

Lincoln House School

**TEACHING AND LEARNING POLICY**

|  |
| --- |
| Signed by:   Emma Crowshaw Headteacher                 Date: September 2024 |
|   C. Raducanescu   | Education Director  |  Date:   |    September 2024 |
|   Natalie Moore |   Regional Head Teacher/SENCO   | Date:   |    September 2024 |

**Review date: September 2027**

Table of Contents

[**1. INTRODUCTION 3**](#_Toc49096397)

[**2. AIMS and OBJECTIVES 3**](#_Toc49096398)

[**3. PRINCIPLE OF THE POLICY 4**](#_Toc49096399)

[**4. KEY ELEMENTS AND PRINCIPLES OF EFFECTIVE TEACHING AND LEARNING 5**](#_Toc49096400)

[**4.1 EFFECTIVE LEARNING 5**](#_Toc49096401)

[**4.1.1 Learning Styles 6**](#_Toc49096402)

[**4.1.2 Type of Learner 8**](#_Toc49096403)

[**4.2 EFFECTIVE TEACHING 9**](#_Toc49096404)

[**4.2.1 Planning 11**](#_Toc49096405)

[**4.2.2 Lesson design 12**](#_Toc49096406)

[**4.2.3 Lesson Planning Expectations 18**](#_Toc49096407)

[**4.2.4 Classroom environment and resources 19**](#_Toc49096408)

[**4.2.5 Equal Opportunities 20**](#_Toc49096409)

[**4.2.6 Lesson Structure - Example 20**](#_Toc49096410)

[**5 MONITORING AND EVALUATION OF TEACHING AND LEARNING 22**](#_Toc49096411)

[**6 THE ROLE OF THE HEADTEACHER AND REGIONAL HEAD TEACHER 25**](#_Toc49096412)

[**7 PARENT/CARERS/ AND SOCIAL WORKERS 25**](#_Toc49096413)

[**8 SUPPORT FOR STAFF IN THE DEVELOPMENT OF LEARNING AND TEACHING (CPD) 25**](#_Toc49096414)

[**9 MONITORING AND REVIEW 26**](#_Toc49096415)

[**APPENDIX 1 SELF ASSESSMENT 28**](#_Toc49096416)

[**APPENDIX 2 BLOOM’S TAXONOMY 29**](#_Toc49096417)

# INTRODUCTION

All students attending Lincoln House School deserve an education which goes above and beyond the past experiences of previous school settings they may well have attended. At our school we believe in the concept of lifelong learning and the idea that both adults and students learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip students with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives.

# AIMS and OBJECTIVES

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and students to ensure that all learn well in every lesson.

*Teaching and Learning* at Lincoln House School is designed to:

* ensure that all lessons enable students to reach their full potential and to get the most out of their learning experience.
* provide a personalised learning experience for every pupil that takes full account of

 their individual needs, interests and aspirations.

* ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
* ensure that students are literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
* make links with the learning that students do outside the classroom.
* focus upon continual raising standards of teaching and learning in the school, to inspire and motivate students and staff.
* identify and share good practice in teaching and learning across all curriculum areas.
* provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
* improve levels of achievement and attainment as a consequence.

# PRINCIPLE OF THE POLICY

**Staff will:**

* Support and **challenge** students to achieve their best.
* Provide high quality, dynamic and **engaging** lessons.
* Provide high quality **feedback.**
* Encourage **independent** and when possible **peer learning.**
* Provide regular and meaningful home learning.
* Provide opportunities and guidance to apply and develop literacy, numeracy and other skills.
* Encourage and support.
* Work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum.
* Develop our range of teaching and learning styles to create an exciting and creative learning culture.
* Listen to students’ views and be open to their opinions.
* Evaluate and reflect on their practice.

**Students will:**

* Rise to **challenges**, working collaboratively and supportively.
* Participate and **engage** fully in lessons.
* Respond positively to **feedback** and improve their work as a result of effective feedback.
* Support each other (and their teacher) so that all learn effectively.
* Take an **independent** and active part in learning within and beyond the classroom.
* Take pride in developing and applying their literacy and numeracy skills across the curriculum.
* Be enthusiastic, resilient, and responsible in learning and improving skills.
* Strive for continual improvement.

