



Cricket Green School

TEACHING AND LEARNING POLICY



Date reviewed: Summer 2016

Review Date: Summer 2017



CRICKET GREEN SCHOOL

Teaching and Learning Policy

Pupils and students at Cricket Green School have an entitlement to the highest quality learning experiences. There should be high levels of expectation in order to maximise personal achievement. In providing pupils with a range of learning experiences we recognise the development of each individual in the broadest sense; academic, social, emotional and physical. We aim to develop and celebrate the individuality of the pupils, as well as furthering social skills and improving learning potential and performance.

Teaching and Learning

We believe that children and young adults learn best when they:

- are interested and motivated;
- have access to a high quality learning environment
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are academically challenged and stimulated;
- are happy;

Approaches to Teaching

Teaching should reflect a range of styles and methodologies to meet the variety of learning styles presented to us by the pupils. Teaching styles should vary to offer maximum opportunity for learning. They should be appropriate to the age of the pupils and the content of the lessons.

Lessons should be carefully planned and delivered to achieve identified learning outcomes. Lessons should identify the skills, attitudes, concepts and knowledge to be learnt, as well as reflecting pathways towards independence and skills for life. Pupils' individual targets should be evident in curriculum planning and delivery.

Teacher's plans should be available for use by supply staff in the event of their absence, to ensure continuity of curriculum delivery and consistency of routine for the pupils.

Record keeping is an intrinsic part of ensuring continuity and progression. Teachers should keep up to date records showing pupil progress, in keeping with the school's Assessment policy. Teachers are also expected to keep parents/carers appraised of pupil progress through Annual/EHCP meetings Individual Education Plans and Annual Reports.

Special Support Assistants are an invaluable resource in the education and care of the pupils. The role of support assistants is to assist the teacher in the delivery of the curriculum, working with groups or individuals as required.

Assistants work under the direction of the teacher. It is the responsibility of the teacher to ensure that there is effective communication to ensure that assistants clearly understand their role in the management of the class and the delivery of lessons.

It is the responsibility of the assistants to support teaching and learning, to share in the pastoral care of the pupils and to work in conjunction with the teacher towards shared goals.

The school encourages voluntary support in the classrooms and for specific activities. Volunteers or parents should work alongside staff under the guidance of the teacher; they should not be expected to take responsibility for individual or groups of children on their own. All volunteers are DBS checked.

Lesson Observations

Monitoring and evaluation of teaching is central to the improvement of teaching and learning. Quality teaching is fundamental to effective learning, a major contributor to achieving whole school, Key Stage and individual targets.

Lesson observations form part of a whole school monitoring system and are an intrinsic part of the school's Appraisal policy. It is intended that lesson observations should be seen as a positive contributor to professional development and that within a climate of mutual respect, colleagues can learn from each other.

Observations should concentrate on the following priorities:

- evaluating the effectiveness of teaching and learning
- monitoring individual pupil progress
- assessing the appropriateness and breadth of curriculum content
- identifying areas of performance to be celebrated, and identifying areas for improvement
- learning specific strategies from each other.

The observer will concentrate on:-

- the curriculum content, context and relevance,
- the methods of teaching employed, their relevance and suitability to the age, needs and abilities of the pupils,
- the pace and structure of the lesson
- learning within lessons,
- the extent to which the pupils are actively engaged in their own learning
- the imaginative use of resources to enhance access and learning and the appropriate use of support assistants
- the style of classroom/ behaviour management.

Lesson observations form part of a range of monitoring strategies. They may involve Leadership/Development Teams colleagues, pupil council delegates and Governors or LA officers. Staff will be made aware when observations are going to take place and of the focus for the observation. Feedback will be given after every observation. (Teacher observations are in line with the Teachers Appraisal Policy 2016)

Achievement and Outcomes

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by:

- verbal or written praise by teachers, peers, Head teacher, Deputy Head teacher, Assistant Heads and parents;
- displays of work;
- opportunities to perform or share;
- use of the class reward system;
- sharing at whole school weekly achievement assemblies;
- sharing success with the community;
- sharing at Key Stage weekly achievement assemblies;
- Jack Petchey and LA awards evenings.

Teachers should take time to assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self appraisal and target setting.

The Learning Environment

This should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
- make decisions;
- make progress;
- work co-operatively;
- solve problems;
- be creative;
- express themselves;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically;
- feel comfortable;

The learning environment is an area that needs to be consistent with the learners in the class. This should include the use of TEACCH work stations, relevant labeling and displays, Symbol timetables and a consistent structure.

Learning should take place in an environment which: -

- can be both stimulating, and/or is peaceful and calm;
- is happy and caring;
- is well organised;
- is well resourced;
- is personalised
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a positive working atmosphere.

Children should be encouraged to develop organisational skills and independence through: -

- appropriate tasks;
- challenge;
- confidence building;
- independent work
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities;

Physical Environment

Classrooms should be organised and structured environments, with an appropriate range of storage and equipment. Furniture should be of an appropriate height to encourage correct posture and enhance motor co-ordination.

Resources should be accessible to the pupils and appropriately labelled with visuals to maximise access and encourage independence. They should be of high quality, appropriate to the curriculum and age of the pupils. Pupils should be encouraged to actively respect and take care of resources and their classrooms.

Classroom resources can be bought from Key Stage budget allocations, specific curriculum areas, or may be applied for by using bid forms.

Additional curriculum resources are kept in central resourced areas or subject specific rooms. Each area of the curriculum has an allocated budget monitored by the Development Team post holder. Requests for resources for specific curriculum delivery should be made to the Development Team post holder.

Pupils should be able to begin their working day with available and appropriate activities set out in advance.

Display

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as their ability. Ideally, mathematics and science displays should stimulate discussion and be accompanied by children's questions and answers. Displays should also reflect the term's teaching themes. All displays should be clearly and appropriately labelled, using symbols as necessary.

Routines and Rules

The Five Golden Rules should be clearly displayed in the classroom. Routines, rules and structures in the classroom contribute to a positive learning environment. To be effective they should be:

- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive;
- kept to a minimum but enforced regularly;
- part of daily activities with which the children are familiar.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour Policy.

Equal Opportunities

All children have the right to equal opportunities regardless of race, gender, culture, [sexual orientation](#), belief or exceptional need. All pupils at Cricket Green have an entitlement to a learning opportunity which maximises their potential, realises their individuality and encourages self belief.

Celia Dawson

Head teacher

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[a/adminshared/new policies/summer 16-17/teaching and learning 16-17](#)