

**St Anthony’s School**

**Policy No. 1 Teaching and Learning**

**July 2023**

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# **Introduction**

This policy is based upon three inter-connected principles:

* All learners should be treated with respect no matter what their presenting needs
* Learners need to be fully engaged for learning to take place
* The development of teaching and learning should be a collaborative enterprise.

**Purpose**

The overall aim of this policy is to engage pupils in their learning with a view to developing:

* Responsible citizens;
* Confident individuals;
* Successful learners

#### These 3 aims will be achieved and underpinned throughout the content and context of every school activity so that pupils:

#### Are healthy

#### Stay safe

#### Enjoy and achieve

#### Make a positive contribution

#### Achieve economic well-being

#### The focus for learning needs to concentrate on developing:

#### Attitudes and attributes to improve adaptability, resilience, confidence and risk-taking;

#### Skills such as literacy, numeracy, communication, ICT, personal and inter-personal skills; ~~to ensure they can be successful~~

#### Knowledge and understanding of the wider community to encourage personal responsibility.

**Organisation**

At St Anthony’s pupils are organised into groups not just by age, but by need type, ability and sometimes social and emotional capabilities. Therefore, it is acknowledged that flexibility is needed to meet the various needs of the pupils. The teaching and learning content needs to be organised in a way that gives the greatest range of experiences and situations underpinned by the core values of the school. The curriculum plan needs to ensure that the following are in place:

* Various components planned in different ways such as:
  + Environmental opportunities
  + Events – in and out of school
  + Extended hours learning
  + Outside the classroom learning
  + Lessons
  + Locations
  + Routines
* Different approaches to learning such as:
  + Cross-curricula links that allow skills and knowledge to be applied in a range of contexts
  + Spiritual, moral, social and cultural opportunities
  + Reflective self-assessment
  + Personalised challenges
  + Experiential
  + Creative opportunities
  + Emphasis on ICT and use of technology
  + Using different resources including a range of support
  + Meta-cognition and self-reliance
* Planned themes to provide purpose and significance such as:
  + Cultural diversity
  + Healthy lifestyles
  + Community participation
  + Enterprise
  + Global dimension and sustainability
  + Technology and media
  + Creativity and critical thinking

Within this, all statutory expectations need to be covered at the appropriate key stages.

**Evaluation**

There needs to be a variety of methods for evaluating the impact of the curriculum to meet the needs of the pupils, both individually and collectively. The ways we do this include:

* the annual review process
* Thrive Online
* evaluating formal assessment data to identify trends and goals for improvement
* teacher assessment (formative and summative) using progress booklets, reading record books, BTEC folders
* using critical friends to offer challenges and insights, e.g. school improvement advisor, KsENT moderation meetings for subject leaders and peer to peer reviews.
* creating a continuous improvement cycle
* deep dives
* canvassing the views of the whole school community [e.g. with regular questionnaires].
* **APPENDIX 1 – LEARNERS’ EXPECTATIONS**

**All learners are entitled to expect that:**

1. their individual needs are met
2. learning objectives and success criteria are apparent in every lesson
3. they are provided with quality feedback in line with the schools marking policy
4. lessons are assessed at the end of the learning session with reference to the learning objectives and success criteria
5. their learning is supported by the use of appropriate resources
6. they are enabled and encouraged to make a full contribution
7. the context for learning is regularly reinforced
8. they are provided with advice about what to do next to further their learning
9. they are provided with regular opportunities to give feedback about their learning experiences
10. their feedback is used to modify and improve the learning process
11. their learning is enhanced by appropriate use of digital technology.
12. their learning is advanced by sensitive interventions, a positive environment and relevant support
13. they are supported to develop meta-cognitive skills and self-reliance.

