



Teaching and Learning Policy

One page summary

Plan

- Be clear and precise about what knowledge or skills you want each student, or group of students, to learn, using formative assessments alongside the school curriculum and the teacher's medium and long term planning to guide this.
- Carefully plan how you are going to teach this, **and** plan activities that will help pupils to process and make sense of the new information.
- Do the 'so why?' test. Activities **must** be designed to facilitate learning, not keep students busy.

Teach

- Teachers create a positive learning environment, with clear guidelines and high expectations for behaviour, creating a calm, quiet learning environment.
- Lessons are carefully planned and differentiated; relevant resources are organised and ready in advance of lessons, so that all staff are fully engaged with pupils during teaching.
- Teachers use appropriate strategies for working with children with SEN, as well as individual strategies for particular pupils where these have been identified.
- Support staff are deployed in a targeted way throughout the lesson, according to pupils' needs, to effectively help children with their learning.
- Lessons are generally structured to include the following stages:
 1. Lessons generally start with a recap of prior learning, to aid long-term memory, and to prepare for the lesson.
 2. New information should be delivered in a multi-sensory way, e.g. hands-on resources, videos etc. Teachers have high expectations about what their children can achieve.
 3. Children process and make sense of new information through a variety of short, carefully scaffolded multi-sensory activities, linking their learning to real-life contexts where possible.
 4. An evaluation of the learning takes place; this may include self or peer assessment.
- Home learning tasks are assigned where it's felt that it will have a clear and proportionate impact on learning. Tasks typically involve overlearning or application of knowledge in a real-life context. Children should be encouraged to read at home on a daily basis.

Assessment and Feedback

- Assessment for Learning is embedded throughout the lesson, with lessons adapted on the fly accordingly to ensure that the needs of the children are met.
- Questions are differentiated and targeted strategically, aimed at exploring the understanding of a particular student, or group of students; teachers do not merely rely on hands up.
- Verbal feedback is our primary way of providing feedback to pupils; it should emphasize strengths, identify challenges, and point to next steps. Pupils receive the feedback immediately and are able to act on it straight away, whilst it is most relevant.
- Written feedback is used primarily to acknowledge pupil's effort, through a tick and/or stamp. Further written feedback should be provided only if it will have a commensurate impact on progress and achievement of the learning objective. Written feedback should follow the marking policy.
- Assessments are recorded using the school's STAPPS framework. These formative assessments are updated on at least a termly basis, and used to inform planning and track progress.

Purpose

This policy statement sets out expectations of teaching and learning throughout the school. It has been written with an appreciation that teaching will take many different forms, depending on the individual style of the teacher, what is being taught and the specific needs of the children within the class. By providing clarity for staff, we aim to ensure that teaching is of a consistently high standard.

Culture

At St Luke's, we believe that teaching is a lifetime's craft. Staff engage in effective reflective practice and are committed to CPD, both of themselves and their colleagues. We work collaboratively as a team, sharing expertise and workload. All staff are leaders, inspire others and impact positively on school development.

"Every teacher needs to improve. Not because they are not good enough, but because they can be even better." (Dylan Wiliam)

Curriculum (see Appendix 1)

The curriculum at St Luke's seeks to inspire pupils to engage and learn, building on their prior attainment. The focus of teaching is to support the children in developing their knowledge and skills, focusing on functional literacy and numeracy, as well as on pupils' personal development, encompassing social, emotional, independence, citizenship and healthy living skills. Children have access to a broad curriculum, securing essential knowledge and key competencies across a wide range of subjects, with a flexibility that provides opportunities to pursue pupil's own interests increasingly as they progress through the school.

The curriculum is developed from the Foundation Stage Early Learning Goals and the National Curriculum, adapted for the needs of our pupils and delivered at the appropriate level for each child. It follows a progressive model, with each subject area having its own skills ladder. Upper School pupils follow national accreditation programmes, including Personal Progress Awards, Entry Level Certificates, BTECs and GCSEs.

