

# Sheringham Woodfields School



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Registered Charity: Friends of Sheringham Woodfields School - 1127142

## TEACHING AND LEARNING POLICY

Approved by SMT: 19 <sup>th</sup> January 2024	Approved by Staff: 26 <sup>th</sup> January 2024	Approved by Governors: 8 <sup>th</sup> February 2024
Next Review date: Spring 2027	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.
- SLT conduct termly monitoring for their areas of responsibility which is then provided to the Head Teacher.

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
- Feedback and Annotation Policy

**Appendix 1 - Lesson Observation Template**



**Lesson Observation Record**

<b>Teacher:</b>	<b>Observer:</b>
<b>Curriculum Area:</b>	<b>Date and Duration:</b>
<b>Class/Year grp incl number of pupils:</b>	<b>Staff Present:</b>

**Observations and comments:**

Establishing a Positive Climate for Learning  
[E - S1 & S7]

Pedagogy [P - S2, S4, S5]

Curriculum [C - S3]

Impact on Pupil Progress/ Assessment [A - S6]

## Lesson Observation Record



<b>Feedback Summary</b> <b>Strengths:</b>	<b>Link to teacher standards:</b>	
<b>Areas for development:</b>		
<b>Discussion for next steps for individual pupils:</b>		
<b>Teachers comments:</b>		
<b>Professional Behaviours [PB – S8]</b>		
<b>Signed: (Observer)</b>	<b>Date:</b>	<b>Signed: (Teacher):</b>



## Lesson Observation Record

### Teachers' Standards

<p><b>Part one: Teaching</b></p> <p><b>1 Set high expectations which inspire, motivate and challenge pupils :</b> 1a) establish a safe and stimulating environment for pupils, rooted in mutual respect. 1b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. 1c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>
<p><b>2 Promote good progress and outcomes by pupils:</b> 2a) be accountable for pupils' attainment, progress and outcomes. 2b) be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these. 2c) guide pupils to reflect on the progress they have made and their emerging needs. 2d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. 2e) encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>
<p><b>3 Demonstrate good subject and curriculum knowledge:</b> 3a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. 3b) demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship. 3c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. 3d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. 3e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>
<p><b>4 Plan and teach well-structured lessons. *</b> 4a) impart knowledge and develop understanding through effective use of lesson time. 4b) promote a love of learning and children's intellectual curiosity. 4c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p>
<p><b>5 Adapt teaching to respond to the strengths and needs of all pupils:</b> 5a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. 5c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development. 5d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>
<p><b>6 Make accurate and productive use of assessment:</b> 6b) make use of formative and summative assessment to secure pupils' progress. 6d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>
<p><b>7 Manage behaviour effectively to ensure a good and safe learning environment:</b> 7a) have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. 7b) have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. 7c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. 7d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>
<p><b>8 Fulfil wider professional responsibilities:</b> 8b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.) 8c) deploy support staff effectively. <b>FOCUS on use of support colleagues in classrooms.</b></p>
<p><b>Part two: Personal and professional conduct</b> Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.</p>

\*4d, 4e, 5b, 6a, 6c,8a, 8d, 8e not expected to be show in a lesson observation

## Lesson Observation Record – HLTA



<b>HLTA:</b>	<b>Observer:</b>
<b>Curriculum Area:</b>	<b>Date and Duration:</b>
<b>Class/Year grp incl number of pupils:</b>	<b>Staff Present:</b>

**Observations and comments:**

<p><b>Establishing a Positive Climate for Learning</b></p>	<p><b>Pedagogy</b></p>
<p><b>Curriculum</b></p>	<p><b>Impact on Pupil Progress / Assessment</b></p>

Lesson Observation Record – HLTA



<p><b>Feedback Summary</b> <b>Strengths:</b></p>
<p><b>Areas for development:</b></p>
<p><b>Discussion for next steps for individual pupils:</b></p>
<p><b>HLTA comments:</b></p>
<p><b>Signed: (Observer)</b>                      <b>Date:</b>                      <b>Signed: (HLTA):</b></p>



# Learning Walk Record

<b>Date(s)</b>	
<b>Observer(s)</b>	
<b>Focus of learning walk</b>	
<b>Desirable elements</b>	

Class details	Observation details	Date feedback given
<b>Class:</b> <b>Lesson:</b> <b>Lead:</b> <b>TAs:</b>	<b>Strengths:</b>	
	<b>Areas for improvement:</b>	
<b>Class:</b> <b>Lesson:</b> <b>Lead:</b> <b>TAs:</b>	<b>Strengths:</b>	
	<b>Areas for improvement:</b>	



<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
	<b>Areas for improvement:</b>	

<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
	<b>Areas for improvement:</b>	

<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
	<b>Areas for improvement:</b>	

<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
	<b>Areas for improvement:</b>	

<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
<b>Class:</b>  <b>Lesson:</b>  <b>Lead:</b>  <b>TAs:</b>	<b>Strengths:</b>	
	<b>Areas for improvement:</b>	

**Summary of learning walk**