

Kings Meadow School  
Believe and Achieve  
Teaching and Learning Policy



Reviewed: February 2012

Next review: February 2015

Date: \_\_\_\_\_

\_\_\_\_\_ Chair of Governors

### **Introduction**

Teaching and Learning is paramount to the success of Kings Meadow School outlined in our vision statement: "Believe and Achieve." At Kings Meadow we create a learning community where pupils have the right to learn and grow intellectually, emotionally and socially; providing an environment that encourages all pupils to achieve their greatest potential. Learning is a lifelong experience which should be purposeful, challenging, rewarding, enjoyable and memorable. Through planned and progressive schemes of work and high levels of teaching skill; Kings Meadow aims to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives and prepare them for their future world.

### **Aims**

- ◆ To provide challenging teaching and learning objectives in literacy and numeracy which are relevant to the levels and needs of the pupils' as indicated in their APP records.
- ◆ To provide challenging teaching and learning objectives based on pupils' prior knowledge and current levels of attainment as indicated in their assessment records.
- ◆ To plan lessons and sequences of lessons showing specific learning objectives and measurable success criteria as indicated in schemes of work.
- ◆ To plan lessons and sequences of lessons taking into consideration different learning styles and levels of differentiation as well as indicating the support structures needed.
- ◆ To use learning ladders to assess pupils' levels of knowledge and understanding and to then pitch the pupils learning platform.
- ◆ To systematically and effectively check pupils' understanding during lessons through levelled questioning and challenges.
- ◆ To annotate short term plans to reflect assessment for learning.
- ◆ To use Boxall data to plan and set individual and whole group objectives and success criteria for social and behavioural development.
- ◆ To provide an environment which encourages, supports and celebrates learning with well presented pupils' work and purposeful stimulus including visits and visitors.

## Practice

### Effective learning

At Kings Meadow, we are aware that people learn in different ways and at different rates. We recognise, therefore, that we need to develop strategies that allow pupils to learn in ways that best suit them and take this into account when planning; using multi sensory as well as visual, auditory and kinaesthetic experiences. Providing the right environment is vital for pupils' at Kings Meadow instilling a respect and entitlement for learning that previously may have been overlooked in their school careers due to challenging behaviours.

We believe children learn successfully if they:

- ✓ have their basic needs met
- ✓ feel unthreatened, safe and secure
- ✓ feel a sense of belonging
- ✓ are engaged and motivated
- ✓ can see the relevance of what they are doing
- ✓ know what outcome is intended
- ✓ can make links with other experiences
- ✓ understand the requirements
- ✓ have the physical space and tools needed
- ✓ have access to necessary materials
- ✓ are not disrupted or distracted by others
- ✓ are guided, taught or helped in appropriate ways at appropriate times
- ✓ can practise skills
- ✓ can apply learning in different contexts
- ✓ can persevere
- ✓ can manage their emotions
- ✓ recognise that all learners make mistakes and mistakes can help us improve

### Effective Successful Lessons:

- Have clear learning objectives which are shared and presented to the pupils.
- Have measurable and achievable success criteria linked to the learning objective.
- Have next steps to learning identified and shared with the pupils.
- Relevant vocabulary is shared, discussed and explained.
- Have a thorough planning structure taking into account differentiation and use of classroom support.
- Have a clear introduction, skill base, practice activity and plenary and delivered at a pace relevant to the age and expectations of the pupils.
- Have pupils involved in evaluating own learning ( traffic light system / success grids).
- Teachers monitor and assess as they teach giving immediate and constructive feedback.
- Use ICT to deliver, support and enhance learning experience.
- Use praise and positive reinforcement to foster self esteem, motivation and confidence.
- Resources are planned, easily accessible, visible and appropriate for the lesson.