# KEY ELEMENTS AND PRINCIPLES OF EFFECTIVE TEACHING AND LEARNING

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teaching staff to our school will receive training to ensure they fully understand these elements and to enable them to embed these strategies in their everyday practice. The key elements and principles are all underpinned by excellent AFL (Assessment for Learning). Both formative and summative assessments play a key role in AFL. AFL is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching or learning. It involves using assessment in the classroom to raise children’s achievement and is based on the idea that children will improve most if they understand the aim of their learning, where they are in relation to the aim and how they can achieve the aim.

# 4.1 EFFECTIVE LEARNING

We acknowledge that people learn in many different ways, and we recognise the need to develop strategies that allow all students to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

**We aim to ensure that learners are able to:**

* Demonstrate a thirst for learning, and a desire to explore different aspects of the curriculum.
* Experience success.
* Relate challenge to positive outcomes and see challenge as a necessary means to succeed and extend their learning.
* Draw on social, moral, cultural and spiritual values throughout the school day.
* Take responsibility for improving their own learning.
* Work in an atmosphere of mutual respect.
* Feel safe and have the confidence to take risks in the classroom and see failure as an opportunity for success.
* Know how to extend and challenge themselves during lessons.
* Develop a deeper understanding by taking advantage of opportunities to teach and learn from their peers.
* Identify their areas of strengths, and areas for development.
* Self-evaluate and monitor their learning and assess their progress within each lesson.
* Make positive contributions to class discussions.
* Behave in a way which is conducive to their learning and that of others.
* Take pride in their work and to present it in a neat and accurate manner.
* Organise themselves for lessons bringing the correct equipment.
* Complete homework on time and to meet the specified criteria in order to enhance their learning.
* Make good use of additional support provided.

We offer opportunities for students to learn in different ways. These include:

* Investigation and problem solving
* Research and finding out.
* Group work
* Independent work
* Whole-class work
* Asking and answering pair work
* Questions
* Use of the computer
* Fieldwork and visits to places of educational interest
* Creative activities
* Watching television and responding to musical or tape-recorded material
* Debates, role-plays and oral presentations
* Designing and making things
* Participation in athletic or physical activity

We encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

**4.1.1 Learning Styles**

Teachers and learners should be aware of any preferred learning styles. Whilst learners may have a preferred learning style teacher should ensure that all learners are encouraged to develop a full range of learning styles.

Definitions of types of learners are listed below along with indicators of how to identify each type of learner through classroom observation.

**A visual learner typically:**

* prefers to read and see the words, illustrations and diagrams.
* talks quite quickly, using lots of images.
* memorises by writing repeatedly.
* when inactive, looks around, doodles or watches something.
* when starting to understand something says, 'that looks right’?
* is most distracted by noises.

**An auditory learner typically:**

* likes to listen to explanations and to talk things through.
* talks fluently, in a logical order and with few hesitations.
* memorises by repeating words aloud.
* when active, talks to self or others.
* when starting to understand something says, 'that sounds right.’

**A kinaesthetic learner typically:**

* uses lots of hand movements.
* likes to get involved and prefers a ‘hands on’ approach.
* talks about actions and feelings and speaks more slowly.
* memorises by doing something repeatedly.
* when inactive, fidgets, walks around.
* when starting to understand something says, 'that feels right’?
* can be distracted by movement or physical disturbance.

Talking to learners about their prior and curriculum subjects can help to build this profile and can provide an insight into learning preferences, multiple intelligences and thinking styles.

A central principle in utilising learning styles to promote effective learning and teaching is to vary lessons in ways that allow access for all preferred learning styles within a lesson or a sequence of lessons.

The following are suggestions for incorporating an awareness of learning styles and multiple intelligences into classroom teaching:

* Assess the learning styles of the learners.
* Ensure that learners begin to understand their own learning preferences. This will enable them to make informed choices when selecting from alternative tasks.
* Take account of the needs of learners who have a very strong preference for one learning style - for example, the visual-only learners.
* Ensure that you do not overlook planning for kinaesthetic learning opportunities. Research indicates that the needs of kinaesthetic learners are the most neglected, particularly in the secondary sector.
* Accept the fact that you cannot accommodate all learning styles every lesson. Ensure, however, that your schemes of learning provide regular opportunities for all types of learners to use their preferred styles.
* Try not to allow learners to work only within their preferred learning style. Provide opportunities for them to work in a variety of ways so that they become more flexible learners. Research suggests that the most successful learners are those who can access and process information in a variety of ways.
* Work collaboratively to generate and share resources to avoid duplication of effort - particularly in preparing for the more resource dependent visual and kinaesthetic learners.
* Aim to provide a choice of activities and outcomes where possible so that learners can opt to use their preferred learning styles.

