

Churchill Park School



Teaching and Learning policy

'It is the supreme art of the teacher to awaken joy in creative expression and knowledge'

Albert Einstein

'Great teachers have made the difference by touching lives, pushing back the boundaries and making the seemingly impossible possible....we never forget that great teacher; the one who took us to places where we could not go alone....the one who changed our lives by opening doors for us.'

Sir John Jones

Principles

Sir John Jones calls teachers 'Magic Weavers' and we fully endorse his beliefs about teaching and learning. Staff who work with our children and young people have to like them, enjoy their company and believe in them. Children will often forget what we made them think, but they never forget how we made them feel.

- Teaching is the responsibility that schools have to ensure pupils are learning about their world, themselves, their learning and each other.
- At Churchill Park School we acknowledge that the quality of our teaching directly affects how well the pupils learn and make progress.
- We also understand that, whilst our pupils have the same broad educational needs as other young people, they require an approach that is always highly individualised and often relatively specialised. It is our duty to ensure that every pupil can continue to be challenged and make at least good progress
- We constantly strive to improve our teaching and learning through a collegiate approach. All staff should model the joy of learning to pupils; adults who are eager and enthusiastic will create pupils who want to learn.
- We also acknowledge that all pupils have the right to an education that builds on their strengths and takes account of their interests and preferences
- The 'building blocks' of our mission statement are the foundations for planning our teaching and learning

It is our responsibility to support staff in the delivery and continuing development of a broad and balanced curriculum that provides rewarding and stimulating activities for pupils and helps them prepare for increasing involvement in a fulfilling social and cultural life.

Aims

The teaching process: Teachers will:

- Show good command of curriculum content and specialist approaches to curriculum access
- Plan effectively, with clear learning objectives and suitable creative teaching strategies
- Interest, encourage and engage pupils
- Incorporate social, moral, spiritual and cultural aspects of learning into their teaching. There should be opportunities for gaining independence, learning to work with others and problem solving
- Challenge pupils
- Ensure there is a 'can do culture'
- Create a stimulating environment for learning within the classroom
- Utilise methods and resources that enable all pupils to learn effectively
- Be reflective practitioners who evaluate the quality of teaching and learning, taking account of any feedback they are given
- Participate in continuing professional development to ensure they continue to provide high quality teaching. This includes professional dialogue with colleagues
- Make sure everyone in their classroom uses time efficiently and effectively
- Insist on pupils performing at the best standard of behaviour they can manage
- Ensure pupils have find ways of reinforcing and extending what they have learned in different contexts, including regular use of learning outside the classroom
- Ensure that cross curricular skills are incorporated into the learning experience, particularly communication, literacy, numeracy and ICT
- Assess pupils' work thoroughly and constructively and use assessment to inform their planning and target – setting to meet the needs of individual students and groups
- Promote equality of opportunity and a sense of inclusion
- Ensure all pupils experience joy and a sense of achievement

We use the word 'teacher' to encompass any of our staff who lead learning. We acknowledge that all of our staff contribute to this process and need an understanding of the process of learning and knowledge of intended outcomes. Outstanding teachers have the confidence to follow the lead of their learners, they are not hidebound by rigid planning but do understand what good learning looks like.

The learning process: Pupils will:

- Acquire knowledge and skills through their tasks, increasing understanding or widening experience and extending their range of activity
- Show engagement, application and concentration, be active learners
- Develop the skills and capacity to work as independently as possible and to work with, and alongside, other people

- Show interest in how well they are doing and how they can improve, by responding to feedback from adults and, ultimately, by using insight to motivate themselves

Pupils learn all of the time; we need to ensure that these experiences are positive ones. Pupils will have a wide range of learning styles by natural preference, influenced by their particular disability and level of maturity. We can take account of this when planning learning, but must also ensure they can access a range of styles.

Often it takes our pupils longer to reach a state of readiness to learn. Classes will have daily routines to help pupils focus and re-energise. IEP targets will focus on overcoming 'barriers' to learning. Many have an aversion to the idea of 'work' so we have to ensure that activities do not feel like work. The 'learning through play' strategy of early years works well for many of our pupils throughout their school career, it is our task to make this age appropriate.

The role of parents and carers:

Parents, carers and other professionals are our partners in this process. We value their knowledge and understanding of our young people. They are integral in directing learning to areas of priority, shaping the learning and supporting evaluation of success. This will be done through the Annual review process, parent's evenings, regular dialogue and information sent home.

A high priority is that learning can be transferred to new and different situations with different people.

Monitoring and Evaluation:

- All staff who teach will have their practice regularly observed by the Senior Leadership team and given constructive feedback based on the learning process. Individual observations feed into the Appraisal process. Whole school data feeds into the CPD plan
- Governors receive reports on the above
- Learning walks focus on specific aspects of learning and can include different members of staff
- Pupil progress data helps to inform judgements about effective teaching, but is part of the picture
- Curriculum leaders have a role in evaluating data in order to plan for improvements

To be read in conjunction with:

- School Mission statement
- Sir John Jones: 'The Magic Weaving business' (copies in staff library)
- Assessment, recording and reporting policy
- Continuing Professional development policy
- Planning, curriculum and assessment guide

- SMSC policy
- Appraisal policy
- Teachers standards

Draft for consideration by staff & governors