

**Riverside
Community
Special School**



**Teaching and Learning
Policy: *A baseline for
outstanding practice***

"Riverside School aims to provide an outstanding learning environment that supports pupils to become more active and engaged learners."

At Riverside School we believe children learn best when:

Learning activities are well planned, ensuring progress in the short, medium and long term

Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning

Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment

The learning environment is ordered, the atmosphere is purposeful and children feel safe

Specialist approaches are used to support individual pupils.

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective teaching and focussed learning activities with clear objectives and outcomes
- a clear understanding by the children of the method and purpose of activities in which they engage
- progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour)
- Planned changes - using the "oops" card
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TEACHERS WILL ENSURE THAT:

- work is planned, both half termly and weekly (topic, English and Mathematics, other), all of which are available in the classroom on a daily basis.
- Half-termly and weekly plans include planning for IEPs, progression mastery and over learning.
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development
- lessons have a defined period of objective/skill teaching followed by activities and group or whole class plenary.
- They share learning objectives with their support team to ensure teaching across the lesson is meaningful and understood.
- Teachers plan for the development of emotional and social skills
- Teachers will incorporate ideas that help pupils with their flexible thinking.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is a Curriculum Map in place that is broad and balanced
- where there are agreed schemes of work in place, these are known to all
- a monitoring cycle in place to support the progress of individuals and groups of learners: Learning Conversations, target setting, data collection, lesson observations, planning scrutiny, drop ins.

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- creative teaching and creative learning
- learning that is accessible and motivating for all children
- learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for each pupil
- children learning independently and practicing skills
- children collaborating on projects
- children enjoying their learning
- use of other environments including The Lodge, sensory spaces, outdoors, Joshua Room and our locality.
- resources that support diversity and are culturally appropriate.
- Resources are of a high quality and meet the needs of all pupils.

TEACHERS WILL MAKE SURE THAT:

- well-judged and effective teaching strategies successfully engage pupils in their learning.
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions are based on pupils language abilities (Blank language scheme)
- they are promoting British Values, including fairness, justice and tolerance, respect for all and helping pupils to have an understanding of people and communities beyond their immediate experience.
- They use individual interests to engage and motivate learners.
- Bucket time is used to engage pupils at the start of sessions
- Pupils join teaching sessions for as long as is appropriate and they are moved on to other activities as needed (for example when the starter becomes more complex).

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, postcards, newsletters, notice boards and the school website

- whole school themes provide points of shared discussion and motivate learners across the school
- the Performance Management policy underpins the expectation for teachers to engage in formal and informal observations, feedback, identifying of strengths and weaknesses and pupil engagement.

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- staff using frequent, detailed and accurate feedback to pupils, both oral and written, to improve their learning - *Marking and Annotation Policy*
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and provide challenge that is pitched at a level that is achievable when they work hard and try their very best
- all pupils receive support at the time and level it is required to optimise their learning
- Up to date and meaningful IEP targets
- pupils supporting one another where appropriate
- independent learning and over learning to deepen understanding and use of skills.

TEACHERS WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- marking is frequent and regular (*Marking and Annotation Policy*) providing pupils and staff with very clear guidance on how learning can be improved/revisited
- Progress books are updated weekly with appropriate annotations and evidence supporting work towards IEP targets.
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed assessment records (*Reading Records, Phonic Tracker Sheets*) and submit data termly to enable Pupil Data Tracking (*reading & spelling, Mathematics, English and Communication, PHSE*)
- IEPs are communicated to pupils appropriately and displayed within the classroom
- Pupils have the opportunity to record their outcomes appropriately (*symbols, photos, footage*) and there is a balance between practical and written activities
- They reflect on observations and feedback from colleagues and leaders, and make changes that enhance pupils daily outcomes, and promote social and emotional wellbeing.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is an Assessment policy in place that ensures consistency of practice
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Learning Conversations involving year group partner teachers and members of the Leadership Team; this data is utilised in the deployment of resources so that under achieving pupils are well supported and make better progress over time
- there is a Lead Practitioner to support staff, children and parents in their teaching and learning, providing advice on techniques, thinking, best practice, and intervention where necessary
- Parents are fully informed of their children's progress and learning (half termly class newsletters, Annual Reviews, End of Year Report, Parents Evenings, class coffee mornings, curriculum workshops, postcards, home/school book).

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- children's high self-esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- organisation of classroom routines, systems and resources to optimise learning, communication, life skills and emotional well being of pupils.
- Clear transitions around the building, between activities and daily events.
- Purposeful and well thought out use of furniture that meets the needs of all the pupils.

