



Batchwood School
make every day count

Teaching & Learning Policy

Next review November 2017

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Signed Kerry Pollard
Chair of Governors
Date

Batchwood School: Teaching and Learning Policy

Introduction

The Teaching and Learning Policy underpins the work of the School in all subjects. It answers the question 'What do we want to witness in classrooms?'

The policy is made up of three elements that answer the following questions:

1. What should characterize the learning experiences offered to students?

i.e. What is it that we want students to do as they engage in the learning process? What is it that we should witness if we engaged in systematic observation over a reasonable amount of time?

2. What should characterize the learning environment?

i.e. What would we expect to see in the physical environment in terms of the management of teaching and learning resources, the layout and use of space, classroom organisation and the ground rules which underpin the learning process?

3. What should be the major characteristics of the teacher's repertoire to achieve the high quality of learning experiences outlined in the first two elements above?

Ethos

At Batchwood School:

- We believe that every student has the right to experience success;
- We value the importance of ensuring that every student develops a positive and secure sense of self-worth;
- We believe that every student has the right to have his/her cognitive and pastoral achievements recognised, rewarded and celebrated;
- We celebrate achievement through a structured reward process that encourages each student to value their own achievement.

This ethos is achieved through the School Aims.

Aims and Values

At Batchwood School we aim:

- To provide a stimulating, secure and happy learning environment with equal opportunities for all
- To develop students intellectual, creative and physical skills to their full potential
- To encourage students social, emotional and spiritual growth by fostering positive relationships
- To develop the independence of students within a wider multi-ethnic society
- To develop students self esteem
- To create a welcoming community which offers positive support to all those who are involved with the school
- To offer an Outreach Service of support to other schools and units.

These aims will be achieved by:

- Learning activities planned to enable all students to make progress and for all to experience success
- Overtly sharing targets with students
- Assessing, recording and reporting on the progress of each student
- Ensuring that the staff have the knowledge, skills and resources to carry out their duties
- Governors, staff and other professional ensure that every student will receive a broad and balanced education
- All staff having high expectations of the students in all areas of the curriculum and in behaviour, work and attitude
- All in the school community showing concern for others and valuing each person's contribution
- Working in partnership with parents in the education of their students the Outreach Service offering support and advice, Inset, a resource base and workshop facilities.

How students learn in Batchwood School

We believe that the following are characteristic of good learning experiences for students – what we want students to be doing and what we want to witness in each classroom. These statements are fundamental to the learning process and apply across the curriculum. Some of these statements are particularly difficult for some of our students but in line with the high expectations we have of our students we need to include the learning statements we aspire to.

Personal/Interpersonal

Students should:

- Enjoy learning – work with enjoyment, humour and pleasure
- Feel secure to make mistakes – understand what they are doing and why
- Feel valued
- Receive praise and affirmation for their achievements, perseverance, success and progress
- Reflect on and appraise their own work, progress and learning
- Understand that home and school work in partnership
- Work co-operatively in groups of different sizes and kinds, and in this way learn from other learners as well as from teachers
- Develop the ability to work effectively and on their own
- Take responsibility for their own and other's learning
- Work with individual support
- Discriminate, judge, evaluate and appreciate
- Feel included in setting own targets

Communication

Students should:

- Think aloud and sort out their ideas through discussion, debate and argument
- Explore and communicate ideas and feelings through music and the visual arts
- Write and produce work for a variety of purposes and audiences, using appropriate styles and forms and drafting and re-drafting
- Be able to choose and use a variety of methods to communicate their work/results/feelings carefully, clearly and accurately to a variety of audiences

- Use, and understand, the appropriate vocabulary in a given situation
- Listen attentively, sift out the important details and use this information in a given situation
- In a discussion or debate be able to listen to the views expressed

Experiences

Students should:

- Have first-hand experience of whatever subject is being studied, either real or simulated
- Have opportunities to apply skills to real life situations
- Take part in role play
- Engage in work which involves all the senses – visual, pictorial, sound, touch, movement and feelings
- Enquire, puzzle, wonder, speculate, hypothesise and imagine
- Discover, invent and realise solutions
- Build on existing skills
- Work in the concrete – move to the abstract
- Work through small achievable steps
- Start from where they are
- Work on material that is age appropriate and connected to their interests where appropriate
- Be able to look closely at an object or process/change and make careful observations
- Decide what information is needed to solve a problem and devise strategies for finding it
- Choose concepts to use to solve problems set for them
- Interpret information presented in a variety of forms
- Use a variety of resources to gather information, evaluate its accuracy, relevance and subjectivity
- Practise new skills
- Learn important facts, details, methods, symbols.

