



John Watson School



Wheatley Nursery School

Teaching and Learning Policy

The Federated Governing Body of John Watson and Wheatley Nursery Schools have adopted the model policy of Oxfordshire County Council.

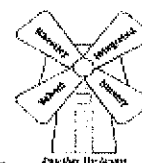
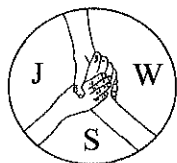
Signed by Sarah Simmonds and Sarah Coleridge, Joint Chairs of Governors.

Date: 23-1-2018

This policy will be reviewed as per the review schedule set by the Governing body or in accordance with policy updates issued by Oxfordshire County Council (whichever is sooner).

John Watson School and Wheatley Nursery School

Teaching & Learning Policy



The following five core principles guide every aspect of our work...

<p><i>We believe all children and young people have a right to feel safe and secure</i></p>	<p><i>We believe everyone should be valued for who they are and know they have a voice and will be listened to</i></p>	<p><i>We believe everyone has a right to be included within the wider community on equal terms</i></p>	<p><i>We believe learning should be stimulating, challenging and relevant for all</i></p>	<p><i>We believe all staff should be ambitious about what they can achieve in their role and be empowered to impact on pupil outcomes</i></p>
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We take an holistic view of education, developing the cognitive, physical, social, emotional, spiritual, and moral dimensions. The school's curriculum is a vehicle to explore these elements for each individual and through this we seek to provide multiple opportunities for rehearsing communication skills, which we see as key. We want all pupils to enjoy learning so we make it fun!

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

- To ensure the vision for our pupils as expressed in our Key Stage Curriculum Statement is realised through effective teaching and learning
- To constantly improve the quality of teaching in the school
- To raise the level of pupil achievement by ensuring they are supported in achieving their best through the application of effective pedagogy
- To provide staff with clear indications of the school's expectations
- To establish a range of good practices in respect of teaching and learning
- 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
- To provide agreed focus and criteria for monitoring teaching and learning

Pedagogy

At John Watson 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).

In order to address this teachers employ a wide variety of methods and approaches in different contexts, at different times and with different groups of learners.

Learners with moderate learning difficulties (MLD) and severe learning difficulties (SLD) require many of the same teaching principles and strategies relevant to all learners, although more intensive and explicit teaching is required

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

Learners with autism (ASC) present with differences in learning needs, impairments in communication and social skill development, and may in addition present with challenging behaviours. The components of effective pedagogy for autistic pupils include:

- 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 organisation aids and visual supports
- 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 cueing and prompting

Classrooms

The ethos of the classroom can have a significant impact on the quality of teaching and on pupil behaviour. At John Watson 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 recognising, praising and rewarding positive achievements in line with the reward schemes within the particular Phase

Planning

Long Term and Medium Term Planning

The LTP specifies the focus for the work to be covered for each year group, term by term.

The MTPs are organised 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

are completed on a weekly basis and contains:

- clear learning objectives for the lesson
- differentiation to enable all pupils to participate at an appropriate level, or in an appropriate way
- evidence that the role of Teaching assistants has been clearly thought through so that they are used effectively throughout the lesson

Timetables

The timetable 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.

Display

Displays in classroom and accessible to learners should be Working Walls which directly support learning. Celebratory displays should be on boards unsuitable for use as Working Walls or in shared areas.

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

All teaching staff are responsible for:

- ensuring clarity of intentions with 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

- accord dignity and respect to pupils
- have high expectations of pupils
- know the pupils well and understand any factors that may affect their learning
- have sound 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
- 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
- work in line with equal opportunities policies and ensure the entitlement of all 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
- 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

This Policy articulates Wheatley Nursery School and John Watson School's approach. This is underpinned by the expectations outlined in to <https://www.gov.uk/government/publications/teachers-standards> .