TEACHERS WILL MAKE SURE THAT:

- they teach children how to behave well
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations (Red and Green choices) and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently (via IBMPs/PHPs)
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner - they will not shout or lose their temper
- they and their staff model calm and positive ways of working and interacting.
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- any criticism will be constructive and children's self-esteem and well being will always be promoted.
- Tasks are clearly presented and structured so there is a clear end point that is appropriate to the child.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- We will ensure that rewards and reinforcements are personalised to match individuals needs and interests.
- Staff consistently use positive language and actions with pupils around listening (number 1 voice), behaviour choices (green choices), rewards (stamps and stickers) and trying hard (resilience).
- There will be a variety of visual cues to help pupils to understand and navigate the environment (not overwhelming).
- safe guarding procedures are in place and are adhered to
- we recognise the need for our pupils to be taught strategies to protect themselves from cyber-bullying, grooming, radicalisation and any other exploitative relationships through Personal Safety weeks, computing curriculum and assemblies.
- we recognise the need for parents to understand the need to protect their children from cyber-bullying, grooming, radicalisation and any other exploitative relationships.
- We recognise that pupils with disabilities, including autism, may be particularly vulnerable to exploitation.

Children learn best when specialist approaches are used to support individual pupils.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- a range of approaches used purposefully to support individual pupils with a range of needs (TEACCH work stations set up in the back room, Now and Next, My Own Work, Working Together, schedules, choose boards, SULP, behaviour charts, communication boards)

TEACHER'S WILL MAKE SURE THAT:

- pupils are able to access learning whether individually or as part of a group
- Specific programmes from external agencies are incorporated into the pupil's timetable (HLTA, SALT/physio assistants) or planned for explicitly as needed.
- They understand and monitor progress of individual pupils receiving targeted support and liaise regularly with specialist staff and the class team.
- All staff understand and use specialist approaches as appropriate (sensory integration, Blank Language, Makaton, hand gym, specialised resources)
- they consult with the Lead Practitioner to ensure that interventions reflect best practice and ensure the emotional wellbeing of the pupil.
- Learning conversations are used to identify gaps and barriers to learning with a clear plan that will lead to improved outcomes. Consultation with the Lead Practitioner leads to improvements in pupil engagement, wellbeing and learning outcomes
- They use a range of techniques that reflect the needs of pupils (Makaton, photos, Bucket time, appropriate Communicate In Print resources)

IMPLICATIONS FOR THE WHOLE SCHOOL:

- the Lead Practitioner will be available for professional dialogue, observation and support
- training will be provided through whole school INSET, CPD and Performance Management/IPP target setting
- withdrawal of pupils for teaching of specific skills will be identified through the IEP process and highlighted during Learning Conversations.
- Visual supports are tailored to the needs of individual pupils and used consistently by all staff.

- Staff will fully understand the nature of and response to pupils with specific difficulties (autism, mutism, behaviour) so that interactions with pupils are consistent with best practice.

Presented to Full Governing Body July 2015

Approved by FGB: July 2015

Reviewed FGB : autumn 2018

Review: autumn 2020

What does outstanding Teaching, Learning and Assessment look like?

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. *(Know and use the Blank Language Scheme information effectively in all lessons. Understand methods and skill progression across subjects and appropriate resources to support learners in each lesson.)*
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. *(All lessons are differentiated by outcome, teaching, pace and resources. Pupils have a range of on task options, such as independent work bags. Pupils are rewarded in a timely fashion (Golden Time minutes). A range of strategies are used to ensure pupil engagement including individual charts etc.)*
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. *(Pupils progress is effectively tracked in progress books/IEPs and Learning Conversations. Interventions are used strategically including Pupil Premium time.)*
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. *(All staff use Marking and Annotation effectively including the re-teaching of skills as necessary)*
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. *(All staff use Marking and Annotation effectively including the re-teaching of skills as necessary)*
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come. *(Staff check pupils home/school books and Reading Record Books and raise concerns through Learning Conversations or at parents evenings)*
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. *(Teachers include the use of Makaton, Clicker, Communicate in Print, Numicon, AACs and SALT interventions into the classroom. Effective tracking and teaching of reading, spelling, handwriting and phonics)*
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. *(IEP targets are displayed in class. As appropriate, pupils can talk about them. Red and Green Choices are talked about during lessons.)*

■ Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. (*Teachers set work appropriately and staff support the learning to ensure success*)

■ Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. (*IEP targets are displayed in class and pupils are able to talk about what they are working on as individuals – as appropriate*).

■ Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. (*Home/school books are used consistently to communicate with parents. High quality newsletters and weekly learning plans are sent home with learning ideas. Reading record books consistently highlight areas of learning, letter and sounds etc*).

■ Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning. (*Red and Green choices are highlighted throughout lessons. Inclusive and diverse resources are used in lessons as appropriate*).

Italics indicate what outstanding techniques/protocols are expected at Riverside School.