



Glebe School

# Teaching & Learning Policy

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## CONTENTS

[Statement of Intent](#)

[Principles of the Policy](#)

[Glebe School Teaching and Learning Policy](#)

[Personalisation](#)

[Support](#)

[Roles of volunteers, parents, carers and work experience placements](#)

[Teaching and learning styles and strategies](#)

[Assessment for learning](#)

[Quality Assurance](#)

[Continuing Professional Development](#)

[Responsibility for the quality of teaching and learning](#)

[Preparation, planning, developing and delivering lessons](#)

[Developing and delivering](#)

[Lesson Objectives](#)

[Tasks](#)

## Statement of Intent

At Glebe School our motto is that 'We Believe We Can'. That every young adult has the right to the best possible education. We aim to ensure that learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore, we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.

## Principles of the Policy

The Teaching and Learning Policy is a core component of Glebe's ethos. The teaching and learning policy, alongside our school curriculum, enables the vision to be delivered across the school in a proactive way.

At Glebe, we strive through successful teaching and learning, for the development of confident, motivated and independent learners in a sociable, safe and accessible environment; supported by communication and engagement between home, school and partnerships.

The whole school community has a responsibility, collectively and individually, to contribute to the delivery of the broad, challenging and appropriate curriculum. In addition, they individually have a responsibility to strive to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all pupils are met to enable them to achieve their full potential.

Glebe aims to develop the whole child and to enable our pupils to become lifelong learners. We have five core and aspiring values that we believe help support and shape our young people in becoming mature adults.

1. **Curiosity** - A desire to learn more
2. **Courage** - Embracing challenges and difficulties
3. **Collaboration** - Working together to achieve
4. **Compassion** - Understanding and supporting the suffering of others
5. **Celebration** - Sharing our success to instil confidence and pride

We recognise that continued professional support, coaching and mentoring at whole school, team and individual level is essential to empower staff to deliver effective learning experiences.

The purpose of the policy is:

- To ensure high quality teaching and learning experiences for pupils of all abilities and aptitudes where the entitlement of all pupils is explicit.
- To provide a framework for teaching and learning within which there is flexibility and scope for creativity.
- To raise attainment and rates of progress by increasing levels of pupil motivation, participation and independence
- To promote reflection on, and sharing of, good practice through participation in school.
- To promote an understanding of how learning takes place through enquiry based discussions
- To make explicit a baseline for monitoring and evaluating the teaching and learning that takes

- place using the teacher standards, inset and appraisal.
- To provide practical guidance, clear procedures and a focus for development through CPD activities
- To inform teachers, pupils, parents, governors and the wider community about the aims and processes of teaching and learning.
- To identify specific areas of responsibility at a whole school, departmental and individual level.

## Glebe School Teaching and Learning Policy

Curriculum content and coverage is organised in order to ensure that all levels of learning in our diverse and wide ranging population is met. The content currently is adapted from the National Curriculum and personalised to suit the needs of all our pupils.

SEF's, schemes of work and curriculum maps are produced by teachers and monitored by Heads of Department as appropriate.

Individual Education Plans (IEP) and EHCP (Educational Health Care plan) outcomes and Progress Reports will include targets for literacy, numeracy, independence and social and emotional development. IEP targets are set twice a year as part of the annual review process. and are different from or additional to those that are needed for all pupils. Targets are taken from the EHC plan and are monitored twice a year. These are ongoing in terms of delivery and monitoring and are shared with pupils, parents/carers as well as all staff.

The curriculum is regularly monitored at departmental and subject level through learning walks, peer observations, work scrutinies, planning meetings and moderation. This includes cross-school moderation with our Specialist Learning Partnership.

We acknowledge that the development of the whole child is as vital for academic progress, if our pupils are to succeed, not only within the confines of this school, but also in adult life. Alongside the National Curriculum, there is a rich curriculum offering personal, social, emotional education, positive behaviour processes, communication and language programmes, life, career and leisure skills and opportunities to extend spiritual, moral, social and cultural understanding including British values and the need to keep ourselves safe.

