

Procedure for	Teaching & Learning		
Associated Priory policy	ES11 V3 ES04 V08 ES10 V04 ES11 V04		
Supported Local practice and procedures:	Curriculum Presentation and Display Policy Assessment Recording and Reporting		
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TEACHING AND LEARNING – local policy and procedure

1. Introduction

This local policy and procedure is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

2. Definition of Learning

At Oliver House School, we define learning as:

- the process of building new concepts, knowledge, skills and attributes through a variety of experiences; t
- the essential knowledge that children need to be educated citizens
- the refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications;
- the development of personal characteristics;
- making sense of the world around us and discovering where we fit into it;
- a continuous, lifelong process of personal development.
- fun and imaginative

3. Principles of effective learning

We believe that pupils learn best when:

- they feel happy, comfortable and safe; (4.1)
- their confidence and self-esteem are high and they enjoy positive trusting relationships with adults and peers; (4.2)
- they are challenged, encouraged and supported by peers and adults, including family/care; (4.3)
- the learning environment is stimulating and properly resourced; (4.4)
- teaching is authoritative, purposeful, positive, well-paced, varied and stimulating; (4.5)
- they are actively engaged in the learning process; (4.6)
- our teaching takes account of their individual needs and interests; (4.7)

4. Strategies used to promote effective learning

4.1 To help pupils to feel happy, comfortable and safe, we will:

- smile at them, greet them, warm and welcoming;
- make time to understand their needs;
- treat them fairly and consistently;
- rigorously implement equal opportunity, anti-bullying and race equality policies;
- ensure that the school and classrooms are visually attractive and welcoming;

- ensure that they feel 'ownership' through personal spaces, name tags, classroom displays etc;
- provide opportunities for sensory diets and physical movement in learning activities;
- provide opportunities for relaxation/energising in and between activities;
- alternative environments when in need of regulation, distraction or when unhappy or agitated

4.2 To help build pupil's confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will:

- give them opportunities to take part in annual reviews, Phase decisions, school council etc as appropriate as well as developing individual pupil voice;
- where appropriate make use of learning/talking partners, peer assessment and collaborative working;
- use a range of reward systems, praise achievement;
- display their work and help them to display their own work attractively;
- look for opportunities to catch them doing well and to celebrate it;
- ensure that they experience success and praise every day;
- give constructive feedback verbally and in writing and through other means of communication where appropriate;
- positive language and encourage them to do the same;
- acknowledge and celebrate their special days, including birthdays where appropriate;
- teach them to value themselves so that they can value others;
- celebrate variety in culture, religion and language;
- show respect for them and their contributions.

4.3 To ensure that pupils are challenged, encouraged and supported by peers and adults, including family, we will:

- inform parents/carers about the curriculum they will experience next;
- communicate regularly with parents about their progress;
- involve them in self-assessment (AFL) and the identification of appropriate new targets;
- involve them in collaborative working;
- involve them in peer assessment (as appropriate);
- use target setting information and other assessment procedures to track their progress and identify their learning needs;
- enable them to share achievements through displays, phase assemblies etc.
- provide a range of extra-curricular activities through the personalised curriculum.

4.4 To provide a stimulating and properly resourced learning environment, we will:

- ensure the interior and exterior of the building are clean, appropriately decorated and well maintained;

- ensure that classrooms are tidy and free of clutter;
- ensure that pupils and adults have access to water as needed;
- have appropriate resources according to the varying needs of the pupil;
- ensure that resources are accessible to pupils;
- vary the learning environment, using outdoor spaces and out-of-school visits;
- set out informative, interactive and celebratory displays;
- visual, stimulating and accessible targets/individual timetables through the progress paths.

4.5 To ensure teaching is authoritative, purposeful, positive, well-paced, varied and stimulating, we will;

- provide teachers and teaching assistants with line management support and a planned programme of continuous professional development;
- take steps to ensure the personal well-being of members of staff;
- provide a curriculum that covers, and goes beyond, the statutory requirements;
- plan lessons that are adapted to meet the needs of individual pupils;
- plan and deliver lessons and units of work that incorporate the principles of the Framework for Effective Teaching and Learning (Section 3);
- monitor the effectiveness of our teaching through line management and subject management arrangements, including lesson observations, work scrutiny and scrutiny of teachers' planning and assessment records (Hexagonal Approach – see Appendix 1)
- give pupils clear goals and time limits through WALTs's and WILF's.