Wider World

Students should:

- Receive recognition and respect for their languages, knowledge and experience
- Meet and learn from people in the local and wider community
- Meet recognition and respect for the value and validity of their family and community life

Generalisations

Students should:

- Look for patterns in their work and use their previous learning to make generalisations
- Test out generalisations fairly
- Have, in totality, a coherent and meaningful experience
- Make connections between new knowledge and what they already know
- Draw sensible conclusions from patterns/results/observations
- Apply previous learning to new situations

Expectations and Challenge

Students should:

- Be expected to achieve high standards and to be continually challenged in relation to their ability
- Be made overtly aware of what they are expected to learn

The Learning Environment

We believe that the following are characteristic of a good learning environment – these are the features of the school environment which produce the best learning experience.

Resources

Classroom resources should be:

- Clean
- Tidy
- Clearly labelled
- Up to date
- Sufficient for the class
- Arranged to encourage student independence
- Available for ease of access by students

Students should be:

- Aware of where resources are stored
- Able to select, use and take care of these resources
- Taught to respect, care for and keep tidy all areas of the school building
- Aware of the responsibility they have for these areas and this should be made explicit to them
- Given easy access to boys and girls toilets

The classroom should:

- Have furniture arranged for maximum ease of use e.g. access between tables, positioning of drawers etc.
- To be decorated to a reasonable standard
- Have furnishings and fittings that are suitable and sufficient
- Provide areas that promote independent or group learning situations

The use of I.C.T. should:

- Be fairly distributed to give equality of access to all students
- Make a daily contribution to the learning environment

Students should:

- Have adequate access to the therapy available within the school i.e. Counselling and Speech Therapy

All teaching resources should be:

- Easily accessible to all staff
- Clearly labelled
- Carefully organised
- Up to date
- There should be ease of access to reprographic materials such as photocopying, general stationery stock.

Display

Classrooms and other areas of the school should be enlivened by good quality displays.

Displays should:

- Be neat, attractive and bright
- Interact with the viewer by mixing the media displayed e.g. writing, pictures, questions, labels, photographs, diagrams, letters, graphs
- Be changed regularly to keep the work current
- Celebrate good quality work from individuals not just the best from the class
- Celebrate work from every student in the class
- Give students some responsibility for displaying work

Noise Level

Students should be taught to work with a variety of noise levels appropriate to the task they are engaged in.

Noise level should:

- Vary from a daily silent time to a gentle working hubbub
- Enable a silent time for reflection in assembly
- Enable a regular quiet reading time within the classroom

Relationships

We believe that:

- Expectations of the way students should address/ behave towards visitors should be made explicit to them
- Student's responses should be valued so that they feel secure enough to make mistakes
- Expectations of student's general behaviour should be explained to them and used consistently in practice
- The expectation that the classroom is primarily a place of learning should be made clear to the students

- Staff should respect the students
- Students should respect the staff
- Students should respect each other
- Students should feel that they are valued members of the class, school and society
- Staff should respect each other.

Security

We believe that students:

- Should feel secure in their knowledge of daily/weekly class and school routines (including Fire Drills)
- Should know where to obtain medication if and when necessary
- Should be provided with a physically safe environment in which to learn

Praise, Rewards and Sanctions

Praise is essential to a good learning environment.

We believe that:

- School and class rewards should be made available to all the students in relation to their ability
- School and class rewards should be overtly celebrated
- School and class sanctions should be made explicit to the students
- These sanctions should be exercised fairly and consistently

Reflecting Society

In order to reflect society:

- The school, classrooms and the work that goes on inside them should give a balanced view of society
- A variety of multi-cultural, religious, gender and disability images should be used

How we teach students at Batchwood School

Characteristics of teaching – these are the key characteristics of a teacher's repertoire which we associate with high quality learning experiences. Teachers need to use a wide range of teaching skills and styles, some of which are used in all lessons and some of which are used when they are the best way of achieving the learning objective.

