
TRINITY SCHOOL

TEACHING & LEARNING POLICY



Date of Document: September 2002

FIRST REVISION: SEPTEMBER 2003

Second Revision: September 2010

Third Revision: February 2012

SIGNED CHAIR/VICE CHAIR OF GOVERNORS

TRINITY SCHOOL TEACHING AND LEARNING POLICY

Trinity School Teaching and Learning Policy

Rationale

This policy outlines the way in which teaching and learning supports the ethos within the school, how this fosters the qualities we seek to develop and prepares pupils for life.

The core activities of teaching and learning are fundamental to our commitment to develop pupils' abilities and ensure they achieve their best. Central to our philosophy is for learning to be enjoyable, for children to thrive and develop qualities of kindness and confidence and the ability to take responsibility and become independent learners.

AIMS OF THE TEACHING & LEARNING POLICY

1. To ensure the vision for our pupils as expressed in our Curriculum Statement is realised through effective teaching and learning.
2. To constantly improve the quality of teaching in the school.
3. To raise the level of pupil achievement by ensuring they are supported in achieving their best through the application of effective pedagogy.
4. To provide staff with clear indications of the school's expectations.
5. To establish a range of good practices in respect of teaching and learning.
6. To emphasise the importance of creating a school culture and ethos which is sensitive to the diverse social and emotional needs of our pupils and promoted through our differentiated pedagogies.
7. To provide agreed focus and criteria for monitoring teaching and learning

THE IMPORTANCE OF PEDAGOGY

At Trinity School the diversity of pupil need sets a particular challenge for teachers in developing and delivering effectively inclusive lessons through attention to pedagogy (the how of teaching).

At Trinity School teachers employ a wide variety of methods and approaches in different contexts, at different times and with different groups of learners.

Learners with severe learning difficulties (SLD) require many of the same teaching principles and strategies relevant to all learners although more intensive and explicit teaching may be required by pupils with different patterns and degrees of difficulty in learning. Careful consideration and expansion of a range of teaching adaptations may be required including

- more experience in generalising knowledge learnt in one context to other contexts
- more examples to learn concepts
- more explicit teaching of learning strategies & reinforcement of them
- more frequent and more specific assessment of learning
- more time to solve problems

- more careful checking for preparedness for the next stage of learning
- more practice to achieve mastery

Learners with profound and multiple learning difficulties (PMLD) have complex learning needs. In addition to very severe learning difficulties, they may have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. These learners require a high level of adult support for their learning needs and a pedagogy that:

- takes account of preferred sensory and learning channels and ways of processing information;
- focuses on those early communication, cognitive and sensory skills that are the foundation to all future learning and crucial to an improved quality of life;
- supports emotional well-being sustained by interactive approaches where learning is contingent on good personal relationships, repetition, familiarity, predictability and sensitivity to feedback from the learner.

Children with autism present with differences in learning style, impairments in communication and social skill development, and may in addition present with challenging behaviours. There is considerable individual variability in how these characteristics are manifested but these features have had implications for establishing a teaching pedagogy that is effective for this group. We recognise that direct teaching conducted in groups, making use of an oral, interactive two-way processes in which pupils are expected to play an active part by answering questions, will not generally be an effective initial strategy for learning with this group of pupils. Effective programmes for individual children appear to be characterised by the following:

- access to the academic curriculum in ways that do not depend on social or communicative skills and which take account of the particular difficulties of children with ASD in learning how to learn; these may emphasise structure, visual learning and modelling of activities and behaviours
- a programme to develop communication, regardless of the language ability of the child
- a programme to develop social interaction, play, leisure and life skills
- an approach to managing behaviour which involves assessing the function of a behaviour and teaching an acceptable alternative to achieve the same result.

At Trinity School knowledge about autism and the learning styles of our autistic pupils has informed, and is fundamental to, the development of effective strategies for their teaching and learning. The components of effective pedagogy for autistic pupils include:

- initial teaching of new skills in a one to one setting with subsequent generalisation to independent and group work settings;
- introduction of unfamiliar tasks in a familiar environment when possible.
- curriculum access supported through the use of visual, experiential and concrete learning approaches;

- use of concrete examples and hands-on activities when teaching abstract ideas and conceptual thinking.
- use of organization aids and visual supports to assist the pupil to attend to pertinent information;
- programmes based on individualised assessment, built around the functional level of each pupil with intervention drawing on existing skills and interests;
- appropriate expectations with an emphasis on development of skills independent of direct adult cuing and prompting.

CLASSROOM ETHOS

The ethos of the classroom has a major impact on the quality of teaching and on pupil behaviour. At Trinity School all teachers are expected to:

- promote a calm working environment and the development of good work and social skills;
- establish clear classroom routines;
- value all pupils, irrespective of ability, race, gender, age or achievement;
- encourage pupils' self-esteem by recognizing, praising and rewarding positive achievements in line with the reward schemes within the phase.

PLANNING

LONG TERM AND MEDIUM TERM PLANNING

Long and Medium Term planning is developed by the subject coordinators in each phase and is available on the shared area of the school intra net.