Planning

Planning is a process not a product. Its purpose is to enable high quality teaching which meets the needs of all students.

Long-term and medium-term planning

Long-term (yearly) and medium-term (half-termly) plans are typically produced collaboratively within each department, and provide an overview of curriculum coverage across the different subject areas for each class. They are working documents and are subject to change, so are not expected to be detailed. Medium-term plans are completed using the pro-forma available on the server, so that they can easily be shared with parents.

Short term planning

- Be clear and precise about what knowledge or skills you want each student, or group of students, to learn. This should be guided by your formative assessments, with each objective explored in depth and with planned progression over time. Differentiation is essential to meet the needs of all learners.
- Then determine how you are going to teach this, referring to the guidance in the 'teaching' section.
- Do the 'so why?' test. Activities **must** be designed to facilitate learning, not keep students busy.
- Teachers have the freedom to plan in whichever format enables them to deliver the most effective outcome. The quality of planning is evidenced through the lessons that are delivered.

Teaching

General Principles

- Provide multi-sensory learning opportunities and visual supports *to support working memory difficulties*.
- Tasks for each learner are precisely differentiated and carefully scaffolded *to reduce cognitive load*.
- A variety of activities delivered in short bursts and with regular breaks *to support those with attention and concentration difficulties*.
- Use clear, simple, literal language, with new vocabulary taught explicitly *to support communication difficulties*.
- Give time and opportunity for children to make sense of information *to support slow processing speeds*.
- Lots of opportunities for recapping and overlearning *to support long-term memory*.
- Be positive, have high expectations and promote a growth mindset *to develop confidence and self-esteem*.
- Clearly explain what they are learning, and why they are learning it, providing relevance *to support motivation*.

Active Learning

All lessons should be enjoyable and inspirational. Pupils are actively engaged during all parts of the lesson, processing and making sense of new information, not sitting passively for long periods. A variety of activities will be delivered in each session, such as:

- New information delivered in a multi-sensory way, e.g. hands-on resources, videos etc.
- Use of talk partners, e.g. Think-Pair-Share and/or small group work
- Group discussion
- Clear and specific modelling of the task that children are required to do.
- Independent work
- Outdoor learning
- Games and/or Drama
- Use of ICT, e.g. iPads
- Mini whiteboards

Support

Teachers should deploy support staff in a targeted way according to pupils' needs, to effectively help children with their learning. They must also be mindful of the need to develop independence. Teachers and support staff work closely as a team. They are fully prepared for lessons, ensuring relevant resources are organised and ready in advance of lessons, so that they can be fully engaged with pupils during teaching.

Assessment for Learning (see Assessment)

AfL takes place throughout the lesson, and teaching is adapted based on this.

The Learning Environment

- Clear guidelines and high expectations for behaviour, creating a calm, quiet learning environment.
- Defined zones are created for different activities, such as a reading corner and areas for small group work.
- Is tidy and organised so that resources are easily accessible and appropriate for the different ability levels and needs within the class
- Seating arrangements are carefully considered with the children's social and academic needs in mind.
- Has displays which are attractive and well presented, stimulate and support learning and/or celebrate the work of pupils of all abilities.

Home Learning

Home learning tasks are assigned by teachers where they feel it will have a clear and proportionate impact on learning. Typically tasks will involve overlearning of something that they have already been taught, or application of that knowledge in a real-life context. If a teacher decides to set home learning tasks they should be aware of those children who will find this a challenge and make allowances accordingly. Children should be encouraged to read at home on a daily basis.

Assessment

Assessment for Learning (AFL)

Assessment for Learning is the process of seeking and interpreting evidence to decide where the pupils are in their learning, where they need to go and how best to get there. Evidence comes from a variety of sources, such as questioning, monitoring of children's work or performance in activities, and formative use of summative assessments. It is then used to adapt teaching, both within the lesson and for future lessons.