**4.1.2 Type of Learner**

We aim that all learners will be able to demonstrate the following skills by the time they finish their education with us:

***Inquirers*** - They develop their natural curiosity. They are skilled in inquiry and research and show.

***Independence in learning*** - They enjoy and are engaged in their own learning, and this will be sustained throughout their lives.

***Knowledgeable*** - They explore ideas and issues that have local and global significance. They acquire in-depth knowledge and understanding across a broad and balanced range of disciplines.

***Thinkers*** - They exercise initiative in thinking critically and creatively to recognise and approach complex problems. They make reasoned, ethical decisions as a consequence.

***Communicators*** - They are confident, creative and fluent in expressing complex ideas in a range of ways and languages. They work effectively and willingly in collaboration with others.

***Principled*** - They act with integrity and honesty, with a strong sense of fairness and respect for the dignity of the individual, groups and communities. They take responsibility for their actions.

***Open-minded*** - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

***Caring*** - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

***Risk Takers*** - They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to embrace new roles, ideas and strategies. They are enterprising individuals.

***Balanced*** - They understand the importance of intellectual, physical, economic and emotional balance to achieve personal well-being for themselves and others and they are in control of their own lives. They can act independently but they understand their responsibilities as citizens.

***Reflective***- They reflect deeply on their lives, knowledgeable and experience in ways which may be profoundly spiritual and emotional.

***Leaders*** - They show character and have vision and can motivate others to achieve it. They are brave and articulate in defending their beliefs. They understand and take responsibility for others in the process.

***Adaptable*** - They have the attitude and skills to respond to and take advantage of changes in an increasingly technological world.

***Global minded*** - They understand that they are citizens of the world. They understand global interdependence and appreciate diversity and have the confidence and skills to relish the challenge of the future in a global society and workplace.

# 4.2 EFFECTIVE TEACHING

When teaching, we focus on motivating the students and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

We base our teaching on our knowledge of the student’s level of attainment. Our prime focus is to develop further the knowledge and skills of the students. We strive to ensure that all tasks set are appropriate to each child’s level of ability.

The aim of everything we do is to ensure that students make progress in our lessons.

There is no ‘expected’ way to deliver lessons; however, please find below details that would expect to be seen in lessons.

Consistency is essential to improve standards. Together we will agree fundamental rituals and expectations which all staff will together implement.

Shared understanding with shared commitment **= Consistency**

Setting positive attitude to learning - **General expectations**

Note: This is a guide and due to the nature of our students this may not always be possible and teaching staff should use their judgement.

|  |  |
| --- | --- |
| Staff  | Students expectations |
| **Check students are correctly prepared for learning (uniform and equipment).** Why-ensure correct frame of mind for learning.  | **Students arrive prepared for learning with correct uniform and equipment.**Why- Students show a positive attitude to learning  |
| **Meet and greet students at the door, reinforcing positive language and behaviour.** Why - check uniform and a positive start to the lesson, “Fresh start”.  | **Students wear correct school uniform throughout the day.** Why - Students show a pride in the school and a positive approach to learning  |
|

|  |  |  |
| --- | --- | --- |
| **Seating plan which promotes learning for****every pupil.**

|  |
| --- |
| *Why - help planning for differentiation and pupil engagement within the lesson* |

 |  |

 | Respect- Students show respect by listening to others and using appropriate language.*Why- Allow all students to learn and develop students’ social skills*  |
| **Set homework frequently, in accordance with Homework policy, ensuring it is recorded on Homework diaries and marked.** Why-Enhance learning and develop independent learning skills  | **Complete homework on time to best of ability.** Why- Enhance learning and develop independent learning skills  |

**4.2.1 Planning**

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum/Program of Study or the National Literacy or Numeracy Strategy.

All teaching staff contribute to the development of ‘Schemes of Work’ and Headteachers should make these available to all teaching staff to ensure that there is consistency across the curriculum and within the school. The scheme of work Include long, medium and short-term plans which are regularly reviewed, revised and updated.

Schemes of Work should reflect the aims of the school learning and teaching policy and ensure that the requirements of syllabi and national strategies are met. The following are important features of effective schemes of work:

* They are viewed as a working document that evolves to reflect developing outstanding practice.
* Reviews take place regularly to ensure that tasks are appropriate and sufficiently challenging.
* Schemes of work should be used to encourage innovative and progressive teaching strategies and activities in the classroom rather than stifling them.

