



Teaching and Learning Policy

Approved by:	Senior Leadership Team	Date: Autumn Term 2023
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1. Aims

This policy aims to:

- Explain how we will create an environment at our school where learners learn best and love to do so
- Summarize 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 learners in our school
- Involve learners, parent and carers and the wider school community in learners’ learning and development

2. Our guiding principles

‘We enable our learners to understand the world around them, become fulfilled individuals and active and compassionate citizens by providing an innovative and outstanding education’.

Curriculum Drivers

Our curriculum drivers give a common understanding of the purpose and intent of our curriculum and promote shared ownership. They go beyond the academic and reflect learners intellectual and personal development, needs and capabilities, both now and in the future.



Our curriculum provides choice which allows young people to engage and enjoy their learning.

Learners 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
- Recognize 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 learners' 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 carers and parents in their young person's learning by; sharing curriculum information such as the subject long term plans and overviews, holding regular information sessions about the strands / subjects of the curriculum, conducting termly TALENTS journey target meetings, sharing learner records with parents/ carers through the recording and assessment platform Earwig and setting regular home learning where appropriate including clearly communicating the purpose of home learning.
- Update carers and parents on learners' progress through weekly entries on Earwig, writing a termly report on their young person's progress towards their TALENTS journey targets, writing a yearly annual review report and a yearly curriculum report.
- Meet the expectations set out in our teaching and learning policy, regulation and co regulation policy including behaviour, school interventions and antibullying, the recording and reporting plan and the reflection and feedforward frameworks.

3.2 Support colleagues

Support colleagues at our school will:

- Know learners 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
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of learners 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 our teaching and learning policy, regulation and co regulation policy including behaviour, school interventions and antibullying, the recording and reporting plan and the reflection and feedforward frameworks.

3.3 Strand/ Subject Leaders

Subject/Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows learners to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/strand, working with teachers to identify any challenges
- Timetable their subject to allocate time for learners to:
 - Achieve breadth and depth
 - Fully understand the topic

- Demonstrate excellence
- Moderate progress across their subject/strand by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/strand
- Encourage teachers to share ideas, resources and good practice
- Have a clear understanding of strengths and areas for development within their subject and have an action plan to implement these changes and drive improvement
- Lead training for groups of colleagues about their subject
- Meet the expectations set out in our teaching and learning policy, regulation and co regulation policy including behaviour, school interventions and antibullying, the recording and reporting plan and the reflection and feedforward frameworks.
- Monitor the Quality of Education of their subject inline with the Quality of Education Timetable.

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 colleagues and learners 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 colleagues through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve colleagues' 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 our teaching and learning policy, regulation and co regulation policy including behaviour, school interventions and antibullying, the recording and reporting plan and the reflection and feedforward frameworks.

3.5 Learners

Learners at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for positive behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their Next steps/ TALENTS targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the home school agreement and regulation and co regulation policy.

3.6 Carers and Parents

Carers and parents of learners at our school will:

- Value learning
- Encourage their young person as a learner
- Make sure their young person is ready and able to learn every day
- Support good attendance
- Participate in discussions about their young person's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their young person 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 learners' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

At Kennel Lane we offer a broad and balanced curriculum where every young person has a personalised learning journey which has their Education, Health and Care Plan at the centre of it. We recognise prior learning, provide memorable learning experiences and allow learners to achieve and make progress. We work closely with the young person and their carers/parents to ensure the curriculum is appropriate to their needs and interests.

At Kennel Lane all learners access the TALENTS curriculum at an appropriate level which is made up of the following strands, Total communication, Academic, Life skills, Employability, Nurture, Therapies and Social.

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

At Kennel Lane we use a structured teaching approach which aligns with Rosenshein's principles of instruction.

At Kennel Lane we have some 'big ideas' which are taught across all strands/subjects; these include Wellbeing, Learner Voice and Spiritual, Moral, Social and Cultural/Fundamental British Values.

A language for learning model is used to develop learners' higher level thinking skills. This model was co-produced with key stake holders across the school. The language used in school is positive and consistent.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When learners are at school, learning will take place in classrooms, outdoor spaces, halls and other shared spaces for example the science room, library, the independent living area etc.

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

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive areas such as reading corners and quiet areas
- Posters of material learners 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 learners' learning

6. Differentiation

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

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

The strategies we will use to do this include:

- Using support colleagues effectively
- Working with our young people, carers/parents, and other relevant professionals to ensure all learners have a personalised learning journey with their EHCP at the centre of it.
- Working with our young people, parents/ carers and other relevant professionals to ensure all learners are following an appropriate curriculum pathway e.g., formal pathway, semi-formal pathway and the pre-formal pathway.
- Having a total communication setting

7. Home learning

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

Home learning will be reasonable and appropriate to the needs of the young person. Any necessary equipment or resources will be provided, loaned, or made accessible.

At the start of each term carers/parents receive curriculum overviews so they know what their young person is focusing on in each of their subjects. There's also a box which outlines how they can support their young person at home. This enables the continuation of learning in the home environment, across the school year.

8. Marking and feedback

Feedback will clearly explain to learners what they are doing well and what they need to do next to continue to improve their work.

It will be given verbally or in learners books/folders at an appropriate level.

Please see our reflection and feedforward frameworks.

9. Assessment, recording and reporting

We will track learners' progress using a combination of formative and summative assessment.

Capturing evidence, uploading it, and reporting on it is done through Earwig and should happen all the time. For learners in EYFS and KS1, evidence may relate to the prime and specific areas of the curriculum, strands of the TALENTS curriculum or TALENTS journey targets.

For learners engaging in the pre-formal curriculum, evidence may relate to one of the six areas of the Woodlands Hub curriculum and/or engagement model, strands of the TALENTS curriculum or TALENTS journey targets.

For learners engaging in our semi-formal and formal curriculum, evidence may relate to subject specific learning, strands of the TALENTS curriculum or TALENTS journey targets.

Class teams are expected to upload at least one record per learner each week onto Earwig (Formal Pathway) and at least two records per learner (Semi-formal/Pre-formal) each week. These records may consist of photos or videos of the learner demonstrating progress and or a comment. All carers/parents have a secure login to access Earwig and can view their young persons records at any time throughout the year.

Class teams record learner progress on appropriate assessment frameworks each half term. Tracking spreadsheets are generated from Earwig and shared with teachers to discuss each term. A midyear report and end of year report on learner progress of assessment frameworks is shared with colleagues.

Class teams set Next Steps for learners on appropriate assessment frameworks each half term.

TALENTS journey targets are set each academic year from the outcomes on the EHCP. These are reported on and reviewed on a termly basis.

An end of year curriculum report is sent home in the Summer term.

Annual Review reports are written as part of the annual review process. This report focuses on the areas of need.

See Recording and Reporting Plan

10. Monitoring and evaluation

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

School leaders will monitor and evaluate the impact of teaching on learners' learning through our Quality of Education timetable and performance management reviews, this will include:

- Conducting learning walks
- Learning searches
- Termly learner progress meetings
- Gathering input from the school council
- Planning feedforwards
- Lesson observations

11. Review

This policy will be reviewed every year by SLT. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Regulation and Co-Regulation including Behaviour with Positive Handling Policy
- Early Years Foundation Stage (EYFS) policy
- SEN information report
- Reflection and Feedforward frameworks
- Home-school agreement
- Assessment frameworks
- Equality information and objectives
- Recording and Reporting Plan
- Literacy higher level overview
- Literacy: Teaching and Learning approaches
- Woodlands Hub: Teaching and Learning approaches