



Policy Title:	Teaching and Learning Policy		
Last Reviewed & Updated:	June 2019	Due for Review:	July 2020

Pendlebury Centre PRU

Teaching and Learning Policy

Introduction

This document is a statement of the aims and principles for Teaching and Learning throughout the Centre. It links at points with the Centre Business Plan, SEF, Staff Development, Performance Management and Centre Pay Policies.

Aims

To ensure that students accessing our service are provided with high quality learning experiences that lead to a consistently high level of student achievement.

To guide what students do, what teachers do, how time is managed, the organisation of the classroom and what the centre as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

To value diversity and to actively ensure inclusion.

Purpose of a Teaching and Learning policy

- To be an agreed framework for good practice

- To ensure consistency of approach
- To ensure continuity throughout the service
- To ensure quality experiences are offered to **all** students
- To ensure agreed delivery of the curriculum
- To support all staff
- To communicate the Centre ethos
- To be a reference point to other documents
- To focus on ways that students learn most effectively.

Key characteristics of Teaching and Learning

When referring to agreed schemes of work and attainment targets staff are asked to plan their work so as to maximise the characteristics of teaching and learning we have agreed upon.

The Learning Environment

The learning environment should be organised:

- To provide students opportunities to develop their ideas through independent enquiry
- For students to take responsibility for their own learning resources and organisation
- So that all available space and resources are used to best advantage
- To ensure all resources are effectively stored and accessible
- To provide effective displays to support learning
- To agree classroom rules to support effective work
- To enable students to use ICT as an aid to learning

Students' Learning

Students learning should be characterised so as to:

- Enable them to have first hand experience and to engage in investigative work
- Enable them to communicate their findings in a number of ways
- Allow opportunities for group and individual work
- Enable them to make choices and plan an increasing role in planning and organising their learning
- Produce work for a variety of audiences
- Practice and apply new skills and knowledge
- Value the work of others

Teachers

The teacher should value diversity and actively ensure inclusion:

- Value every students irrespective of ability, race, gender, age, disability or achievement
- Being aware of the model of learning they present to students
- Being clear on the skills knowledge, concepts and attitudes which are the goals of the learning process
- Deploy appropriate questioning techniques
- Design challenging and differentiated learning tasks

- Engage students in effective collaborative group work
- Distribute their time between students
- Working within the Assessment policy
- Value and promote the home / Centre partnership
- Form positive relationships as part of a team

Strategies to ensure the Principles of Teaching and Learning Policy are in use

We believe that students learn best when they:

- Are happy
- Are interested and motivated
- Achieve success and gain approval
- Are given tasks which match their ability
- Clearly understand the task
- Are confident, feel secure and are aware of and adhere to boundaries
- Are challenged and stimulated

The learning environment should be organised to ensure that students have the opportunity to:

- Work individually or in group
- Make decisions
- Work cooperatively
- Be creative
- Solve problems
- Discuss their ideas
- Develop social skills
- Develop independence
- Use initiative
- Receive support
- Succeed at their own level
- Take risks

Learning takes place in an environment which:

- Is challenging and stimulating
- Is peaceful and calm
- Is happy and caring
- Is organised
- Is well resourced
- Makes learning accessible
- Is encouraging and appreciative
- Is welcoming
- Provides equal opportunities and recognises diversity
- Provides a working atmosphere

Students should be encouraged to develop organisational skills and independence through:

- Appropriate tasks
- Confidence building
- Example
- Co-operation
- Provision of suitable opportunities
- Responsibilities

Our beliefs about our way of working affect the management of the curriculum and the management of the classroom

Management of the curriculum

- Allocation of National Curriculum 2014 has been decided as a whole Centre
- Initial planning both long term and medium term is rigorous. Medium and short term planning is presented in an agreed form.
- All teachers recognise the students individual needs and provide differentiation of teaching and learning.
- PLT's assessments are carried out during baseline assessments.
- School policies are kept in the Curriculum Policy and Policy document file and on the T drive as part of the staff handbook. It is the responsibility of each member of staff to be familiar with school policies and practice.
- Specialist curriculum teachers are used whenever possible but many teachers are responsible for more than one curriculum area.
- Early identification of students with Special Needs is vital and six monthly reviews are held to monitor progress and to set targets. (Details are in the Special Education Policy and Disability Equality Scheme and Action Plan).
- Students are encouraged to be involved in displaying their work around the Centre and that this reflects personal achievement.
- Respect for students work is shown by the care staff take in its display and marking.
- Students are assessed continually including opportunities for peer group and self assessments both during lessons and at the end of units of work. (See Assessment and Recording Policy)
- Regular staff meetings and In Service days are held to ensure the continued quality of teaching and learning.
- We expect the highest quality possible from our students in both behaviour and outcomes. Effort and achievement is praised and rewarded

Management and Organisation of the Classroom

Effective teaching and learning can only take place when students are developed as independent learners:

- The organisation of the classrooms should meet the needs of the timetable
- There should be a balance of individual, group and whole class teaching
- Resources and equipment should be labelled and accessible
- Students should be taught the skills and rules for using resources and equipment.
- Students and staff should act together to establish an attractive, welcoming and well-organised environment engendering respect, care and value for all resources.

Support in the classroom

- Classroom assistants are valued members of our team
- The use of a classroom assistant is planned by the teacher to gain the most effective learning for the students.
- Classroom assistant should be aware of their role and expected outcomes.

- The teaching of basic skills and concepts is the role of the teacher and should not be delegated.

Resources

- Materials in all areas should be well organised, accessible and labelled. They should be placed near the working areas.
- Students should be taught and shown by example that resources are finite and that we all have a duty of care for equipment and not to misuse, damage or waste it.
- Relevant textbooks should be available in each classroom.
- Books in the library area can be loaned but should be returned within a specified time
- The staff have a selection of resource books and these can be borrowed but must be returned.
- All missing, damaged or dangerous items should be reported to the Headteacher.

Resource Finance

- Curriculum areas are allocated money according to the needs identified in the CBP and the Centre Budget Plan.
- Requests for equipment should be discussed with the Head of Service.

Routines and Rules

There are classroom and Centre rules distributed around the building. These are clearly explained within the Behaviour Policy. Students should be reminded of them on a regular basis.

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as and on going aspect of centre life by:

- Verbal or written praise by teachers, peers, Head of Service and parents
- Display of work
- Phone calls to parents
- Rewards System
- Encouraging self esteem

Equal Opportunities and diversity

All students have the right to equality of opportunity and a recognition of their diverse qualities and needs. Teacher's expectations of behaviour and performance by all students should be consistent. Teachers must ensure that the same students do not dominate activities.

Record Keeping

All teachers should keep detailed records of their work with the class and of individual student's activities and progress. The Centre has a policy for planning, assessment, recording and reporting of national Curriculum subjects that should be adhered to. Other records are left to the teacher's professional discretion

This policy was subject to discussion with staff and the Governing Body. It will be reviewed regularly.

Signed _____ Headteacher

Date _____

Reviewed:

- February 2009 Stella Hulley
- January 2011 Beverly Greenwood
- June 2014 Stella Hulley
- July 2015 Whole school
- July 2017 Debra Cooper
- June 2019 Debra Cooper