**All learners are entitled to expect that their learning will take place in an environment**:

1. which is safe and stimulating for learning – (subject and/or class risk assessment)
2. where their individual needs are taken into account – (EHCP’s and lesson plans)
3. where mutual trust and respect are encouraged among all learners – (school ethos and values statement)
4. which encourages learners to engage in their own learning - (personalised learning)
5. which incorporates all the elements of the total communication environment as outlined in the T&L Staff Handbook
6. which displays St Anthony’s school expectations using Communicate in Print.
7. that takes account of the UN Convention on the Rights of a Child.

**All learners are entitled to expect to be provided content with:**

1. learning opportunities which enable them to experience success
2. opportunities which extend their understanding and competence
3. content appropriate to their level of understanding and competence
4. resources which will engage and stimulate the learning process
5. a pace of learning which maintains and stimulates interest.

**Learners are entitled to expect experiences that:**

1. enable them to work and learn as individuals, pairs and groups
2. encourage them to develop an understanding of themselves as learners
3. enable them to investigate areas of personal interest
4. help to develop research skills
5. encourage them to be creative and develop problem solving skills

**Learners are entitled to expect a high level of ICT input to**:

1. have best use made of their digital literacy
2. encourage them to engage in the learning process through digital opportunities
3. be directed towards appropriate resources available on the World Wide Web

**Learners have a responsibility to:**

1. respond appropriately to being treated with unconditional positive regard
2. have respect for the right of others to learn
3. accept the opportunity to become actively engaged in their own learning
4. provide feedback about their learning in a constructive manner

5. work constructively with and support other learners

# **APPENDIX 2-CLASSROOM MANAGEMENT**

**Approaches to Teaching**

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. Cross-curricula links should always be sought and made explicit to pupils. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input.

It is important that while this is in progress children stay on task.  
This can be helped by:

* having well organised and labelled resources;
* taking time to train children in procedures;
* making sure that children are aware of what they must do when they have completed an activity;
* Making children aware that the teacher does not always have to be first in the line of contact. TA’s, children and other helpers can be used.

# **Staff Management**

There will usually be at least 2 TA’s in the classroom; it is essential that the teacher manages the expectations of the assistants in the class. However, assistants must develop responsibilities and confidence to take ownership for behaviour, learning and resources within the oversight of the teacher. Used effectively TA’s can have a huge impact on learning and creating a positive collaborative environment; deployed poorly they can become barriers to learning. It is important therefore that within the general guidance for TAs they get to understand that teachers work differently and that they should be flexible to meet the varying needs of different classes and personalities.

**Time Management**

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

**Cover lessons**

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. The teacher’s planning will always be available showing short-term plans, timetables and curriculum resources.

**School Policies**

School policies are set out in the staff handbook and school policy file (shared area). It is the duty of each teacher to be familiar with school policies and to apply them.

**Equal Opportunities**

All children have the right to equal opportunities. Teachers’ expectations of behaviour and performance by all children should be the same. Groups and all activities should be mixed where possible. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Teachers must ensure that the same children do not dominate in group work, especially when using the computer. All activities, including extra-curricular activities at St Anthony’s School are open to all children, numbers permitting.

**Record Keeping**

All teachers should keep detailed records of their work with the class and of individual children’s activities and progress. The school has a policy for planning, assessment, recording and reporting of National Curriculum subjects that must be adhered to.

**Resources**

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. As far as possible materials should be near the appropriate working area. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money.

Relevant textbooks should be available in each classroom. Some sets of books, e.g. dictionaries, thesauri and atlases are purchased for specific classes and should not be removed.

The effective implementation of National Curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. It is important that equipment borrowed from outside sources and other classrooms is returned promptly and in good condition. Each classroom has supplies and an inventory of appropriate equipment, including computers, maths apparatus, calculators, headphones, and smart boards.

Teachers should be able to account for the use and location of this equipment.  
All missing, damaged or dangerous items should be reported to the Head teacher.

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| **Document Title:** | Teaching and Learning |
| **Version:** | K-SENT Version 6 |
| **Prepared by:** | Antony Curry DHT |
| **Governing Body Acceptance Date:** | Ratified at the FGB on the  July 2023 |
| **Date for Next Review:** | July 2023 |
| **Link on School Website** | Yes |