



Springwood  
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LINWOOD  
TEACHING SCHOOL ALLIANCE



*"Entitlement plus opportunity"*

## Teaching and Learning Policy

Written by Julie Jeanes July 2002

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### KEY ISSUES

- Planning identifies clear learning intentions and success criteria
- Learning intentions and success criteria are shared with support staff and pupils
- Structured lessons
- Assessment and tracking of progress is a continuous process
- PLPs inform planning
- Personalised activities and resources
- VAK (Visual, Auditory, Kinaesthetic) learning styles
- High expectations
- Range of teaching styles

## Introduction

At Linwood we aim to promote a caring and happy community in which all pupils feel valued. We strive to make learning a pleasurable and rewarding experience and to offer an opportunity for all pupils to develop as high a standard of achievement as individually possible.

We aim to provide opportunities for ALL pupils to learn and achieve and ensure that we address our belief "Entitlement plus Opportunity".

At Linwood we aim to meet the specific needs of individuals and groups of pupils, providing effective learning opportunities for all pupils. Our mission statement is "To provide a centre of excellence in which individuals are valued and encouraged to give of their best."

In our teaching we aim to set suitable learning challenges, respond to diverse needs, and overcome potential barriers to learning and to personalise learning. Through this continual process we aim to raise standards.

We are committed to monitoring and refining our practice as and when appropriate.

As teachers we value the role of teaching assistants in supporting the pupil, teacher, curriculum, and school ethos and school policies.

We believe we provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult.

We believe that the following key statements define high quality teaching:

- To set high expectations for all pupils.
- To talk regularly with learners about their learning and to listen to them.
- To ensure pupils know the learning intentions of all lessons and to know if they have achieved that learning intention.
- To be knowledgeable about what we are teaching.
- To reflect on our practice and challenge our own thinking.
- To ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.
- To organise our classroom activities to encourage children to become successful learners through the understanding of how they learn, developing effective learning behaviours
- To deliver interesting, purposeful and motivating lessons with appropriate pace and challenge, and which promote learner engagement.
- To link lessons to real life situations and problems and with other subjects, providing opportunities to generalise learning in real life contexts
- To use open ended and an appropriate range of questioning techniques.
- To meet the needs of all learners by using different teaching strategies.
- To use individual, paired and group learning opportunities.



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- To formally and informally assess the progress and attainment of our pupils to inform planning and targeted intervention
- To use the outside environment for learning opportunities as much as possible.
- To use IT to support and develop learning.

We strive to ensure that the input to each child's and young person's learning is the very best it can be so that the progress made, whatever that is, is the very best that the child or young person could have made. We aspire to meet the continually evolving challenges in education, ensuring that our practice is based on current developments in research and sound pedagogy.

We believe high quality learning is achieved when pupils are:

- Enthusiastic, attentive, responsive and on task
- aware of classroom and school rules and are supported to follow them
- communicating confidently and, where appropriate, asking questions
- confident in requesting help and support
- aware of their achievements and what they need to do in order to improve
- producing good quality work they are proud of
- knowledgeable about their learning
- independent learners and stay on task
- accessing learning experiences that are purposeful, meaningful and relevant to their individual needs
- confident in helping others to learn

We are committed to providing challenge for all learners in order to enable them to succeed and reach the highest level of personal and academic achievement possible. Pupils will achieve this if we allow them to learn in a variety of ways, with differentiated activities, a personalised approach in response to pupils learning at different rates and who have different interests and abilities.

We want to develop an awareness and belief that all learners have the right to be challenged. We want to develop children to be resilient and motivated learners who understand the need for challenge to progress. We want to develop a curriculum that provides effective challenge and a learning environment where children are encouraged to take risks and work hard to succeed.

At Linwood we understand that for pupils with learning difficulties, progression will not only be movement up a hierarchical ladder of skills and knowledge but will also include lateral progression where skills are generalised and consolidated in different contexts. We also acknowledge that with some of our pupils there may be an element of maintenance or regression. When planning for individuals or groups at Linwood we focus on the following:

- **A Total Communication Approach.** Using signing, symbols, communication books, PECS, electronic communication aids etc
- **Skill Development.** Pupils are encouraged to gain new skills: to practise, maintain, combine, develop, refine, transfer or generalise existing skills
- **Breadth of Curricular Content.** Pupils access new knowledge and understanding.



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- **A range of contexts for learning.** Pupils are offered a variety of activities, resources and environments appropriate to their age, interests and prior achievements. For some pupils refining their skill level in a range of activities and contexts of similar complexity will represent progress.
- **A variety of support equipment.** For pupils to take control of their environment, to increase mobility, to develop and practise communication skills, and to access all curricular areas.
- **A range of teaching methods.** These are determined by individual strengths and learning styles at different stages of development.
- **Negotiated Learning.** Pupils are encouraged to take a greater part in the learning process, and in planning or measuring success. Sharing learning intentions and success criteria.
- **Application of skills, knowledge and understanding in new settings.** Pupils are offered learning and inclusive opportunities in other specialist, mainstream and community environments as appropriate to individual need.
- **Strategies for independence.** Pupils are encouraged to be independent in class based activities and routines. Pupils are helped to move away from adult support and class based activities towards autonomy and self-advocacy in the community.
- **Personalised Learning.** Personalising learning and teaching means that we take a structured and responsive approach to each child's/young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils and their parents as partners in learning.

The school curriculum is divided into the following Curriculum pathways. Please see Curriculum Policy and Curriculum Handbooks for details.

- Early Years Foundation Stage Curriculum (Nursery/Reception and KS1)
- Alma Curriculum (Pre-formal curriculum)
- Vita Curriculum (Semi-formal curriculum)
- Personalised National Curriculum (Formal Curriculum)
- Post 16 (school years 12,13,14)
- Post 19 (young people aged 19-25)

### Learning Styles

Learning styles are simply different approaches or ways of learning. Learning style refers to a particular sensory mode of learning. At Linwood we employ the following learning styles so that **all** pupils are able to access the curriculum, which develop the three main senses of sight, sound and touch- **VAK** learning.

Visual learners prefer to visualise.

Audio learners rely on oral language and aural learning.

Kinaesthetic learners need to touch and feel objects.

**Visual Learners:** learn through seeing. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos,

flipcharts and handouts. Visual learners often prefer to take detailed notes to absorb the information.

**Auditory Learners:** learn through listening. They learn best through verbal instruction, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch and speed. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

**Tactile/Kinaesthetic Learners:** learn through, moving, and doing. Tactile/Kinaesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

At Linwood we agree that personalisation is the key to successful learning.

A personalised approach includes:

- Matching individual needs as outlined on pupils' PLPs to work set
- PLP (personalised learning plan) targets and Functional Skills Targets
- Open questions, allowing time for response.
- Closed questioning targeting certain pupils.
- Differentiated/personalised tasks for pupils to work in groups, pairs or individually.
- Open-ended tasks - investigations, problems
- Teaching is focused at times on individuals/groups while others work independently.
- Extension material to provide challenge for higher attaining pupils.
- Differentiated/personalised learning resources.
- Targeting teacher's own support or the support of Teaching Assistants in the classroom.
- Differentiated success criteria
- Use of ICT - Eye Gaze, iPads, switches etc.
- Personalised communication aids
- Specific proactive approaches to behaviour

At Linwood we ensure that effective teaching and learning is taking place by offering a range of opportunities/styles in our classroom practice such as:

- Investigation and problem solving
- Games
- Role play, debates, oral presentations
- Reporting- written and oral
- Designing and making things
- Self study
- Research and finding out
- Investigations
- Paired work and group work
- Independent work and whole class work
- Asking and answering questions
- Co-operative work
- Observing and Classifying



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- Use of ICT
- Fieldwork and visits to places of interest
- Creative and physical activities

### Teaching at Linwood

See curriculum handbooks for a detailed description of the planning, delivery and assessment of each curriculum pathway.

Lessons may include:

An oral/mental starter

Lessons should include:

An introduction

Individual/group teaching and learning

A plenary

For classes following the EYFS/Alma Curriculum, there is an appropriate balance of child initiated and adult led activities.

At Linwood we agree that teaching should be effective in all parts and therefore:

- Planning documentation in the long, medium and short term is accessible in the classroom
- Lessons have clear learning intentions/success criteria and are shared with staff and pupils.
- Key questions and key vocabulary are identified on planning as appropriate and are shared with pupils
- Differentiated/personalised work takes account of the pupils' PLP targets.
- There is good lesson management, including pace and purpose.
- Teachers have high expectations of pupils' ability.
- All pupils take an active part in lessons.
- Teachers convey to pupils an enthusiasm and interest in the subject.
- Lesson time is a combination of demonstration, didactic (instruction), dialogue and practical/written activity, which are suited to the lesson's learning intentions.
- Pupils are involved and their interest is maintained through suitably demanding and varied work.
- Teachers question pupils effectively, give them time to think and respond, expect them to demonstrate and explain their reasoning.
- Teachers use a range of open and closed questions, which are suitably differentiated/personalised.
- Pupils use correct subject language.
- Where appropriate written activities consolidate the teaching and are supported by the use ICT, textbooks and other resources.
- Teachers make explicit for pupils the cross curricular links.
- Work is differentiated to both support and extend pupils ensuring success and challenge.
- Pupils' mistakes and misunderstanding are addressed as they arise.
- Teachers identify and use appropriate resources including staffing i.e. PECS, Signalong, PEIC-D etc.
- Teachers and TA's use observation skills to inform their planning and assessment of pupils' learning.



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- Interventions are in place where needed

Where appropriate, plenary sessions may:

- Review the learning intentions and success criteria
- Reinforce and extend earlier work.
- Summarise key ideas.
- Assess what pupils have learned during the lesson to inform future planning, referring to success criteria and the overall learning intention.
- Correct any misconceptions or errors
- Look ahead to the next lesson and set homework

### The Learning Environment

See curriculum handbooks for a detailed description of how the learning environments are developed to support the different curriculum pathways at each campus.

We believe the learning environment makes a significant contribution to the quality of education provided.

We ensure that:

- space is used effectively
- layout accommodates movement
- resources are clearly labelled/symbolised and accessible
- display reflects current learning, celebrates success and is changed regularly
- the environment offers challenge and opportunity for further learning
- the needs of the children are catered for
- resources are well maintained
- children are encouraged to be creative independent learners and thinkers

We ensure that the learning environment is:

- Attractive
- Interesting
- Stimulating
- Interactive

At Linwood we ensure that our teaching is effective and learning is taking place.

We agree to ensure that there is effective planning, assessment, tracking of progress, target setting in PLP's monitoring, review and evaluation.

We aim to ensure that we are effective classroom practitioners through access to continued professional development.

Teaching and learning is a process of co-operative teamwork involving everyone in the school community including parents, teachers, children, support staff and governors.