



Teaching and Learning Policy

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Article 28 (right to an education), Article 17 (access to information from the media) and Article 29 (goals of education) of The UN Convention on the Rights of the Child.

Introduction

This policy is intended to have a positive impact upon learning and teaching at Life Skills Manor .

This policy is based upon three inter-connected principles:

- All learners should be treated with respect no matter what their presenting needs
- Learners need to be fully engaged for learning to take place
- The development of teaching and learning should be a collaborative enterprise

Purpose

The overall aim of this policy is to ENGAGE pupils in their learning with a view to developing:

- Responsible citizens;
- Confident individuals;
- Successful learners

These 3 aims will be achieved and underpinned throughout the content and context of every school activity so that pupils:

- **are healthy**
- **stay safe**
- **enjoy and achieve**
- **make a positive contribution**
- **achieve economic well-being**

The focus for learning needs to concentrate on developing:

Attitudes and attributes to improve adaptability, resilience, confidence and risk-taking;

Skills such as real life skills in literacy, numeracy, communication, ICT, personal and inter-personal skills to ensure they can be successful knowledge and understanding of the wider community to encourage personal responsibility.

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Organisation

At Life Skills Manor pupils are organised into groups not just by age, but by need type, ability and sometimes social and emotional capabilities. Therefore, it is acknowledged that flexibility is needed to meet the various needs of the pupils. The teaching and learning content needs to be organised in a way that gives the greatest range of experiences and situations underpinned by the core values of the school. Although predominately academic and skill based, the curriculum plans need to ensure that the following are in place:

- Various components are planned in different ways such as:
 - Environmental opportunities
 - Events – in and out of school
 - Extended hours learning
 - Outside the classroom learning
 - Lessons
 - Locations
 - Routines

- Different approaches to learning are planned such as:
 - Matched to learning need
 - Assessment for learning
 - Spiritual, moral, social and cultural opportunities
 - Age and need appropriate
 - Reflective self-assessment
 - Personalised challenges
 - Experiential
 - Creative opportunities
 - Emphasis on ICT and use of technology
 - Using different resources including a range of support

- Planned themes should be incorporated into the overall curriculum to provide purpose and significance such as:
 - Cultural diversity
 - Healthy lifestyles
 - Community participation
 - Enterprise
 - Global dimension and sustainability
 - Technology and media
 - Creativity and critical thinking

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Evaluation

There needs to be a variety of methods for evaluating the impact of the curriculum to meet the needs of the pupils, both individually and collectively. The ways we do this include:

- looking at the individual child and tracking through the EHCP review process, and delivery of plans within the classroom
- evaluating formal assessment data to identify trends and goals for improvement
- using critical friends to offer challenges and insights, e.g. link to other Special Independent Schools with good track records
- using qualitative and quantitative measures to inform ways forward
- creating a continuous improvement cycle
- using a variety of techniques to collect data such as deep dives and behaviour tracking.
- choosing assessment methods that are fit for purpose
- canvassing the views of the whole school community e.g. with regular questionnaires

The information gained from these need to be used to ensure:

- improved attainment and standards using the various measures in place
- improved behaviour and attendance
- pupils learn essential life skills in preparation for adulthood
- pupils can be responsible citizens and participate in learning and positive activities to the best of their abilities
- that pupils make healthy lifestyle choices
- that pupils can access further training and employment opportunities

APPENDIX 1 – LEARNERS’ EXPECTATIONS

All learners are entitled to expect that:

1. their individual needs are met
2. learning objectives and success criteria are shared at the beginning of any lesson
3. they are provided with quality feedback in line with the schools marking policy
4. lessons are summarised at the end of the learning session with reference to the learning objectives and success criteria
5. their learning is supported by the use of appropriate resources
6. they are enabled and encouraged to make a full contribution
7. the context for learning is regularly reinforced
8. they are provided with advice about what to do next to further their learning
9. they are provided with regular opportunities to give feedback about their learning experiences
10. their feedback is used to modify and improve the learning process
11. their learning is enhanced by appropriate use of digital technology.
12. their learning is advanced by sensitive interventions, a positive environment and relevant support.