Where relevant, Schemes of Work should promote best practice and look to develop the student skills as identified in the School Learner Profile and promote best practice in AFL, Literacy, Numeracy, SMSC and Work-Related Learning.

When planning work for students with special educational needs we give due regard to information and targets contained in the students Personal Education Plans (PEP). We have high expectations of all students and will challenge young people both academically and socially to ensure they reach their full potential.

Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the student’s work. We evaluate all lessons so that we can modify and improve our teaching in the future.

It is expected that:

* each lesson will form part of a progression of planned lessons in a scheme of learning that meets relevant syllabus objectives.
* the specific learning objectives of the lesson address areas and skills that have been identified as priorities through the process of ongoing monitoring, evaluation and assessment.
* the learning environment will be appropriate for learners’ needs.

**4.2.2 Lesson design**

Research suggests that consistently outstanding teaching stems from effective lesson design. This principle applies to teaching at all Key Stages and in all subject areas.

Lesson design will:

* ensure a clear focus and structure.
* actively engage all learners.
* systematically develop learner’s skills so that they become increasingly independent.
* provide opportunities for learners to understand how they are learning.
* ensure that the needs of all learners are met through appropriate differentiation.
* use ‘assessment for learning’ to help learners reflect on what they know, reinforce existing learning.
* and set targets for the future.
* ensure that learning is stimulating through careful management of pace and appropriate variety of activity.
* incorporate relevant homework.
* provide opportunities for learners to make meaningful mistakes and take risks and promote resilience.

**Learning Objectives**

The nature of the learning objectives for a particular lesson will influence the teacher’s choice of learning and teaching strategies and ‘pedagogic approach’. Clarifying and categorizing learning aims/outcomes before lesson planning should help to guide this choice. For example, a learning objective that involves the development of a concept may be best suited to an ‘inductive’ approach while appreciation of an aesthetic or a moral issue might suit an ‘exploratory’ approach.

Key principles to remember are:

* The learning objectives for the lesson are shared clearly the learners at the beginning of each lesson.
* An active plenary should be used to assess the extent to which learning objectives for the lesson have been met. This could be part way through a lesson and is not necessarily solely at the end.

To involve children fully in understanding learning outcomes, teachers will:

* Explain clearly the reasons for the lesson or activity in terms of the learning objectives.
* Move away from saying ‘today we are doing’….and instead say ‘by the end of today’s lesson you will all know/be able to/understand….
* Make learning objectives specific, e.g.: use of Bloom’s Taxonomy.
* Use child-friendly language, there is little point in sharing learning objectives if students do not understand what you mean.
* Refer to them at the start of the lesson and during the lesson.
* Share the specific assessment criteria with children-verbally or written.
* Help children to understand what they have done well and what they need to develop.

**Effective use of starter activities**

Starter activities are characterised by purposeful and interactive whole-class teaching. They are used flexibly and, whilst not compulsory, often add significantly to lesson effectiveness.

Starter activities fulfil a wide range of purposes.

They can:

* use prior knowledge to link to and introduce new topics.
* exploit ‘prime learning time’ for the first step to meeting the lesson objectives.
* help to develop early levels of engagement and motivation by getting all learners quickly on task and injecting pace and challenge into the lesson.
* create a climate of interaction and engagement for all learners.
* provide a thought-provoking start to a lesson.
* provide opportunities for ‘little and often teaching’ relating to particular aspects of the subject curriculum.
* provide a series of discrete units to build knowledge, understanding and motivation over a series of lessons.

**Pupil Self/Peer-Assessment**

Opportunities and evaluation may be evident in planning or may be used during lessons when relevant. Once children understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves (and their peers) to progress. Children can look at examples of other children’s work that does and does not meet the assessment criteria as this can help them to understand what was required from a task and to assess the next steps they might need to take and therefore set new targets. It is often helpful if the work is from children they do not know or work the teacher has made up. Self-assessment phrases are on display in all classrooms (**Appendix 1**).

In our school there is opportunity for self/peer-assessment and evaluation against their personal target in every subject. **An AFL proforma** is stuck into the children’s books at the start of each topic, containing objectives with self-assessment Red/Amber/Green before and after learning individual topic, target progress, What Went Well and Even Better if student comment.

Children should always be given opportunities for responding to a teacher marking (see Marking policy).

