

# Sheringham Woodfields School



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Registered Charity: Friends of Sheringham Woodfields School - 1127142

## TEACHING AND LEARNING POLICY

Approved by SMT: 5 <sup>th</sup> February 2021	Approved by Staff: 12 <sup>th</sup> February 2021	Approved by Governors: Spring 2021
Next Review date: Spring 2024	Person(s) responsible for review: SLT	

### Rationale

This policy defines the approaches to learning at Sheringham Woodfields and what is in place to ensure all pupils experience good teaching and learning.

Learning is not just curriculum based but much wider including learning about themselves and the world around them to ensure all pupils make progress and are well prepared for the next steps in their lives.

### Definitions

#### **The needs of the pupil**

- All pupils have an EHC plan and therefore require a highly individualised approach that involves thorough planning and strong teamwork.  
The approaches used must match the needs of the pupils in terms of learning, physical, emotional development and sensory and behavioural needs.

#### **The learning process**

- Learning can take place at all times of the day in formal settings such as lessons or more informal times such as break and lunchtimes.

#### **The teacher's role**

- The word 'teacher' refers to a member of staff leading an activity with pupils. We acknowledge that all staff members contribute to learning and so need to be informed of the objectives and methods planned to achieve learning so that they can fully support.
- To ensure learning, teachers must continually evaluate and modify their practice. The need to be creative, willing to try new or different approaches and take risks is fully supported by the leadership team.

## The planning process

The curriculum is broken down into long, medium and short term plans to ensure breadth and progression. Important principles to consider are:

- The school is organised in key stages wherever possible and the National Curriculum/EYFS is followed where appropriate.
- Pupils' individual timetables need to balance therapeutic approaches and curriculum.
- Subjects may be linked together as topic areas and themed days are often a successful way of delivering meaningful and enjoyable learning.
- Opportunities to use and extend cross curricular skills, including ICT, numeracy, communication and literacy should be included.
- Learning out of the classroom is essential. Our school grounds, The Patch, Woodfields Den and the Community offer rich educational opportunities.
- Assessment of pupils' needs and abilities will inform next steps of planning. There is a guide available to support staff in their assessment.

## Parents

Parents and carers are an integral part of the learning process. Information is sent home every half term and posted on the school web site about topic areas and suggestions for continued learning. Annual reviews and parents' consultations focus on the individual's progress and making future plans.

Parents are welcome to see resources and discuss appropriate strategies and have access to many resources via the school web site.

## Monitoring and Evaluation

- All staff who teach have their practice observed by the leadership team in accordance with Teachers' Standards and appraisal objectives. All observations are followed by constructive feedback based on the learning process. (see appendix 1 and 2)
- Learning walks take place regularly and focus on specific outcomes. These can involve different members of the Leadership Team and take different formats. Some learning walks are snap-shot observations whilst others require classroom staff to point out progress and achievement to the observer.
- Pupil progress data informs judgements about effective teaching, although this is not a straightforward link. The leadership team have a role in evaluating data in order to plan for improvements.
- Governors monitor through annual summary of pupil progress.

This information feeds whole school evaluation and planning for improvement.

This policy should be read in conjunction with the following policies:

- Assessment, Recording and Reporting
- SEN
- Curriculum
- Monitoring and Evaluation
- Educational visits
- Curriculum and Assessment Guide

## Appendix 1 - Lesson Observation Template

Teacher:	Curriculum area:	Class/year group:	No of pupils:
Date:	Time:	Staff present:	Focus:

Focus/Standard	Evidence	Strength/Areas for Development
1. Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> <li>• Pupils are motivated to engage</li> <li>• goals that challenge all</li> <li>• positive attitudes, behaviour and values are expected.</li> <li>• Pupils are encouraged to be independent</li> </ul>	
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> <li>• Plan teaching to build on prior knowledge</li> <li>• Demonstrate knowledge of how pupils learn</li> <li>• Pupils learn new skills or consolidate existing ones.</li> </ul>	
3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> <li>• Have a secure knowledge of the curriculum</li> </ul>	
4. Plan and teach well-structured lessons	<ul style="list-style-type: none"> <li>• Time is used effectively</li> <li>• A range of tasks are used to maintain interest</li> </ul>	

<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p>	<ul style="list-style-type: none"> <li>• Differentiate appropriately</li> <li>• Strategies are used to overcome barriers to learning</li> <li>• Teaching approaches engage and support all pupils</li> </ul>	
<p>6. Make accurate and productive use of assessment</p>	<ul style="list-style-type: none"> <li>• Use formative and summative assessment to secure progress.</li> <li>• Give pupils regular feedback and encourage them to respond.</li> <li>• pupils helped to self-assess and understand how to improve</li> </ul>	
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> <li>• Have clear rules and routines</li> <li>• High expectations</li> <li>• Pupils helped to manage their own behaviour</li> <li>• Challenging behaviour has minimal impact on others</li> <li>• Positive relationships within the class.</li> </ul>	

Summary of Strengths

Summary of Areas for development

Teachers comments

Signed by teacher:

Name and signature of observer:

## Appendix 2 - Learning Walk Observation Template

Learning Walks Observation Sheet		
Focus:		
Class:	Lead:	Staff:
Evidence		
Engaged	<i>Pupils are engaged and motivated to enjoying their learning.</i>	
Activities	<i>Accessible, relevant and challenging to enable progress.</i>	
Communication	<i>Functional communication including lit/num.</i>	
Behaviour	<i>Safe, high expectations, positive.</i>	
Responding	<i>Ongoing assessment and responding to pupils, adapt and feedback.</i>	
TAs	<i>Right level of support, have knowledge required, effective.</i>	
SMSC	<i>Enjoy, creative, willing, social skills, right/wrong, culture?</i>	

Strengths:

Development Issues:

Good practice to share:

Date:

Observer: