

The Coppice School



Teaching and Learning Policy

Approved by the Governing Body of The Coppice School

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Signed:

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The Coppice School

Policy for Teaching and Learning

This policy sets out the framework within which teachers and teaching assistants operate and gives guidance on practice in our school. Its purpose is to impact positively on;

- classroom practice
- promoting high expectations of staff and pupils about the learning environment
- teaching standards and pupil achievement.

Pupils at The Coppice School have a wide range of learning disabilities and complex medical needs, including autism.* (See Appendix)

Principles of Effective Teaching and Learning

Lesson structure

A range of structures should be put into operation, as part of standard practice, to support effective teaching and learning. These are:

- lessons are well prepared with clear learning outcomes and pace and they start and finish on time
- the learning context is outlined - indicate the start of the lesson, remind pupils of previous learning, share learning outcomes with pupils at the beginning of the activity
- all staff engaged in the lesson are aware of their roles and responsibilities as outlined in the planning
- teaching strategies support differentiated learning so that all pupils are challenged by appropriate tasks and individual needs are met
- seating / positioning for individual pupils is arranged to provide inclusive access
- learning is active with pupils being provided with tasks in which they develop skills, knowledge and understanding
- pupils' work is reviewed both during and at the end of the lesson
- mistakes are addressed appropriately and any work assessed / annotated with pupils
- staff use a variety of methods of assessment so that all pupils have

the opportunity to do their best

- all pupils are engaged and motivated by the learning process
- pupils are encouraged and rewarded during the lesson
- all professionals working in school ensure there is minimum disruption to lessons, for example when working 1:1 with a pupil in class or when withdrawing a child to work elsewhere in school (in a distraction free environment)
- lessons will aim to develop independent learning for all learners
- lessons should include opportunities to learn through different learning styles
- lessons are not disrupted in other circumstances unless it is absolutely necessary, for example all equipment and resources are to hand at the start of the lesson
- where previously agreed with parents, it may be appropriate to set relevant and meaningful tasks to be completed at home. This may link to curriculum areas or to objectives specified within the Personalised Learning Intention Map (PLIM)
- access to ICT and forms of technology is provided as appropriate to pupils' needs and the lesson content.

Managing Classroom Behaviour

The conditions under which we expect pupils to operate in their learning can affect their compliance and consequent behaviour. Managing the classroom setting and putting into place certain conditions is more likely to generate positive behaviour.

All staff will;

- have high expectations for pupils with a clear sense of purpose being communicated to them;
- ensure pace and challenge in the lesson so that there is maximum on task activity with little time available to indulge in inappropriate behaviour;
- follow policy and procedures as laid out in the School Behaviour Policy.
- be aware of the '*How Best to Support Me*' documentation for learners with autism
- give constructive praise and feedback on performance - this reinforces appropriate behaviour and learning;
- apply class rules / behaviour management plans consistently - this

- makes expectations clear and gives a sense of security;
- give clear instructions, using verbal and non-verbal clues as appropriate to ensure that, where appropriate, pupils understand their role in the lesson
- make sure that pupils have the appropriate resources
- ensure that groupings in the lesson are appropriate in order to reinforce positive group dynamics
- make sure that there is differentiation of the activity/outcome to ensure that tasks are pitched at the appropriate level
- be aware of different learning styles for different pupils

Assessment for Learning

Assessment for learning must be an integral part of teaching and learning. Assessment for learning is the formative assessment we use all the time in the classroom to help pupils to reflect on their learning in order to strive to improve. It involves:-

- sharing learning outcomes with pupils, appropriately differentiated and shared in whatever format is necessary - using spoken/written word, signs, symbols, objects of reference, PECs symbols, photographs etc.
- helping pupils to know and recognise the standards they are aiming for in their work - their success criteria
- supporting pupils in self-evaluation - using opportunities throughout the lesson to ask appropriate questions and to give relevant feedback to pupils on progress towards targets, and, how they can improve their work
- supporting pupils in peer evaluation, encouraging them to suggest improvements that could be made in their peers' work and/or responses or asking how they could help their peers to do it differently/better
- giving pupils thinking time to respond to questions and acknowledging responses positively
- using planned plenary time for group feedback, a review of progress against success criteria and to celebrate the achievements from the lesson
- adapting planning as necessary in the light of ongoing assessment;
- teachers evaluating their own success criteria in order to inform the next steps;
- revising pupils' targets (PLIM) based on progress made
- sharing targets with parents, carers and other professionals and giving

guidance on supporting learning in other settings for example at home, in respite;

- analysing summative assessments to identify strengths and areas for development;
- ensuring that the conditions for learning within the classroom are positive with an expectation that learning is important and enjoyable and that everyone can achieve, that the environment is rich and stimulating and that routines and a 'can do' culture is promoted.

Monitoring and Evaluation of Teaching & Learning

Monitoring and evaluation of teaching and learning is an essential part of our self-evaluation process in order to ensure that we continue to improve as a school and support pupils to do their best. We also recognise that learning is for adults as well as pupils and support staff in developing skills, knowledge and understanding of curriculum subjects and aspects.

Teaching and learning is monitored in a range of ways in school. These are:-

- through formal observations of teaching and learning as part of the teacher appraisal process
- through formal / informal observations by a member of the senior leadership team, focussing on one or more aspects of teaching and learning as part of school improvement, for example the use of assessment for learning techniques, use of differentiation to ensure that all pupils are engaged in their learning, behaviour management in classes, maths activities or a literacy activity
- through observations by the school's link adviser
- through subject leaders working alongside colleagues in order to monitor planning and delivery of their subjects. Evaluations will make recommendations for improvement within subjects
- through the development of portfolios of benchmarked evidence of pupils' work to assist in the monitoring of pupil progress and attainment
- through an analysis of data related to pupils' progress and attainment identified within the school's assessment systems and processes
- through discussion and consultation with staff
- through discussion and consultation with pupils
- through scrutiny of pupils' work and records of achievement

- through scrutiny of display

Classroom observation is accepted as good practice and in our school it is expected that classes will have one formal lesson observation each term, supplemented by other forms of monitoring and evaluation that are deemed to be useful for self-evaluation and school improvement purposes, e.g. an informal headteacher 'drop in'

- where there have been concerns about the performance of an individual teacher or if a teacher is new to school then additional observations may be undertaken.

Other aspects of monitoring of teaching and learning are contained within the policy for Teacher Appraisal.

This policy will be reviewed every two years.

Links to other policies:

All curriculum subject policies

EYFS policy

Assessment recording & reporting policy

Homework policy

School Behaviour policy

Staff development policy

Teacher appraisal policy

Staff handbook

Autism Policy

Appendix

When teaching students with autism teachers should be mindful of:

- Visual timetables
- Visual instructions
- Well organised classrooms
- Clear simple language
- Concrete language not metaphors
- Allow processing time
- Comic strips to explain social situations
- Social skills included in PSD curriculum
- Low arousal approach
- Use of sunglasses or headphones for sensory sensitivities
- Provision for time out
- Alternatives to group work
- Provide structured activities at break times
- Use buddy systems
- Use traffic lights or thermometers to support emotional regulation
- Minimise stress and anxiety
- Clear and consistent rules
- Provide warning of any change
- Address students individually
- Use special interests as motivator
- Behaviour may be a coping strategy so be cautious about trying to change it