



Teaching and Learning policy

Approved by: TLA

Date: 21/02/23

Next review due by: JUNE 2024

Approved by:TLA		Date: 20/6/2022
Last reviewed on:	June 2021	
Next review due by:	June 2023	

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Parayhouse School is committed to ensuring that each and every pupil reaches his or her full potential. We deliver our mission in three essential ways. Firstly we provide a safe and nurturing environment where pupils feel secure and are confident and eager to learn. Secondly we create a highly specialized and individualised curriculum with speech and language as its heart, empowering pupils to learn. Thirdly we establish close relationships between parents, carers, pupils and staff to support learning and Behaviour at home as well as at school.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group

- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning in a range of ways depending on the class group, via newsletters, emails, daily reflection sheets, contact via school ping including clearly communicating the purpose of home learning.
- Update parents/carers on pupils' progress at twice yearly progress meetings and produce an annual written report on their child's progress
- Meet the expectations set out in the curriculum policy, behaviour policy and safeguarding policy.
- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Work with Speech and Language therapist to plan and prepare learning.

- Liaise with Learning Support Staff to ensure they understand learning intentions and the differing learning styles in the classroom.
- Engage in providing inspiring lessons and learning opportunities

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the curriculum policy, behaviour policy and safeguarding policy.

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the curriculum policy, behaviour policy and safeguarding policy.

3.5 Pupils

Pupils at our school will:

- With support take responsibility for their own learning
- Meet expectations for good behaviour for learning, respecting the rights of others to learn with support where needed
- Be curious, ambitious, engaged and confident learners
- Complete home learning activities with support as required
- Meet the expectations set out in the behaviour policy, with support where needed

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the head teacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Lessons will be planned well to ensure good short-, medium- and long-term progress.

We have two curriculum pathways but our students are not confined to one pathway for the whole of their school career, they are able to move flexibly between them at any point during their time with us.

All teaching across both pathways is individualised and differentiated, where the students will be supported by the teacher and Learning support Assistants (LSA's) to work in ability groups to ensure that they are being suitably challenged and supported. We know that not all or students will fit into one pre-existing curriculum, and is therefore led by our individual student needs.

In each Key group, Teachers and therapist's joint plan to ensure that communication and learning goals are embedded into all areas of the curriculum. Whole school planning around topics ensures that there is a breadth of learning for pupils if they remain in their same pathway throughout their school career. We ensure that the learning is developmentally appropriate whilst providing variation in experiences throughout the curriculum. Through regular teaching team meetings and meetings with parents and carers we carefully consider preparing for Adulthood outcomes which begins as soon as they join us. These will include discussions about living arrangements, post 16 educational settings and leisure activities.

We believe that learning is not restricted to the classroom and takes place throughout the school day in different environments and contexts, and is not sole responsibility of the teacher but also peers, therapists, lunch time assistants and everyone else in our school community. Our main focus is to prepare them for the life that they will live when they leave us and this will look different for all our students.

Our curriculum consists of two pathways:

The Semi-Formal Curriculum: For learners with Severe Learning Difficulties (SLD), working broadly between P5 and end of KS1 expectations.

Our semi-formal learners have a significant intellectual impairment and often have sensory processing difficulties. They need support accessing all areas of the curriculum.

The Formal Curriculum: For learners with Moderate Learning Difficulties (MLD) working at end of P8 and year 3 expectations or above in the National Curriculum.

Our formal learners have more moderate learning difficulties and social emotional needs.

5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, the hall and the hub.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6. Adaptation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

We have three broad ability groups of pupils spread between five classes.

The classes are Willow, Ash, Elm, Lime and Oak. These classes are broadly grouped by pupils' academic ability and learning need, their level of language use and understanding, plus their level of social and emotional development.

Throughout their time at the school, a pupil's placement within a particular class is monitored and assessed, ensuring that each pupil's needs are being met. Where it is identified that a pupil would be better placed in another class, arrangements can be made at any point in the year to facilitate a move.

Through standardised and non-standardised assessment, we identify the level of need and learning opportunities that each pupil requires. Pupils then follow an adapted curriculum suited to their individual learning needs and objectives

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available either on the class Google Classroom or sent home as a physical copy. Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

Feedback will be given dependent on the pupil's ability:

Supported Learners

- Pupils given visual options when asked about their learning.
- Positive comments are accompanied by a visual representation e.g. smiley face or thumbs up, close to the aspect of the work being focussed on.
- Simple targets are set that move pupils on to the next steps in their learning.
- Stamps, stickers etc. are used as additional rewards.

Developing Learners

- Pupils asked "what" questions about their learning e.g. what will this help you to do? What did you do to get there?
- Comments make reference to an aspect of work that is 'good' **and** an aspect that requires 'improvement'
- Targets/next steps are discussed with the pupil.

Independent Learners

- Pupils asked "how" and "why" questions about their learning e.g. how do you know that? Why are you learning that?
- Pupils are given opportunities to identify the targets that they have achieved in their own work.
- Targets are discussed and agreed with pupils.

More information can be found in our Feedback for Learning Policy.

9. Assessment, recording and reporting

At Parayhouse School, we believe that assessment must be

1. fit for purpose

2. tailored to our pupils' needs
3. meaningful and embedded into daily teaching
4. demonstrate areas of not only weakness but also strength (i.e. we do not just identify gaps but celebrate achievement)

Bespoke assessment tools using SOLAR software have been created. By devising outcomes that meet the needs of our pupils, and adapting/adopting SOLAR, we have a tool that allows us to report, measure and monitor progress.

Furthermore, as a Special Needs School, we have a robust practice of Moderation including, but not limited to, module Best Practice meetings, Key Teacher Book Looks and Moderations, Learning Walks and observations as well as analysis by the Assessment Co-ordinator throughout the year.

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment, and formal summative assessment. Pupil progress is reported to parents through teacher/ parent meetings in October and March and in the pupil's annual review.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

More information on our Assessment at Parayhouse can be found in our Parayhouse School Assessment and EHCP Policy.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the pupil voice
- Planning scrutinise
- Book looks

11. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEN/SEND policy and information report
- Feedback for Learning policy
- Home-school agreement
- Parayhouse School Assessment and EHCP Policy.

- Examinations Policy; including contingency plan