4.6 To ensure pupils are actively engaged in the learning process, we will:

- Identify individual needs of the pupils and tailor learning around these;
- Provide stimulating and fun lessons to engage the pupils;
- Use different delivery methods to ensure variety in pupils' learning;
- Use assessment as a key tool to actively engage pupils in the learning process and be able to set new targets for their subject areas.

4.7 To enable our teaching to take account of our pupils' individual needs and interests, we will:

- implement a range of target setting, assessment and tracking procedures appropriate to their needs and age;
- involve them in self-assessment and target setting;
- talk to them about their interests and incorporate these interests in our teaching;
- fully implement the SEN policies and action plans;
- use different teaching delivery methods;
- use personalised programmes according to the individual needs of the pupil;
- develop a broad curriculum to explore each individual students potential.

5.0 A Successful Policy?

5.1 When the policy is successful, we will see children who:

- are confident, well-motivated, independent, yet collaborative learners;
- enjoy their learning and who maintain good relationships with adults and other children;
- have a sense of pride in their work at school;
- make good progress against their targets.

5.2 When the policy is successful, we will see teachers and teaching assistants who:

- are knowledgeable, skilled, confident, motivated and happy in their work.

Appendix 1

Aim and Rationale:

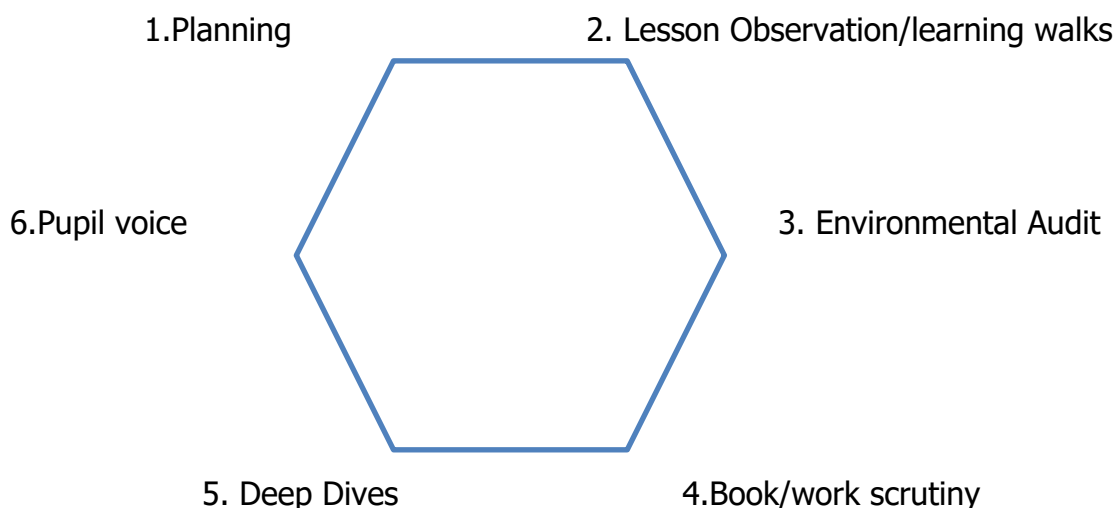
In line with the new OFSTED framework, the manner in which we make judgements regarding Teaching and Learning (T&L) will be amended to reflect this new process. Through the new framework, it is clear to see that any judgements made will not be based solely on a single observation. It is apparent that any judgements made will now be achieved through a range of avenues that will combine to provide an in depth overview of the standards of T&L within the school and within individual classrooms/subject areas.

To ensure that, as a school, we are able to provide the best possible standards of T&L we have amended our T&L strategies. We have introduced a new hexagonal approach to assessing the levels of T&L within the school, ones that will also satisfy external scrutiny.