Planning

All teachers forward plan on a long, medium and short term basis but are also alert to opportunities that arise for incidental teaching and learning, particularly where it is providing a student with a concrete experience or a student has indicated a knowledge that needs to be followed up.

Teachers plan to:

- Provide work appropriate to each student's individual ability
- Provide challenging opportunities
- Provide a broad and balanced curriculum
- Communicate learning objectives, linked to previous and on-going assessment
- Demonstrate continuity and progression
- Set high expectations
- Ensure appropriate pace
- Share targets with students

All staff are responsible for supporting the teaching and development of basic skills such as Speaking and Listening, literacy and numeracy. All staff are also responsible for helping each student to develop positive pastoral and interaction skills. These responsibilities are enshrined within the school ethos and aims, the school curriculum and the staff job descriptions.

Differentiation

Differentiation is about an understanding that all students have different strategies for learning.

Teachers differentiate by:

Language used

- Number of information carrying words
- Positive/negative balance
- Tone, pitch, register, rate of delivery
- Attention, eye contact
- Reinforce language that has been taught – supporting with visual clues, symbols, gestures, signs
- Phrasing of questions according to cognitive level
- Social stories

Level of support

- One to one teacher/learning support assistant
- High level of adult supervision
- Support from other agencies – Counsellors /Speech Therapist
- Some level of adult supervision/support
- Different levels of intervention

Resources

- Making relevant and appropriate access to resources
- Adapting published materials
- Practical bias
- Using art/music/food technology to support learning across the curriculum
- Variety of sheets
- Enlargement
- Different colour paper
- Use of drawings – picture clues, symbols
- Close procedure
- Fonts, lines
- Extension
- Way worksheet is used – different purpose for different students

Positioning in class

- Right and lefthanders not together
- Distraction free area
- Stimulating
- Adequate space
- Subject needs
- Grouping of students

Physical aids

- Pencil grips
- Variety of scissors
- IT – switches, touch screens etc.
- Tables and chairs

Outcomes

- Accepting different results

Recording

- Drawing
- Matching
- Teacher as scribe
- Audio and video taping
- Writing
- Photograph
- ICT
- Cutting and sticking
- Colour

Assessment

Teachers:

Use a range of formal and informal assessment tools according to each student's individual Special Educational Need.

- Assess students regularly
- Record significant observations
- Make sure students know what is expected of them and why
- Should help students to evaluate their own work and learning
- Should give clear feedback on achievement and targets for future learning
- Should set targets that are realistic, challenging, based on student's ability and shared with the student
- Each student to participate in self-assessment and evaluation opportunities

Organisation

Teachers:

- Plan the grouping of students – through ability, friendship or for social reasons
- Expect groups to work independently sometimes
- Establish class routines

Exposition

Teachers:

- Have a detailed understanding of SEN
- Have a good knowledge of the National Curriculum, National Literacy Framework and the National Numeracy Framework
- Give step by step explanations
- Keep explanations clear and concise
- Use concrete examples and first hand experiences
- Check back by questioning the students
- Ask initial questions to find the starting point which will meet the needs of all the students involved
- Use vocabulary that the students will understand
- Introduce and explain new vocabulary to extend their subject specific vocabulary
- Bear in mind the attention span of the students, break up long explanations with tasks
- When possible use visual aids and other stimuli to maintain attention
- Recap at the end as much as necessary

Questioning Skills

Teachers:

- Probe student's understanding and challenge their thinking
- Give plenty of time for a student to answer a question
- Rephrase questions to help the student answer
- Give clues to the answer to questions if needed

- Ask open questions
- Give opportunities for discussion and equal opportunities for expressing views
- Ask challenging questions
- Listen carefully to answers and responses
- Set rules for answering questions

Modelling

Modelling is an important strategy for students with Special Educational Needs – particularly those with a communication disorder such as autism.

Teachers:

- Help the student to focus on the event
- model what is to be done
- Hold the hand or move the student

Investigation and Experimentation

Teachers:

- Ask students to make a variety of predictions
- Give students open ended tasks regularly
- Give students opportunities to select and care for equipment
- Help students to be observant