**Using Effective Questioning**

**Effective Questioning** means challenging children to deepen their thinking. (Appendix 2 Bloom’s Taxonomy)

Teachers take time to plan effective questions which go beyond straight recall with strategies such as:

* Giving a range of answers for discussion.
* Turning the question into a statement.
* Finding opposites, why does one work/one doesn’t?
* Giving the answer and asking how it was arrived at.
* Asking the question from an opposing standing.
* Using questions to find out what children know, understand and can do in order to target teaching more effectively.
* Analysing children’s responses in order to find out what they know, understand and can do.
* Using children’s questions to assess understanding.

**Adaptive teaching**

Planning matches teaching to the different learning needs of the children. Teachers may adapt the curriculum by task, pace, outcome, time, teacher/adult support and will make it clear in lesson planning.

**Literacy, Reading, Numeracy and ICT**

Our teaching staff is committed to raising the standards of literacy, reading, numeracy and ICT for all students. Students should develop their literacy and numeracy skills effectively in all areas of the curriculum.

**Explaining**

Explanation can contribute to learners’ learning when they enable learners to connect new information to what they already know. Many things, such as abstract concepts, events outside learners’ experience, principles, rules and important ideas, may be difficult or impossible for learners to understand without explanation.

Common types of explanation can be used to deal with: concepts; similarities and differences; cause and effect; purposes; processes; reasoning and proof. Evidence suggests that teachers can improve their explanations through using a wide range of techniques, such as illustrating or animating their verbal explanations, and the use of props, or voice and body. These can contribute to improved student engagement and understanding. Asking learners to explain their thinking and reasoning can help them to crystallise and consolidate their learning following explanation.

**Effective Modelling**

Modelling can help to make explicit the thinking behind concepts, skills, relationships, decisions and processes. It should be seen as more than simply demonstrating a skill or technique.

Whilst demonstrating shows learners how to do something, modelling helps learners to understand underlying structures and embedded ideas. A good demonstration does not always have to be supported by discussion although modelling without discussion is often ineffective.

Modelling can play a significant role in helping learners to learn independently because ideas are presented in ways that learners can understand, change and use again to support their future thinking.

Evidence suggests that modelling is most effective when the teacher:

* is specific.
* explains underlying principles.
* shares thinking
* involves learners increasingly by encouraging them to ask questions.
* provides opportunities for learners to practice the new skill or process while it is fresh.
* supports first attempts with prompts and other support to build learners' confidence and expertise.
* builds in time for learners to reflect on what they have learned.

**Effective use of active plenaries**

The lesson will conclude with some form of active plenary, reflective activity or means of reviewing what has been learnt. Active plenaries can help learners to consolidate what they have learned in the lesson and can generate a sense of achievement and completion. Ideally, these sessions will have a high level of student involvement. As with starter activities, this part of the lesson can be used flexibly according to the needs of the learners or subject.

Often, they will be used at the end of a lesson but can occur at other strategic points in the teaching sequence.

Research evidence suggests that it is a good idea to give the learners advanced warning that there will be a focused plenary in order to gain the most from this session.

In particular, active plenaries can:

* draw the whole class together to conclude the lesson.
* consolidate and extend learning.
* highlight to learners how they have learned as well as what have learnt.
* provide an opportunity for the teacher to assess learning and plan accordingly.
* direct learners to the next phase of learning.
* provide an opportunity to value the achievements of individuals and the whole class.
* provide an opportunity to help leaners identify what progress they have made in the lesson.
* highlight and address misconceptions.
* develop and instil a habit of intelligent reflection.
* stimulate interest and curiosity for the next phase of learning.

Teachers can use prompts like:

* What did you do today that you found most helpful when you were learning?
* What did you do today that you found less helpful?
* If you had to do the task again, how would you do it?
* If you had to give one piece of advice to someone tackling the same task tomorrow, what would it be?
* Something I can do now that I could not do before the lesson is….
* At the start of the lesson, I did not know….

**Use of prior information**

We set academic targets for the students in each academic year, and we share these targets with students and their parent/carers/ and social workers. Progress may be reviewed at different times throughout the academic year depending on the length of time a young person maybe attending the school.

Teachers must have a record the following information in their mark books / planner for each learner:

* GCSE subject target
* Prior attainment data KS2/KS3/KS4, CAT, Reading age, Spelling Age.
* Last level/grade achieved from previous year.

