



Ravenshall

all different | all equal | all important

Ravenshall School

Teaching and Learning Policy

Reviewed October 2019

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Introduction

At Ravenshall School we strive to ensure that teaching is of the highest in order that learning is a rewarding and enjoyable experience for all. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead more independent and rewarding lives. Through effective teaching we aim to 'encourage each individual to reach their potential'.

Aims and Objectives

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. At Ravenshall we aim to provide a caring, supportive and stimulating environment with high quality teaching which fosters....

- The development of functional academic skills promoting independence and practical application
- The development of personal and social skills required for a healthy and purposeful transition into adult life
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of a diverse society who are tolerant and respect others' values;
- Pride in achievement and a desire to succeed;
- Partnership working between the school, parents, partner agencies and the wider community which promote aspiration and high expectations;
- Equality of opportunity and inclusion for all;

Effective Learning

The school acknowledges that pupils learn in many different ways and that a range of strategies are required allowing all children to learn in ways that best suit them. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Self review and peer review strategies are used and encouraged, as well as planned plenary sessions at the end of lessons in order to review the key learning objectives and to assess the level of understanding.

Effective learning takes place when work is planned effectively

- Teachers set challenging teaching and learning objectives which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range.
- Teachers use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so all pupils can make good progress.
- Teachers select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.
- Teachers provide opportunities for a variety of learning experiences that cater for the learning styles of all pupils.
- Teachers plan for the deployment of additional adults who support pupils' learning.
- Teachers plan collaboratively with colleagues in their team sharing ideas and good practice freely.
- Teachers plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

Effective teaching takes place when teachers accurately monitor and assess pupil progress

- Teachers make appropriate use of a range of ongoing monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.
- Teachers monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.
- Teachers are able to assess pupils' progress accurately using, as relevant, the early learning goals, National Curriculum level descriptions, or objectives from the national strategies. They seek guidance from more experienced staff or subject leaders where appropriate.
- Teachers ensure that assessments take place in line with the school's assessment timetables and that deadlines for submitting results are adhered to.
- Teachers identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They seek guidance from more experienced staff or subject leaders where appropriate.
- Teachers record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning. Where appropriate, school data formats (electronic and paper-based) are used consistently.

- Teachers are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work
- pair work;
- independent work;
- whole class work;
- questioning;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- use of video and audio media
- debates, role plays and oral presentations;
- designing and making things;
- participation in physical activity;
- reflecting on what has been learned

We believe children learn effectively when quality teaching provides:

- thorough preparation;
- shared learning objectives which are understood by the pupils;
- clear expectations of what pupils are expected to achieve by the end of the session;
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- opportunities to review and reflect on the learning;
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
- appropriate pace to the lesson; focused teacher talk limited to 10 minutes (approx) blocks at any time in between pupil activity
- innovative teaching;
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations; open-ended, thought provoking, challenging questions of the children;

- support for the learning of pupils with differing abilities with effective differentiation ;
- a planned programme of educational visits to reinforce and stimulate learning;
- skilled team of staff collaboratively supporting and delivering

At Ravenshall the teaching and learning is pupil centred with a focus on meeting individual needs. Planning for teaching is primarily based on pupil prior achievement and due to the wide complex needs can be very individual. Teachers strive to ensure that planning is targeted in meeting these needs and demonstrate challenge and high expectations. Ravenshall prides itself in being an inclusive school where different needs are met and supported. The maintenance of good, positive working relationships is essential for good teaching alongside established whole school policies including Safeguarding; Health and Safety and Behaviour which support the day to day management and effective running of the school. An effective inclusion team including learning mentor and behaviour support workers support those pupils with additional barriers to their learning working in conjunction with teachers and support staff.

Effective teaching takes place when the work given to children stimulates them, and the children enjoy their learning

- Teachers show enthusiasm for what they are teaching and convey a positive message about the value of learning.
- Teachers find out what the children already know as a starting point for work, and build on this.
- Planning takes place within the framework of the school's medium term plans, which are amended to suit the particular needs of that class.
- Planning is aimed at providing a range of activities throughout the week and at accommodating different learning styles.
- Planning demonstrates that work is differentiated for different ability groups within the class.
- Each lesson is planned with a clear learning objective.
- Teachers evaluate the effectiveness of lessons and amend future lessons accordingly.

Planning

All teachers are expected to provide Long, Medium and Short Term Planning which is monitored regularly by SMT. Due to the wide range of Key Stages planning can take form in differing formats appropriate to an age phase. However, for formal monitoring arrangements an agreed short term planning sheet is used as a standard format. In the Primary Department planning files are maintained by staff informing delivery. Any planning files at Key Stage 3 and 4 are supplemented by electronic

planning kept on the school server. Staff are expected to maintain these plans making them available for the forthcoming week of lessons. Best practice is evident where planning is collaborative and resources needed for the lesson are prepared in advance of the start of the lesson and are of good quality evidencing good differentiation for the range of learners.