## Personalisation

The pupils at Glebe all have a Statement of Special Educational Need or Education Health and Care plan. Pupils have a range of physical and/or medical difficulties, learning difficulties and autism and some have additional needs in terms of sensory impairments. Teachers develop their own schemes or plans in response to specific student groupings allocation support assistants and behaviour support. In order to meet individual needs teachers, ensure that:

- Tasks are matched to the level of a student's ability.
- Progression is finely graded; each step being mastered before progressing to the next.
- A variety of learning intentions are planned from the same starting point.
- Tasks are challenging but take into account different methods of recording and levels of entry.
- Pupils' attention spans and levels of learning resilience.
- Assessment for Learning informs future planning.
- **Personalised resources.**

## Support

It is recognised that the pupils at Glebe require a considerable amount of support to access the curriculum and enable their learning. This is given in line with the school's vision to encourage the development of confident, motivated and independent learners. Use of support is an integral part of learning and development.

It may take the form of:

- Planned, effective deployment of TAs with a focus on developing self-scaffolding skills and greater independence.
- Additional time, materials and task.
- Differing levels of collaboration and independence.
- Small group/individual teaching that allows for greater interaction from the teacher.
- Different teaching aids.
- Resourcing for different levels of study skills.
- Access to specialist interventions.

### **Classroom Support**

Classroom support has been identified at Glebe as:

- Giving time
- Stepping back
- Having and enabling good communication
- Understanding pupils: Needs -Background -Family
- Working as a team
- Encouraging and praising
- Meeting individual needs
- Being available and supportive
- Having mutual trust
- Open questioning
- Being aware of health and safety and wellbeing of pupils - safeguarding
- Ensuring pastoral liaison – wellbeing of child
- Positive prompting
- Clarifying clear boundaries
- Personalisation of resources
- Coaching students to become independent learners

## Roles of volunteers, parents, carers and work experience placements

Volunteers, parents, carers and work experience placements are also used to enrich and enhance student learning opportunities and access to the curriculum in a planned way. They bring with them a wealth of experiences and skills which can be harnessed to extend pupils' knowledge and understanding. Parents also have the opportunity to be involved with their child's learning through home learning tasks and activities.

- We believe learning will most effectively take place when the environment is secure, stable and stimulating.

- Student self-esteem is high.
- Pupils understand the purpose of the learning and see relevance to their own experience.
- Pupils understand the ways in which learning takes place.
- The learning builds on prior knowledge and understanding.
- Success criteria are explicit and models are provided.
- The learning is active and collaborative.
- Questioning, reflection and discussion are encouraged.
- Independent learning and thinking is facilitated and encouraged.
- There are opportunities for creativity and utilising different learning styles.
- Some pupils can self and peer assess, know what they need to do to improve and are able to set appropriate targets.
- There are opportunities to transfer skills, knowledge and understanding to other contexts.

## Teaching and learning styles and strategies

- Explanation, instruction, scaffolding, modelling, demonstration and discussion
- Questioning and observation
- Exploration, investigation and problem solving
- Consolidation and practice
- Individual paired and collaborative work
- Using ICT
- Self and peer assessment
- Songs / rhymes, role play, simulations, games and puzzles
- Listening
- Making judgements
- Revision, research and brainstorming
- Sharing and reporting back
- Feedback through marking
- Activate prior learning and skills

## Assessment for learning

- Pupils receive regular developmental and motivational feedback in a variety of ways to enable them to progress- and recognise how they have progressed
- Feedback will sometimes include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way- sometimes using the what went well, even better if model
- Sometimes symbols/stamps form feedback
- Pupils are able to act upon the advice they are given to improve their performance
- Frequent opportunities are taken within lessons to provide immediate verbal feedback
- Pupils are encouraged to judge the success of their own and their peers' work and set themselves targets for their own improvement
- The language of subject progress is shared with pupils.
- Pupils are made aware of the criteria for progression between levels or grades and are enabled to interpret these criteria in a meaningful way.
- Levels of work are modelled through display and explanation

## Quality Assurance

Learning walks, classroom observations, pupil outcomes, work and progress sampling (RAG) and moderation are used to monitor and evaluate the effectiveness and quality of teaching and learning at Glebe. These also form an important part of the process of the Quality Assurance Process in reviewing the performance of the school through departmental and whole school self-evaluation.