All learners are entitled to expect that their learning will take place in an environment:

1. which is safe and stimulating for learning – (subject and/or class risk assessment)
2. where their individual needs are taken into account – (EHCP’s and lesson plans)
3. where mutual trust and respect are encouraged among all learners
4. which encourages learners to engage in their own learning - (personalised learning)
5. classrooms, subject rooms, and offices will be labelled with their name using the Communicate in Print format.
6. visual timetables for the day will be shown, using Communicate in Print, in rooms where pupils are based for the day. In discrete lessons, lesson plans will be shown using communicate in print.
7. Life Skills Manor school expectations will be displayed in all classrooms using Communicate in Print.

All learners are entitled to expect to be provided with content with:

1. learning opportunities which enable them to experience success
2. opportunities which extend their understanding and competence
3. content appropriate to their level of understanding and competence
4. resources which will engage and stimulate the learning process
5. a pace of learning which maintains and stimulates interest.

Learners are entitled to expect experiences that:

1. enable pupils to work and learn as individuals, pairs and groups
2. encourage pupils to develop an understanding of themselves as learners
3. enable pupils to investigate areas of personal interest
4. help to develop research skills
5. encourage pupils to be creative and develop problem solving skills
6. link different curriculum areas using creative and experiential approaches to learning

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Learners are entitled to expect a high level of ICT input to:

1. have access to appropriate resources from the World Wide Web
2. have best use made of their digital literacy
3. encourage them to engage in the learning process through digital opportunities
4. be directed towards appropriate resources available on the World Wide Web

Learners have a responsibility to:

1. respond appropriately to being treated with unconditional positive regard
2. have respect for the rights of others to learn
3. accept the opportunity to become actively engaged in their own learning
4. provide feedback about their learning in a constructive manner
5. work constructively with and support other learners

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APPENDIX 2-CLASSROOM MANAGEMENT

Approaches to Teaching

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input.

It is important that while this is in progress children stay on task.

This can be helped by:

- having well organised and labelled resources;
- taking time to train children in procedures;
- making sure that children are aware of what they must do when they have completed an activity;
- Making children aware that the teacher does not always have to be first in the line of contact. TA's, children and other support staff can be used.

Staff Management

There will usually be at least 2 TA's in the classroom; it is essential that the teacher manages the expectations of the assistants in the class. However, assistants must develop responsibilities and confidence to take ownership for behaviour, learning and resources within the oversight of the teacher. Used effectively TA's can have a huge impact on learning and creating a positive collaborative environment; deployed poorly they can become barriers to learning. It is important therefore that within the general guidance for TAs they get to understand that teachers work differently and that they should be flexible to meet the varying needs of different classes and personalities.

Time Management

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

Cover lessons

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. The teacher's planning will always be available showing short-term plans, timetables and curriculum resources.

School Policies

School policies are set out in the staff handbook and school website. It is the duty of each teacher to be familiar with school policies and to apply them.

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Equal Opportunities

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups and all activities should be mixed where possible. Teachers must ensure that the same children do not dominate in group work, especially when using the computer. All activities, including extra-curricular activities at Life Skills Manor School are open to all children, numbers permitting.

Record Keeping

All teachers should keep detailed records of their work with the class and of individual children's activities and progress. The school has a policy for planning, assessment, recording and reporting of Academic and Specialist subjects that must be adhered to.

Resources

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. As far as possible materials should be near the appropriate working area. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money.

Relevant textbooks should be available in each classroom. Some sets of books, e.g. dictionaries, thesauri and atlases are purchased for specific classes and should not be removed.

The effective implementation of the academic, specialist and skills subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. It is important that equipment borrowed from outside sources and other classrooms is returned promptly and in good condition. Each classroom has supplies and an inventory of appropriate equipment.

Teachers should be able to account for the use and location of this equipment. All missing, damaged or dangerous items should be reported to the Head teacher.

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