

Cross Curric Link	
Learning Objective	
Introduction	
Main	
Activity	
Plenary	

## RIET Literacy Planning

**Class:**

**Week Commencing:**

**Learning Outcomes:**  
(Show links to PNS)

**Objectives:**

**Learning Objectives: Cross Curricular**  
(If appropriate)

**CORE TEXT/VISUAL STIMULUS OR FILM CLIP:**  
Equipment/Resources:

<b>Day</b>	<b>Whole Class Shared Focus</b>	<b>Independent/Guided/Group Task</b>	<b>Plenary</b>	<b>Other Adults/</b>
<b>Mon</b>				
<b>Tues</b>				
<b>Wed</b>				
<b>Thur</b>				
<b>Fri</b>				

**Lesson Notes:**

Numeracy Weekly Planning

<b>RIET Class:</b>		<b>Week Commencing:</b>		<b>Inclusive teaching checklist:</b> <ul style="list-style-type: none"> <li>○ culturally relevant and accessible material</li> <li>○ visual support: pictures, puppets, props, checklists real objects</li> <li>○ talk partners (whole class and independent work)</li> <li>○ collaborative and mixed attainment group/pair work</li> <li>○ developing vocabulary: word banks, picture prompts</li> <li>○ home languages</li> <li>○ scaffolding and modelling</li> </ul>				
<b>Learning Outcomes:</b>								
<b>Vocabulary:</b>								
<b>Mental/Oral Starter</b>		<b>Main Teaching</b>		<b>Independent/Guided/Group Task</b>		<b>Plenary</b>		
<b>M</b>								
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<b>W</b>								
<b>T</b>								
<b>F</b>								
<b>Lesson Notes:</b>								