Classroom observations are used to support continued professional development, subject review and appraisal in the school.

The process of classroom observation contributes to:

- The continued success of the school
- Raising achievement and school improvement
- Improved classroom teaching
- Curriculum development
- Determining development needs
- Identifying the future development needs of the school

## Continuing Professional Development

Glebe offers an extensive range of CPD activities in order to meet the complex teaching and learning needs of its pupils. This includes input from a range of internal staff and external providers. External courses/training are also offered if the objectives fit with school development needs or departmental development needs. Staff are encouraged to continue their own learning and develop themselves professionally.

## Responsibility for the quality of teaching and learning

### **Governors:**

- To ensure the effective and rigorous implementation and monitoring of the policy

### **Leadership Team:**

- To provide appropriate support, training and resources for departments and individuals
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of ongoing developments and the changing needs of the school.
- To quality assure.

### **Subject Leaders:**

- To be responsible for leading the long, medium and short term planning of schemes of work, taking into consideration the aims and objectives of the policy.
- To monitor and evaluate consistent delivery of the policy at team level.
- To provide appropriate support to team members through CPD and coaching.

**Teaching staff:**

- To implement this policy by ensuring a consistent delivery of high quality learning experiences
- To be responsible for long and short term planning, in conjunction with department heads & Lead Practitioners.
- To monitor and evaluate their teaching
- Seek professional input and constructive criticism from their head of departments.
- Review and evaluate their lesson planning regularly against the schools' overall achievement?
- Set appropriate and challenging targets for pupils based on ability and needs.

**All staff:**

- To present themselves as a positive role model for all pupils.
- To be aware of the principles of the policy and how they can contribute to outstanding teaching and learning.
- To have high expectations of all pupils and aim to provide an environment where all pupils are fully included.

**Pupils:**

- To actively engage with the learning process and respect others' contributions.
- To work positively within lessons to enable staff to implement the policy effectively
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework

**Those with parental responsibility:**

- To support the policy of the school by providing support for pupils at home, allowing them to continue to develop their learning effectively

## Preparation, planning, developing and delivering lessons

**The teacher will:****Preparation and planning**

- Plan and teach lessons with multi-sensory approaches (show it, listen to it, look at it, hear it, say it, write it) to support spoken language, catering to all learning styles.
- Present lessons with clarity, imagination, enthusiasm and pace, ensuring timings are clear.
- Make learning vivid, real and relevant by providing tasks which enable pupils to make meaning, construct knowledge and develop understanding and skills.
- Lessons are linked to the curriculum plans and reviewed throughout the year.
- Understand how each lesson incorporates Spiritual, Moral, Social, and Cultural education including British Values.
- Embed Literacy, Numeracy, Cross Curricular, Personal Social Health and Emotional Education



themes throughout all lessons.

- Be aware of the pathways and levels that each student is working at.
- Personalisation planned over time to meet the needs of all pupils and maximise use of adults in the room.
- Ensure that activities provide the right amount of consolidation and challenge.
- Seating plan takes into account individual needs e.g HI seated close to teacher.
- The teacher should work in partnership with their support assistants where they are regularly in the lessons, planning together as appropriate, and directing the support to have maximum impact on the learning of pupils.
- A range of methods should result in practical work, investigations and problem-solving exercises that develop students' skills, creativity and understanding.