The Hexagonal Approach to Teaching and Learning:

Under the new format, all judgements on T&L will follow a range of pathways that encompass T&L. They are:

Intent – Curriculum design & coverage, links to capital culture, pedagogy & high aspirations
Phase Quality of Education document
1. Planning scrutiny
Implementation – curriculum delivery, coverage and appropriateness
2. Lesson observation/learning walks
3. Environmental audit
4. Book scrutiny and work evidence (Sequence of learning)
5. Deep dives of subjects /Moderation
Impact – Outcomes & information gathered to inform planning
6. Pupil voice
Impact document and Annual Reviews - attainment and progress, reading data, destinations and PFA
Professionalism and Performance management



Over the course of one academic year, each member of staff will be involved in at least two rounds of Teaching and Learning reviews through - appraisals, lesson observations, learning walks, work scrutiny, subject development and pupil progress meetings. This will feed into a synopsis of the standards of teaching throughout the school.

Hexagonal Pathways

Planning:

Planning will be scrutinised to ensure that both Medium Term Plans (MTP)/Schemes of Work (SOW) are in place and followed. At Oliver House School, we follow the six term year. This should be reflected in our planning wherever possible.

Weekly plans are created in line with each MTP/SOW and that feedback/forward is created from each lesson/week. Planning should be based on prior learning and understanding, to provide a suitable level/pitch of learning that engages all pupils and offers logical steps of progression for all learners. Planning should highlight clear opportunities for assessment, both formative and summative, and provide distinct opportunities for all learners to gain success/achievement.

Lesson observations/Learning Walks:

As in the past all teachers will take part in a round of observations. In line with the new Ofsted framework, class teachers will be required to provide links to the planning for that week and previous planning (inc. feedback/forward) and the MTP/SOW that is currently being delivered. Throughout the year, lessons observations will be carried out by various parties, these include, SMT, line manager and your peers.

Environmental Audit

The Environmental audit offers a structured tool based on elements of the curriculum and SCERTS framework to support learning. The teaching sessions and transactional supports are monitored and reviewed to facilitate social communication, emotional regulation and enable pupil learning.

Work/Book scrutiny:

As part of this process, a sample of books and/or work (Phase group as well as individual pupils) will be passed to the SMT/T&L review team. The aim of this scrutiny will be to moderate the quality of work completed, the progression, the marking and feedback provided to the pupils (in line with Oliver House School Marking Policy) and evidence of feed-forward being contained in the following lesson/activity/task/objective.

Deep Dives:

During the year the progress and attainment of all pupils will be logged and reviewed through our current deep dives and moderation procedures. Progress across Key Stages will also be viewed. Progress and the knowledge they will gain will be viewed in relation to their peers at Oliver House School, at other Aspris Schools and local/National settings if applicable. Progress will be based on relevant starting points for each pupil (start of year/start of placement) and in line with national expectations, contextualised as required.

Pupil voice:

Within the T&L framework in line with Ofsted practice, discussions will take place with pupils (prior, during and post observation and as appropriate) to gauge an understanding of the 'real' lessons outside of those observed. This process is designed to provide an in-depth and realistic overview of the T&L in place at Oliver House School – the learning walk schedule will also provide further evidence of this. The final element of this process will be to work with staff and discuss, at length, the findings from each of the hexagonal pathways. The staff discussion will revolve around each of the pathways and look at the strengths of each member of staff. It will also highlight agreed areas for support and further development where CPD may be targeted in the future. The discussion process with members of staff will also enable each teacher to place any relevant contextual information onto the relative 'raw' data that has been produced through the Hexagonal pathways.

Impact:

Using the hexagonal approach to Teaching and Learning will allow the school to make judgements on the impact and effectiveness of Teaching and Learning in a similar fashion to that of Ofsted. It will provide a clear image of areas of strength and those areas that we recognise may need development in the future.

A regular and in-depth appraisal of individual practice at Oliver House School will enable the school to support an agreed programme for directed and individualised CPD plans for all staff and where appropriate form part of the performance Management Targets.

It is hoped that these changes will enhance our whole school practice and raise the rate of progression and attainment levels for all pupils, providing them with the required life skills/qualifications to access education and employment after leaving school.