Questioning

Questions should be targeted strategically; each question should be aimed at exploring the understanding of a particular student, or a group of students by eliciting multiple responses before giving feedback. This avoids the need for hands-up, and ensures that all students are alert.

Questions must be accessible to the target child(ren), but also be such that they promote higher level thinking where possible. Students must be given ample time to process the question, which may include opportunities to talk to a partner.

Peer and self-assessment

Peer and self-assessment can be useful in developing pupils' awareness of their own learning. By giving clear and specific criteria to judge work against, e.g. Success Criteria, students can begin to recognise strengths and areas for improvement, identifying their own next steps.

Feedback

All feedback should be meaningful and motivating for the pupil, and manageable for the teacher.

Verbal feedback is our primary way of providing feedback to pupils, supported by visuals where necessary. It should emphasize strengths, identify challenges, and point to next steps. Pupils receive the feedback immediately and are able to act on it straight away, whilst it is most relevant.

Written feedback is used primarily to acknowledge pupil's effort, through a tick and/or stamp. Further written feedback should be provided only if it will have a commensurate impact on progress and achievement of the learning objective. General feedback can be provided through a short statement where accessible. Specific errors can be indicated using the marking code, but only where there is a clear purpose, and being careful not to demoralise students. Children may also be encouraged to self-assess by checking their work in an area defined by the teacher, using the yellow box methodology, with the type of error indicated clearly where necessary. Any marking should be presented clearly, using a colour that stands out to the pupil to make it easily accessible.

Marking Code Symbols

I	Independent work	P	Check and correct punctuation
S	Supported work	C	Use a capital letter
<i>Variations on the above may also be used according to preference</i>		^	Check for and add a missing word
✓	Correct / good point / well-written	//	Start a new paragraph
Sp	Check and correct spelling	?	Needs to make sense / be clearer

Recording of Formative Assessments

Assessments are recorded using the school's STAPPS framework. These formative assessments are updated on at least a termly basis, and used to inform planning and track progress. Teachers must know what work has been produced independently, and what has been supported; the marking code may be used to assist with this.

Appendix 1 – Curriculum Overview

Me

Personal Social and Emotional Development					Physical Development	
Social	Emotional Literacy	Independence	Healthy	Citizenship	Kinaesthesia & Movement	PE
<i>Learning skills</i>	<i>Emotional Awareness</i>	<i>Travel Training</i>	<i>Personal Safety</i>	<i>Awareness of the community</i>	<i>Gross Motor Skills</i>	<i>Games</i>
<i>Social awareness</i>	<i>Self-regulation</i>	<i>Independent Living</i>	<i>Stranger Danger</i>	<i>Different services, e.g. shops, doctors</i>	<i>Fine Motor Skills</i>	<i>Equipment and Ball skills</i>
<i>Effects of my actions on others</i>	<i>Behaviours linked to emotion (self and others)</i>	<i>Cooking</i>	<i>Drugs & Alcohol</i>	<i>Our rights</i>		<i>Gymnastics</i>
<i>Understanding and responding to others</i>			<i>Medicines</i>	<i>Responsibilities, e.g. environment</i>		<i>Effects of exercise on the body</i>
<i>Social skills, e.g. play</i>			<i>eSafety</i>	<i>British values</i>		
<i>Sex and relationships inc. friendships</i>			<i>Road Safety</i>	<i>Social skills</i>		
<i>Teamwork</i>				<i>Shopping & Money</i>		
<i>Hobbies & Leisure</i>			<i>Healthy Living</i>			
<i>Self-esteem and confidence</i>			<i>Food</i>			
<i>Awareness and tolerance of other cultures and religions</i>			<i>Exercise</i>			
			<i>Hygiene</i>			
			<i>Human body</i>			
			<i>Sex and relationships</i>			