**Tracking Students Progress**

All staff have the responsibility to assess each pupil’s achievement regularly and accurately and to track their progress made against individual target grades according to the school’s marking policy. Feedback enables children to understand their strengths and weaknesses demonstrated in their work. Marking or oral feedback explains what the next steps should be and if effective, children will make excellent achievements by building on previous learning.

Regular summative and formative assessments establish the level of children’s attainment and track their progress. These assessments are used to inform future planning.

Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy. Assessments are recorded in systems such as Arbor and progress is analysed regularly by teachers and Headteacher.

**4.2.3 Lesson Planning Expectations**

There is a central understanding that in our school:

**Teachers will:**

* Plan structured lessons in line with the principles of our differentiation and extend and challenge that enable all leaners to make outstanding progress.
* Plan lessons that are fast-paced and include a variety of learning strategies that engage and challenge learners.
* Have high standards of professional conduct which include good timekeeping, maintaining positive professional relationships with colleagues and learners and engendering the highest expectations.
* Respond skilfully to the specific learning styles, additional educational needs and social and emotional needs of all learners.
* Employ a range of appropriate resources including new technologies that will engage and motivate learners.
* Use the principles of Assessment for Learning (AFL) to form the basis of learner progress.
* Encourage courtesy, consideration and common sense as underpinning a positive ethos that supports outstanding’ Behaviour for Learning’;
* Develop strategies that provide opportunities for awe and wonder in their lessons.
* Set regular homework that reinforces and extends learning.
* Set targets which challenge and motivate learners.
* Help learners develop their key skills in Literacy, Reading, Numeracy and ICT.
* Assess, monitor and evaluate learner progress in order to ensure learners have clear guidance on how to develop and progress.
* Reward and celebrate the successes of all learners.
* Continually reflect on their practice in order to improve their effectiveness. Be familiar with and implement the school behaviour policy.

**Learners will:**

* Be supported to demonstrate courtesy, common sense and consideration at all times and develop curiosity and creativity whilst valuing challenge and aspiration in line with our language for learning.
* Be supported to have an enthusiastic and commitment to develop skills and knowledge within and beyond the classroom aiming for their very best at all times.
* Arrive to lessons promptly and be well organised (use planner, record homework etc).
* Be supported to take responsibility for their own learning and work cooperatively with other learners.
* Take pride in their work, achievements, conduct and in the school’s aims and ethos.
* Be aware of their strengths, weaknesses and targets for improvement – and act on them.

**4.2.4 Classroom environment and resources**

All children have a right to work in a tidy, well-organised classroom. The classroom is organised to facilitate learning and the development of independence. This often requires flexibility in the organisation of furniture. Fully inclusive classroom environments can both support and enrich the learning of all children. As well as being vibrant and welcoming, the classroom environment can be a learning tool, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children’s work. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment.

We believe that a well organised and stimulating environment has a direct impact on the quality of teaching and learning, and therefore supports raising standards and enables students to develop independence as learners.

Teachers and support staff should ensure:

* The resources in each area are organised, e.g.: according to curriculum subject and are clearly labelled.
* Good quality writing implements/resources are available for use at all times and are accessible.
* Book corners are comfortable and attractive.
* Labels and posters, wherever possible, reflect the language diversity in the school.
* Children have access to drinking water.
* Displays in the classroom are an important means of valuing the work children produce and are changed regularly. In line with AfL procedures, all classrooms have ‘working’ working walls, updated regularly, so our children can use them as a tool to help achieve the learning objectives.

**4.2.5 Equal Opportunities**

In accordance with the school’s Equal Opportunities Policy, Teaching Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability. All staff should be aware of the major religious festivals and seek opportunities to include these in planning. Children often take part in these festivals with their families, and we aim to be sensitive and supportive to these celebrations and encourage those children to share their experiences with the other children. We seek to participate in events that reflect our school’s cultural diversity and include this in planning as appropriate.

All adults working within the school will establish good working relationships with all students in the class. We treat the students with kindness, courtesy and respect. We treat them fairly and give them equal opportunity to take part in class activities. All students follow the school Code of Conduct. We praise students for their efforts and, by so doing we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times.

All adults involved in school refrain from promoting their own views / ideas onto our students. Our students are vulnerable to other views and ideologies so staff should ensure a fair and balanced approach is taken when discussing partisan political and religious viewpoints. Failure by staff to adopt this approach would lead to possible disciplinary action outlined in the staff handbook.

