



# Teaching and Learning Policy

# Teaching and Learning Policy

## DAME HANNAH ROGERS SCHOOL EDUCATION

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<b>Links to additional policies:</b>	Safeguarding policy PHSE policy British Values policy

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The principal purpose of this policy is to ensure that the quality of teaching and learning for the children and young people at the school allows them to make the levels of progress which support their ongoing learning and capacity to transfer those skills to all their activities of daily living.

Hannah's School believes that all children and young people should receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential. The methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning outcomes for the child or young person concerned.

Teaching should demonstrate the use of a full range of teaching methods, different teaching styles, differentiation, and a variety of resources and strategies that will allow the learner the best opportunity for success.

The learner cohort at Hannah's presents with a range of complex physical, medical and learning difficulties. All learners have profound to severe communication difficulties and are individually supported by a range of professionals including:

- teachers
- learning support assistants
- speech and language therapists
- nurses
- physiotherapists
- occupational therapists and others as required

This blend of multi disciplinary support allows the learner to engage with the learning process in as stable a position as possible. Speech and language therapy is seen as the keel of the provision as it supports access to the pre and post 16 curriculum models as well as supporting the development of a range of independence skills.

Teaching and learning will seek to engage, challenge, extend and consolidate learning and progress.

The School Improvement Plan and school targets demonstrate a clear commitment to the importance of high quality teaching and support.

### AIMS

1. To ensure the delivery of outstanding – good teaching and learning for the learner body.
2. To work as a multi disciplinary team in supporting the delivery of high quality teaching and learning.
3. For learners to achieve good – outstanding progress.
4. For learners to access an appropriate sensory curriculum which allows them to demonstrate progress across all activities of daily living.

### LEARNING

For effective learning to take place Hannah's expects the following to be in place. That the education team will:

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- Maintain a secure knowledge and understanding of the curriculum model and subjects they are teaching.
- Clearly plan all aspects of curriculum delivery - long, medium and short term.
- Plan in such a way as to engage, challenge, extend and consolidate learning.
- Understand the learning needs of the children and young people and work with the multi disciplinary team to maximise opportunities for progression.
- Utilise a range of teaching and delivery styles which are suited to the pace of each learner.
- Have high expectations of progress for all learners within the school whatever their range of abilities.
- Maintain an appropriate environment for the delivery of a sensory curriculum and associated therapies.
- Maintain a total communication environment.
- Ensure that all display materials support the ethos of learning within the school.
- Deliver 3-5 years of age provision utilising the EYFS framework.
- Deliver other pre 16 framework utilising the EQUALS framework.
- Deliver the Post 16 provision utilising:
  - The ASDAN framework (as appropriate)
  - The TRINITY COLLEGE ARTS AWARD framework

### TEACHING, LEARNING AND EVIDENCE-STRATEGIES

Teaching and learning strategies will be tailored to suit the needs of each individual learner and will always incorporate communication strategies and other therapy input. They could include:

- presentation
- listening, responding and recording of responses
- using ICT
- class discussion
- individual projects
- recording- sound / video
- art work
- craft work
- cookery
- sensory science
- music
- drama
- activities
- massage and sensory therapies
- interviews
- performance
- visits
- living skills

### MONITORING OF TEACHER PERFORMANCE

The education team work in a collegiate and supportive manner sharing good practice. The Head Teacher will informally “drop in” to sessions to get a “feel” of the delivery of

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sessions, learner interaction and the dynamics of the classroom. Feedback is given to inform the classroom team of any findings.

Learning support assistants receive annual appraisal and supervision.

Teachers and tutors have the required period of observation as set out in the Performance Management Policy for the school. These observations are supported by written and oral feedback and the setting of clear performance management targets for the teacher or tutor. These targets will include a personal development target and others will be linked to the School Improvement Plan. These targets are mutually agreed and copies held by the teacher / tutor and Head Teacher. These observations are externally verified by the School Improvement Partner.

### EXPECTATIONS OF LESSONS

1. Lessons will begin on time - medical and care needs may delay the learner's arrival and therefore activities should be available for learners already in the classroom.
2. The teacher will be sure that the learner and LSA understand what is expected of them during the session.
3. Lessons will be appropriate for the age and ability of the learner.
4. Lessons will always seek to challenge and extension materials / activities will be available.
5. The delivery of the lesson will demonstrate a range of teacher strategies, approaches and activities which may be unique to each learner.
6. Time will be allocated for each step of the lesson and progress monitored.
7. Learners will be offered the opportunity to feed back on their learning and what they have accomplished and be given positive feedback on their accomplishments.
8. Recording of appropriate levels of progress will be made and reported upon (at least termly) noting any learner who has reached a plateau within their learning.

### REPORTING AND RECORDING

It is recognised at Hannah's that there are a series of points across any given period that assessment of progress (data capture and qualitative measures), recording and reporting take place including:

- data capture of P level progress – at least termly
- annual review or education, health and care plan reviews (EHC plans)
- annual report
- IEP reviews - 6 monthly
- care plan reviews (where appropriate and in place)
- Multi disciplinary meetings
- CIC / LAC where appropriate

This process aims to capture all relevant aspects of progression to create an holistic, integrated view of each young person to make sure that they are “ready to engage with learning” and can achieve as much as possible in order to support independent choice making. Targets are set in relation to all aspects of provision. Thus progression for students is viewed as an holistic, integrated progress with opportunities for extensions to learning built into all sessions.

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## AMENDMENT RECORD AND REVISION HISTORY

Procedures are reviewed annually to ensure relevance to the system and processes.

A record of contextual additions or omissions is given below.

Date	Page	Addition or Omission	Context	Initial	Version

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In Confidence

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