## **Planning**

Teachers work from a planning file. The file contains:

- Timetable
- Medium term plans for numeracy
- Medium term subject plan
- Cross - curricula topic plan
- Weekly RWInc / literacy plan
- Weekly numeracy plan
- Weekly topic / subject plan
- Individual specific lesson plans e.g PE, behaviour curriculum
- Schemes of work
- Homework
- Resources

Planning files are monitored by the SLT and reviewed as part of the performance management and lesson observation process. Copies of timetables and medium term plans are given to the Deputy at the beginning of each term. Copies of weekly timetables are displayed in the classroom (inside resource cupboard door) and shared with class staff. A daily timetable, either visual or written is displayed on the board every day.

Planning is monitored to ensure a balanced coverage of subjects in line with the schools time envelope. Provision is made for stand alone subjects; PE, RE, ICT skills, PSHE and Behaviour Curriculum, daily literacy and numeracy as well as a broad balance of foundation subjects through a thematic topic as outlined in the Curriculum Policy.

## **Effective Learning**

For teaching to be purposeful and memorable learning experiences need to be motivating and engaging allowing children to access information, knowledge and understanding and skills in a variety of ways. All children have access to a laptop which has internet connection. Specific ICT skills are taught as well as using ICT to support and enhance other areas of learning. All classrooms have interactive whiteboards and internet access bringing the outside world in. However, where ever possible, practical and active involvement is encouraged to develop investigation and problem solving. Cooperation and collaboration with peers in small group or paired work supports social skills. Focus theme days promote enjoyment and enrichment experiencing different teachers and styles across the school as well as sharing learning across all ages and key stages. Opportunity for visits and visitors is incorporated as often as possible across the curriculum to connect learning with the real world and give children the opportunity to demonstrate and celebrate their knowledge and understanding. We encourage pupils to take an appropriate level of responsibility for their own learning and be involved in reviewing and reflecting on it.

Teacher, pupil relationships are important in allowing children to take positive risks with their learning as well as managing their behaviour. Teachers' model:

- High expectations of behaviour; following the schools rewards and consequences
- High expectations of learning; work presentation and display
- Well organised, resourced, labelled, clutter free learning environments
- A safe environment where children can be heard and supported
- Equality and respect for diversity and individuality
- By celebrating achievement using stickers, verbal praise, certificates, presentation to Head or deputy (Gold Book - Rainbow Wall), sharing assembly contacting parents / carers

### **Assessment**

Assessment is the key to effective teaching and learning. Our teaching is based on knowledge of pupils' levels of attainment and of their social, emotional and behavioural difficulties. All children have an Individual Learning Plan which targets literacy and numeracy from the APP criteria and behaviour from the Boxall analysis. Literacy is further assessed from baseline reading (Salford) and spelling (Vernon) assessments along with RWinc phonic assessments. Curriculum levels are taken from subject assessments which are updated 3 times a year. In addition, at the beginning of each topic; learning ladders are investigated to assess the skills level for the key areas of learning as well as the children documenting "what I Know," webs. Using formative assessment and pupil questioning teachers are able to plan the topic appropriately and incorporate differentiation accordingly. The curriculum is designed across 3 phases allowing for teachers to begin at the skills level of the children with clear next steps for progression.

Teachers are consistently assessing pupils and checking for understanding throughout lessons by targeted, specific questioning and evaluation; manipulating the learning experience. Lessons and planning are annotated taking into account AFL as well as active marking of pupils work identifying successes in relation to the learning objective and guidance to the next steps - 3 stars and a wish.

### **Teaching Assistants**

Each class can have up to 2 teaching assistants with some children having a designated 1:1 support. Teachers are responsible for directing and managing TAs in line with school policies and the specific needs and requirements of the class. TA role includes:

- ◆ Act as a role model in line with the school ethos
- ◆ Work with small groups under the teacher's direction / supervision
- ◆ Support learning for children by identifying learning objectives and success criteria
- ◆ Support learning by providing children and the teacher with feedback, verbal or marked
- ◆ Promote and reward high expectations of behaviour
- ◆ Work 1:1 with children in crisis following their Support and Intervention Plan and ILP
- ◆ Maintain stimulating environment; help manage and organise resources and displays

- ◆ Support the teacher by preparing resources
- ◆ Have responsibility for classroom routines e.g. work folders, reading books, snack, home-books etc

All adults in school reflect on their practice, their strengths and weaknesses and we aim to offer professional development opportunities and supervision to support teaching assistants.