My World

Communication		Literacy		Numeracy	
Communication	ICT	Functional Literacy		Functional Numeracy	
<i>Expressive Communication</i>	<i>Using control devices</i>	<i>Reading</i>		<i>Number</i>	
<i>Vocabulary and language</i>	<i>Media</i>	<i>Decoding (phonics and/or whole word)</i>		<i>Place Value & Counting</i>	
<i>Putting phrases together</i>	<i>E-safety</i>	<i>Language features, e.g. adjectives</i>		<i>Addition & Subtraction</i>	
<i>Understanding questions</i>	<i>Accessing a computer system</i>	<i>Comprehension</i>		<i>Multiplication & Division</i>	
<i>Conversation and discussion skills</i>	<i>Use of a range of applications</i>	<i>Different text-types and their features</i>		<i>Fractions, Decimals & Percentages</i>	
<i>Presentation and performance skills</i>	<i>Communication</i>	<i>Style and purpose</i>		<i>Ratio & Proportion *</i>	
	<i>Use of internet for research</i>			<i>Algebra *</i>	
<i>Receptive Communication</i>	<i>Logic, problem solving and coding</i>	<i>Writing</i>			
<i>Attention and concentration</i>		<i>Handwriting</i>		<i>Application of Number</i>	
<i>Listening behaviours</i>		<i>Spelling (encoding and/or whole word)</i>		<i>Geometry - shapes</i>	
<i>Following instructions</i>		<i>Punctuation</i>		<i>Geometry - position and direction</i>	
<i>Responding to questions</i>		<i>Grammar</i>		<i>Measurement</i>	
<i>Vocabulary and language comprehension</i>		<i>Vocabulary</i>		<i>Statistics</i>	
<i>Comprehension of conversations and discussions</i>		<i>Constructing sentences</i>			
		<i>Writing for different purposes</i>			
		<i>Using language features and style to engage the reader</i>			

The Wider World

Expressive Arts and Design		Understanding of the World
Art <i>Using a range of art techniques</i> <i>Using a variety of tools and materials</i> <i>Creating own art works</i> <i>Evaluating art</i>	Science <i>Scientific Investigation</i> <i>Enquiry and investigation</i> <i>Performing experiments</i> <i>Recording observations</i> <i>Interpreting and evaluating</i>	Geography <i>The local physical environment and using maps</i> <i>Changes in the environment over time e.g. human influence</i> <i>World geography - continents, oceans, countries</i> <i>Climates and weather</i> <i>Compare and contrast environments</i> <i>Tectonic plates and natural disasters</i>
Music <i>Musical concepts, e.g. volume, rhythm</i> <i>Using a range of instruments</i> <i>Engaging with a variety of musical styles</i> <i>Singing and movement</i> <i>Creating own musical works</i> <i>Evaluating and improving</i>	Living World <i>Plants and animals</i> <i>Weather and the seasons</i> <i>Habitats and food chains</i> <i>The human body and health</i> <i>Genetics and evolution</i> <i>Science through history</i>	History <i>Personal history and changes in their lifetime</i> <i>Compare and contrast time periods</i> <i>Sequencing events</i> <i>Local history</i> <i>British history</i> <i>Ancient civilisations and world history</i> <i>Important historical figures</i> <i>Research, evaluate and conclude</i>
Drama <i>Part of expressive communication</i>	Physical World <i>Materials, properties and how they change</i> <i>Forces and Magnets</i>	Religious Education <i>Awareness of different religions, e.g. key figures, texts, symbols</i> <i>Experiencing different religions, e.g. stories, celebrations</i> <i>What is religion, e.g. beliefs, morals</i> <i>Influence of religion, e.g. on people, the world</i>
Design and Technology <i>Designing and creating</i> <i>Using a range of construction techniques</i> <i>Using a range of tools and equipment</i> <i>Using different materials to construct</i> <i>Evaluating and improving</i>	<i>Light and space</i> <i>States of matter</i> <i>Electricity and circuits</i> <i>Fossil fuels and the environment</i>	