**4.2.6 Lesson Structure - Example**

The structure of a lesson can differ within subject and the structure should differ for each lesson if appropriate and this could be dependent on AFL approaches.

The following is an examples of sound pedagogy:

**Creating an appropriate working atmosphere:** students need to be in an appropriate state to learn. Classrooms should be stimulating, engaging, reassuring and organised; teachers and are fully prepared for lessons, ensuring resources are prepared and on tables in advance of lessons; adults may need to sensitively engage with a pupil who is not ‘ready to learn’.

**Linking the lesson to prior learning:** reviewing the previous lesson.

E.g.: *‘Think about the three most important things you learnt in the last lesson*

 *In two minutes, I am going to ask you what you learnt last lesson.*

 *Today’s lesson is about the water cycle. Jot down on your whiteboards what you already know.*

**Providing an overview:** the brain is more likely to absorb details when it can place them within a wider context. This is often referred to as *‘providing the big picture first’.*

E.g.: Maths and English Learning Walls should display relevant materials, such as WAGOLLS (*what a good one looks like*) that the children can use to improve their independence.

IPC displays in all classes include a topic map to enable students to see the ‘bigger picture’.

Students add their own questions and answers to the learning map (as the unit develops) and

are encouraged to carry out their own independent research at home.

**Sharing learning objectives with students**: students must know exactly what they are going to learn and what is expected of them by the end of the lesson.

**Students should receive new information:** we provide our children with new information or skills. Although we want all students to understand the information as they encounter it, new information can be delivered in many ways:

 Exposition

 Audio, visual aids – e.g., video clips or a song

 Diagrams, pictures etc

 Whiteboard Books

 ICT – CDs, Internet, iPads

 Demonstration

 Modelling

 Books

**Short periods of exposition**: students have limited concentration spans. A widely used and useful rule of thumb is that concentration spans will be about two minutes in excess of a chronological age. Significantly more learning will take place when new information is transferred and explained in three bursts of ten minutes, punctuated by activities (such as modelling, regular closed questioning), than in one thirty-minute session. This will keep students alert and provide instant feedback as to whether they have heard correctly and have understood. Asking too many open questions during an explanation can easily take a lesson off on inappropriate tangents.

**Students make sense of information: processing; understanding** *developing understanding*; *demonstrating understanding*; *assessing understanding.*

**Quality of interactions:** the frequency and nature of interactions between adult and students is highly significant. We develop understanding by using open ended questions; providing wait time- students need time to think through their answers before replying; providing thinking time by giving an advance warning, such as ‘In *two minutes I am going to ask you....’* Students could then respond with *‘We think that...’.* Extending and deepening understanding by asking to follow up questions such as *‘What made you think that?’*

**Review information and plan next steps:** for example, is not necessarily confined to the end of the lesson. Successful teachers weave review through the entire lesson and know that progress is made when review/recall/rehearsal of what was learnt is repeated and referred to throughout the lesson.

ICT is used to enhance learning wherever possible. ICT is used during the lesson as an aid to learn. *The use of computing is highly visible and effective in all teaching and learning contexts across our school and teachers are continually searching for ways to use technology as a learning tool.*

# 5 MONITORING AND EVALUATION OF TEACHING AND LEARNING

The monitoring of teaching and learning is a very important part of the continuous process of raising achievement within the school.

A cycle of lesson observations will be an integral part of the Quality Assurance process at our school. In house teacher training is provided annually. All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

**Aims:**

* To make secure judgements of teaching and learning across the school.
* To monitor and evaluate the progress of students during a lesson and over time.
* To judge and evaluate the performance of individual teachers and check that high standards of professional performance are established and maintained.
* To identify group and individual training needs across the teaching and support staff.

Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development.

This can be achieved by:

* Self-evaluation of their own subject knowledge and understanding of changing educational initiatives.
* Self-evaluation of the quality and effectiveness of their own teaching and classroom management
* Monitoring pupil progress to ensure they achieve well against prior achievement.

Reviews of T&L will take place on an on-going basis and will involve:

* Management of performance overtime by their Line Manager.
* Learning observations conducted by Headteacher/Education Director/Regional Head Teacher.
* Drop ins on a regular basis.
* Work scrutiny within lessons, samples requested for monitoring within the guidance of the work scrutiny criteria.
* Student voice within lessons to capture voice and provide evidence for T&L audit.

**Protocols**

**Management of Performance**

At Lincoln House School we have an agreed format for monitoring and evaluating teaching and learning for the **management of performance** over time.