The L TP specifies the focus for the work to be covered for each year group, term by term
The MTPs- consist of schemes of work organized on a term by term basis. The planning is differentiated and is intended to be a guide to be adapted and modified to fit particular situations.

SHORT TERM PLANNING - WEEKLY FORECAST SHEETS

Joint planning sessions are timetabled weekly for groups of teachers teaching particular age ranges or curriculum areas. These sessions support the completion of weekly forecast sheets which are completed on a weekly basis and submitted to phase leadership teams on Monday morning. Templates of the planning sheets are available on the school intranet.

CRITERIA FOR JUDGING THE EFFECTIVENESS OF PLANNING.

The focus of this monitoring will be identification of:

- clear learning objectives for the lesson and strategies for communicating these to pupils structure and progression in the lesson
- differentiation to enable all pupils to participate at an appropriate level, or in an appropriate way

- content and pace of the lesson to challenge pupils
- evidence that the role of coeducators has been clearly thought through so that they are used effectively throughout the lesson

TIMETABLES

The timetable is constructed in June each year and reflects the agreed curriculum balance across subjects for each phase of the school.

CLASSROOM ORGANISATION

Classrooms must be:

- kept tidy and uncluttered with pupils where possible having a level of responsibility for maintaining this;
- cleared at the end of each day with materials and equipment returned to their correct locations and the tables and floor cleared.
- organised to ensure easy access and set out to support the pedagogy most suited to the pupils' needs.
- organised with resources clearly labelled and accessible to the pupils where appropriate.

CLASSROOM DISPLAY

Display is important for:

- creating a stimulating and purposeful environment
- helping pupils to learn
- setting a high standard in pupil achievement
- creating a climate where pupils' work is valued
- helping to raise pupils' self-esteem

EFFECTIVE TEACHING

Criteria for judging the effectiveness of teaching

All teaching staff are responsible for:

- ensuring clarity of intentions in terms of precise and clear lesson objectives, personal learning objectives for pupils and learning outcomes;
- ensuring that expectations are made clear to pupils and the focus on what is being learned is maintained;
- identifying the most appropriate and effective activities for the learning objectives;
- providing differentiated resources that take into consideration the needs of individual pupils,

- providing of activities that extended pupils and promote independence;
- a lesson structure which provides opportunities to focus on and revisit the learning objectives
- maintaining pace throughout lessons and ensuring that majority of time with children is spent teaching;
- encouraging children to develop and practice new learning in order to achieve the learning objective;
- planning effective use of other adults.

GOOD TEACHERS:

- know the pupils well and understand any factors that may affect their learning
- have confident knowledge and understanding of the subject being taught and the curriculum;
- use assessment to inform their planning and target-setting to meet the needs of individual pupils and groups;
- plan thoroughly, carefully selecting from resources and material
- use a range of teaching resources, styles and appropriate pedagogical strategies
- differentiate work and teaching style to meet the learning needs of individual pupils
- use appropriate communication strategies for different individuals or groups
- create a stimulating environment and convey a sense of enjoyment through their lessons
- utilise effective assessment strategies
- check pupil understanding and adapt strategies to maximise pupil learning
- value pupils contributions and feedback constructively to pupils and celebrate their achievements
- manage the classroom in a manner that promotes positive behaviour and a safe and healthy environment
- support pupils to develop good work skills
- recognise pupil diversity and create an atmosphere conducive to the promotion of pupil involvement and self-concept
- demonstrate a willingness to examine and implement change, as appropriate
- manage support staff and work in partnership with them
- work productively with colleagues, parents and other agencies
- accord dignity and respect to pupils
- work in line with equal opportunities policies and ensure the entitlement of all pupils

PUPILS' LEARNING

In order to enable pupils to achieve their full potential the learning experiences offered should provide the opportunity for them to:

- become increasingly independent, self-motivated learners
- receive feedback on how they are doing and how they can improve;
- make significant progress and build upon their own successes
- acquire essential skills for life and practice them in a variety of situations
- become engaged, apply themselves and concentrate;
- communicate in a variety of ways
- use technology as an aid to learning
- value themselves and others as learners
- learn from the community and environment beyond school;
- work with and alongside other people.
- Children learn best when:
 - the pedagogy is tailored to their learning needs;
 - they know what is expected of them;
 - they show interest in how well they are doing and how they can improve;
 - personal learning objectives and learning outcomes are clear;
 - the curriculum is relevant, challenging and achievable;
 - they are interested, happy, enthusiastic and motivated;
 - they have appropriate resources, equipment and activities to meet their needs;
 - they feel secure, are praised, rewarded, encouraged and their success is celebrated;
- they have a good relationship with staff who treat them with respect

LINKED POLICIES AND GUIDELINES

Curriculum Statement

Monitoring and Evaluation Policy

Assessment Policy

Inclusion Policy

Autism Policy

PMLD Policy

Behaviour Policy

SEN Policy Statement