Assessment for Learning (AFL)

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process and it helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for learning:

- Is part of effective planning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Helps learners know how to improve
- Encourages peer and self-assessment
- Affects learner motivation
- Focuses on how pupils learn
- Recognises all educational achievement

AfL gets straight to the heart of good teaching by:

- Helping teachers help pupils to take the next steps in their learning;
- helping pupils help each other to take the next steps in their learning;
- helping pupils themselves to take the next steps in their learning.

Ravenshall aims to embed the principles of AfL in providing outstanding teaching and learning throughout the school.

All teachers will be expected to:

- Involve sharing learning goals with pupils
- Provide feedback which leads to pupils recognising their next steps and how to take them
- Promote confidence in all pupils to improve

- Review and reflect on assessment data
- Use a range of AFL strategies in their teaching to ensure good progress in all pupils

Suggested practical strategies may include:

- Using 'I can' statements to share learning objectives
- Showing pupils success criteria before activities (What makes a good...)
- Showing pupils good examples
- Marking what is right
- Give most feedback verbal
- Give feedback to show pupil how to improve their work
- Pupils self mark – use of individual whiteboards
- Vary class organisation and keep learning active
- Use of learning partners
- No hands up! All pupils asked challenging questions appropriate to the individual enjoying success in front of their peers
- Plenary opportunities demonstrating how individuals have made improvements and progress in their work as a guide for others
- Reflective moments throughout a lesson to assess progress made and how to move on

Pupils know where they are in terms of their learning, where they are aiming for and how to get there.

Confident and motivated pupils are involved in their learning by sharing learning intentions, success criteria, see and compare good examples of 'work', evaluate and improve collaboratively and celebrate their success.

Display

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Ideally, Displays should stimulate discussion and could be accompanied by children's questions and answers. Sometimes they can be 'interactive'.

Marking and Feedback

Why do we mark work?

Verbal and written comments on or about all children's work, regardless of age, are an extremely important factor in ensuring individual progress.

- Pupils should feel work is valued by teacher and used to raise self esteem
- Marking is done in response to children's work.
- Children should be able to tell what they have done well.
- Marking should make clear what needs to be improved.
- Marking should indicate next step and should reflect progress being made.

Comments should:

- be appropriate to the ability and understanding of the individual pupil
- be positive, praise and recognise effort, e.g...a well planned investigation" or ".....clearly presented results"
- contain personal comments, where a teacher responds to the content of the work, such as, "I was very interested in the setting of the story"
- be constructive or diagnostic where teachers make children aware of what they need to do in order to improve their performance. These should relate to learning objectives or P Scale/N C Level indicators (where applicable) and reflect the skill and understanding of the child

Such comments provide a record of the child's development. They may also form an effective record of a teacher's assessments.

Incentives

Success, effort, improvement and achievement should be rewarded by appropriate comments, awarding stickers, smiley faces, privileges etc.

Purpose of marking

- To acknowledge effort and attainment
- To assess performance against learning objectives
- To provide clear feedback to pupils about strengths and weaknesses in their work
- To encourage children to realistically self assess their work
- To enable staff to apply the marking of work consistently throughout the school where appropriate
- To inform the teacher of a child's progress and needs for future planning

- To provide motivation and constructive feedback for the children
- To ensure that future learning can be targeted appropriately and pupils helped to make progress
- To promote self-assessment where difficulties and mistakes can be recognised and to encourage independent learning
- To encourage them to accept help/guidance from others
- To raise standards of learning within the school

Marking Process

- Marking should relate to the ability of the child and be individually targeted
- Marking should be carried out in the presence of the child whenever possible to inform the next learning steps
- Time should be given at the beginning of the next lesson in that subject for children to look back at marked work and comments made, and to correct work.
- Depending on the subject, work may be marked orally or in written form. More practical subjects such as P.E., Technology or Art lend themselves to a more oral approach.
- There should be regular opportunities for collaborative assessment and evaluation through marking/talking or learning partners with the teacher modeling the process through shared assessment of a piece of work.
- All work should be checked for mistakes, whenever possible, encouraging children to become more independent and responsible for their work.
- Pupils need to fully understand what they will learn in a lesson to encourage self evaluation.
- Use of symbols to be kept to a minimum e..g underline words to be corrected; write teacher/adult comment to child in a speech bubble; employ '2 stars and a wish' to ensure comments are positive
- learning objective/outcome (in 'child speak') and success criteria to be shared with pupils at the beginning of the lesson (written and displayed if possible)
- Teacher/adult provides oral feedback and advice/guidance whilst the work is still in progress
- teacher selects work to be 'quality marked and moderated' - written comments advice/guidance on completed work (moderation files)