This will consist of the following classroom visits per academic year:

* Three formal learning observations.
* Regular drop ins, with a focus on Learning, conducted by Headteacher**.**

The purpose of these drop ins is to allow the Headteacher to evaluate the performance of the team and monitor the progress of students for review, audit and planning purposes.

**Protocols for Learning Observations (including joint observations)**

**During the lesson:**

1. Teachers may expect to be observed for part of, or a whole lesson. Lessons **will not** be graded but will be measured against Standards.
2. The observer may need to talk to student or look at their work as part of the self-evaluation process.

**Feedback:**

* Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the learning observation form.
* Feedback will be honest and clear, setting out strengths and areas for development.
* Learning observation forms will be shared with the staff observed. Targets set from the previous observation will be carried forward for review. If the observation is linked to a specific objective from appraisal, the teacher should be reminded of this by the observer. The purpose is to review progress and to identify areas for support for coming year.
* Measuring progress in the lesson and overtime – work scrutiny, tracking data, homework, student voice. Learning observations will take into account progress over time.

**Drop ins / learning walks**

The purpose of the classroom visit is to obtain a brief snapshot of the classroom in order to collect evidence based on the specific T&L focus. Drop ins are a powerful tool to observe and develop common trends in classrooms and to audit typicality.

**Work Scrutiny**

The purpose of the work scrutiny is to monitor and evaluate the progress of student cohorts within lessons and capture evidence of typicality of teaching and learning across the school community. Work scrutiny is a powerful tool to observe and develop common trends in teaching, learning, literacy, student tracking, marking and presentation of work.

Work scrutinise will focus on:

• Literacy

• Student Progress

• Marking

• Presentation

**Feedback**:

1. Feedback will be given as soon as possible, within 5 working days.
2. Work scrutiny feedback’ purpose is to review progress and to identify areas for support for coming year.
3. Judgements made about the quality of the teaching and learning will be based on the work scrutiny criteria.

# 6 THE ROLE OF THE HEADTEACHER, REGIONAL HEAD TEACHER AND EDUCATION DIRECTOR

The Headteacher jointly with the Regional Head Teacher and Education Director determines, supports, monitors, and reviews the school policies on teaching and learning. In particular:

* Supports the use of appropriate teaching strategies by allocating resources effectively.
* Ensures that the school buildings and premises are best used to support successful teaching and learning.
* Monitors teaching strategies in the light of health and safety regulations.
* Monitors how effective teaching and learning strategies are in terms of raising child attainment.
* Ensures that staff development and performance management policies promote good quality teaching.
* Monitors the effectiveness of the school’s teaching and learning policies through the school self-review processes.

# 7 PARENT/CARERS/ AND SOCIAL WORKERS

Our school sends regular reports to parent/carers and social workers at the end of each term in which we outline the topics that the students has been studying during that term at school,

explains the progress made by the child and indicate how the child can improve further.

# 8 SUPPORT FOR STAFF IN THE DEVELOPMENT OF LEARNING AND TEACHING (CPD)

There is a strong commitment to the continuing professional development of staff. The aim is to provide opportunities for self- development in relation to the latest teaching and learning practices.

The support for this will be provided in a variety of ways including:

* the staff induction and INSET programme; including collaborative learning teams.
* the process of development planning in which the key areas of focus for teaching and learning development are identified.
* performance management.
* whole school and department of learning and teaching.
* discussion in relation to staff development in line management meetings.
* the encouragement of the process of self-evaluation.
* enabling good practice to be shared.
* the utilisation of internal and external expertise in relation to teaching and learning.
* personalised CPD programme.
* liaison with partner schools for joint teaching and learning projects.

# 9 MONITORING AND REVIEW

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. During the academic year, the Headteacher/Regional Head Teacher/Education Director will monitor and evaluate the implementation of the whole school Teaching and Learning policy using a variety of methods including lesson observations, work sampling, scrutiny of subject development plans and teaching and learning team meetings.

*Cross Reference Policies*

*Assessment Policy*

*Curriculum Policy*

*Literacy Policy*

*Numeracy Policy*

*Marking Policy*

*This policy is reviewed every 3 years as a minimum. However, where there are changes to legislation/guidance or in response to recommendation from any significant incident, review of the policy will take place immediately.*

# APPENDIX 1 SELF ASSESSMENT – AfL Reflection Prompts



#

# APPENDIX 2 BLOOM’S TAXONOMY