### **Stimulating Learning Environment**

The physical environment has a significant influence on learning. It gives pupils a clear message about how we value them and value learning. The learning environment is enhanced through:

- ◆ Display of learning objectives and success criteria
- ◆ Prompts and scaffolds available for support
- ◆ Flexible use of seating and desks to support learning in different contexts
- ◆ A classroom layout which facilitates collaborative learning and allows for quiet personal study
- ◆ Positive affirmations displayed
- ◆ Tools and materials well organised and accessible
- ◆ A wide range of books attractively displayed and accessible
- ◆ Resources reflect a range of families and communities in an inclusive manner
- ◆ Posters reminding pupils to use thinking skills and behaviour strategies
- ◆ Interactive displays
- ◆ Displays that reflect the learning process, not just finished work
- ◆ Fresh, colourful displays of relevant information and ideas
- ◆ Positive images of different cultures, genders, age group
- ◆ Recognition of achievements and efforts
- ◆ Word banks, number lines etc
- ◆ Mind maps, links to other items

### **Length of the School Day**

Children attend Kings Meadow from many parts of the county and are usually brought by taxi. Their arrival is supervised from 8.45am and the day ends at 3 pm. Teaching time for Key Stages 1 and 2 meets the statutory requirements.

### **Involving parent/carer**

We believe that parents and carers have a fundamental role in helping their child to learn. Where appropriate children are given homework to support and enhance their learning. Parents and carers are informed about their child's progress and achievement. This is done formally through Annual Review meetings, Annual reports and Parents Evenings and coffee mornings, but also informally through special assemblies, home school liaison books and telephone calls. All rewards and certificates are sent home. Parents and carers are invited to share concerns as soon as they arise. Parents and carers are responsible for ensuring that

their child attends regularly to gain maximum benefit from the learning opportunities at Kings Meadow; attendance is closely monitored. Children who attend Kings Meadow School live across the county and therefore the majority are transported by the local authority via taxi.

### **Teacher Responsibilities**

- From schemes of work and long term curriculum map plan medium and short term units of work
- Supply copies of planning to Deputy head
- Use APP and subject assessments to base line pupils
- Use pre and post topic mind maps to gauge pupils current knowledge
- Use learning ladders to assess key skills
- Plan learning objectives based on above knowledge
- Identify specific success criteria based on learning objectives including the next steps
- Update APP and subject assessments at least 3 times a year or at the end of each topic
- Keep up to date with personal skills and knowledge, identifying through performance management areas for CPD
- Provide annual reports to parents
- Maintain a warm, safe, stimulating learning environment

### **Monitoring**

- Teacher Performance Management conducted by the Headteacher and Deputy takes place during term 1 where previous targets are reviewed along with threshold standards. Mid-cycle review term 3/4
- Lesson observations terms 1, 3 and 5 planning reviewed
- SLT planning file scrutiny, book scrutiny, learning walk 3x a year
- Tracking data by Head 3x times a year - pupil progress
- Subject leaders tracking pupil progress inform teachers key areas and or pupils for attention
- Subject monitoring - subject leaders undertake lesson observations and book scrutiny
- Assessment Manager and Curriculum Manager check curriculum coverage and key skill levels

### **Role of Governors**

- ◆ Governors monitor the effectiveness of the school in achieving good standards by reviewing policies.
- ◆ Ensure that school buildings and premises are effective in supporting learning
- ◆ Monitor how effective teaching and learning strategies are in terms of raising pupil attainment and promoting pupil progress
- ◆ Ensure that high quality staff are appointed

Please also refer to the following policies:

Curriculum

Assessment

Marking and Feedback

Inclusion

Behaviour & Discipline