## Developing and delivering

- Welcome pupils and talk to pupils as they enter the classroom.
- Complete a register at the start of each lesson.
- Introduce the lesson and ensure the date and lesson objective is clearly identified on the board and in books.
- Plan a starter task that re-caps previous learning in order to improve long term working memory.
- Ensure relevant and previous learning recapped.
- Use non-verbal communication such as gesture, signing, facial expression, eye contact, nodding to reinforce spoken language.
- Ensure that books have clear evidence in them.
- Give clear instructions broken into manageable chunks.
- Key words and vocabulary identified and explained within the lesson.
- Ensure the classroom is physically organised to make it conducive to good listening and attention.
- Displays are replaced regularly in line with topics being taught, to enhance learning.
- TA's and support staff should be effectively deployed to coach learners and directed by class teacher.
- Set sufficient challenge for all pupils through a personalised approach.
- Model activities and processes, making their thinking and decision-making explicit to pupils
- Provide exemplar work so that pupils are aware of the response expected
- Provide appropriate levels of scaffolding to support pupils' learning
- Use a variety of questioning techniques to probe and develop pupils' understanding
- Promote active listening, inviting a range of different responses and building in time for reflection
- Include partner talk to develop social skills, confidence, generate ideas and develop communication.
- Give constructive, positive feedback on work in progress appropriate to the pupils' needs
- Provide opportunities for success for every pupil and seek frequent opportunities for praise.
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills
- Vary groupings and seating arrangements according to the task
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate
- Set a variety of home learning tasks to deepen, extend, or initiate learning where appropriate.
- Use pupils name or agreed cue used to gain attention.

- Remind rules of good listening (good sitting, good listening, good looking, good waiting).
- Encourage pupils to seek clarification when needed.
- Checklists/task management boards used to ensure pupils know what to do.
- Link work clearly to learning intentions and success criteria.
- Have high and realistic expectations in terms of work and effort.
- Not talk for too long.
- Use clear target language.
- Facilitate independent learning.
- Maintain a presence in the classroom.
- Enable mini-plenaries to take place, where appropriate, so that pupils remain focused and evaluate their progress.
- Consistent and effective implementation of behaviour management policy.
- Ensure learning continues to as close to the end of the lesson to avoid any dead time.
- Teachers should follow their class out of the room and into the corridors and stairwell to supervise the changeover of lesson.
- SLT and external advisers observe lessons delivered by all teachers on an ongoing basis.

### Teaching Assistants

- Should be actively involved in the lessons to aid pupil learning.
- Able to demonstrate that they have a good knowledge of the needs of the individual pupils.
- Be proactive in the classroom to enhance the ability of the pupils. Academic attainment
- Be actively involved in improving behaviour, motivation and approaches to learning
- Should reflect on their own practice and seek opportunities to develop their skills and knowledge through CPD

## Lesson Objectives

Learning objectives should be specific, personalised and outline the learning expected to take place in that lesson. Where possible these should be communicated to the pupils as a group or individually.

Learning objectives should:

Be 'I can...' statements which develop independent working skills

e.g.: I can..... explore.....justify... .investigate....use confidently ....develop ....know how to ....think about ....be aware of ....understand....

- Be clear
- Link to individual levels and targets with aspiration.
- Build on what has gone before
- Be understood by students
- Involve flexibility and a range of approaches to achieve them
- Be flexible and adaptable to change if appropriate

## Tasks

The tasks should be well structured and planned, relevant and personalised. Evidence of short and long term planning from curriculum maps and schemes of work. Planned use of support should be made in partnership with teaching assistants.

Tasks set will:

- Be matched to pupils' needs and abilities with high and realistic expectations
- Be accessible to each pupil
- Build on knowledge and skills acquired previously-next step
- Relate to key questions, enquiry, investigation and problem solving
- Develop a range of student skills
- Use different teaching strategies
- Enable pupils to evaluate their own work
- Encourage pupils to apply what they have learned in other situations
- Relate to one or more of the success criteria and bring rewards and/or praise on completion

### **Behaviour Management**

- The school has a behavioural team for those who require extra support or interventions to help with their behaviour. Pastoral Deputy Head and Head of Year liaise with the team to ensure a consistent approach.
- Detailed guidance on how to deal with behaviour can be found in our behaviour policy?

### **Parents**

- Parents are encouraged to be open and honest with us. We value our pupils' parents and, if they have concerns, they are asked to write, email or make an appointment to speak to a teacher or member of SLT.
- Parents are invited to attend annual reviews, parent meetings, collaborative meetings with other professionals as appropriate. Appointments are set in advance to allow arrangements to be made.