

RIVERSIDE SCHOOL



Teaching and Learning Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON - HEADTEACHER

September 2017

Introduction

Teaching and learning is the core business of our school and this policy aims to ensure that all pupils are provided with high quality learning experiences that lead to them achieving their full potential. The desire to meet the profoundly personalised needs of each pupil is central to our Teaching and Learning Policy.

The Leadership Team reviews teaching and learning on a regular basis through our Teaching and Learning Framework and this framework enables the school to monitor standards and provide support and challenge as appropriate. Class teachers are responsible for the progress of the pupils in their classes and all staff takes shared responsibility for professional development and improving pupil outcomes.

Purpose of our teaching and learning policy statement

- To provide a common framework of understanding about teaching and learning as these pertain young people with severe and complex learning difficulties, including autistic spectrum disorders
- To strive for consistency in the quality of teaching and learning
- To provide a framework for the self-evaluation of teaching and learning
- To constantly revisit and revise the concept of education for pupils with the most severe and complex learning difficulties

Key features of teaching:

- Teachers plan effectively with clear learning objectives and suitable teaching strategies (including specialist interventions, e.g., Teacch, PECS, Intensive Interaction, etc)
- Teaching is guided by pupils' Personal Learning plans (PLPs).
- Teachers have a good command of the concepts and subjects they teach, an understanding of how pupils learn and an understanding of child development
- There is an effective progression and relationship between assessment, planning, recording and evaluation
- Pupils' prior knowledge is valued and is used as the starting point for what is taught
- The views of parents are sought and where practicable acted upon
- There is an engaging start to lessons with learning objectives communicated to staff and pupils, that lessons have good pace and

plenaries provide opportunities for evaluation, celebration of achievement and planning next steps

- Lessons are clearly differentiated so that work is tailored to the pupils' individual needs and interests
- The variety of teaching strategies brings about interest and engagement so that learners make very good progress
- Behaviour is managed effectively and in line with the Behaviour Policy and protocols.
- Teachers make effective use of teaching assistants and other adults
- Where appropriate, teaching draws upon trans-disciplinary practice
- For older pupils, there is a discernible shift in emphasis towards independence, advocacy, transition planning and preparing for post-school life
- Teachers assess pupils' responses thoroughly and constructively in order to plan next steps and accelerate progress
- A strong emphasis is placed upon opportunities for learning outside the classroom and educational visits in order to broaden the curriculum

Key features of learning:

- Pupils feel safe and secure in their learning environment
- Pupils with additional sensory or physical needs have the appropriate resources to enable them to access the curriculum fully
- Pupils are motivated to learn through making learning irresistible
- Where appropriate, pupils have opportunities to evaluate their own performance
- Pupils have new experiences, acquire new knowledge or skills in their learning; develop ideas and increase understanding
- Pupils show engagement, application and concentration to learn effectively
- Pupils develop the capacity to learn independently and collaboratively

Practices to promote high quality teaching and learning

Riverside School promotes improvement in teaching and learning through:

- Making high quality teaching and learning a priority in the School Development Plan
- A focus on teaching and learning during our whole school staff development sessions
- A commitment to professional learning for staff through a variety of avenues, including coaching; snapshots; and ongoing CPD opportunities in order to develop staff and continue to enhance teaching skills

- Maximising the expertise of highly skilled teachers in the school to disseminate good teaching practice and motivate fellow practitioners
- A culture of professional enquiry, reflective practice and an interest in action research.
- Self-reflection and evaluation processes at school and phase levels
- Encouraging creative new approaches and 'risk taking' in teaching and learning
- Developing a 'fit for purpose' and stimulating school environment
- Opportunities for children and young adults to work with children from mainstream settings to provide inclusive opportunities
- Encouraging students to self-evaluate, self-advocate and be involved in curriculum development