

WINDLESHAM HOUSE SCHOOL

POLICY: Teaching and Learning



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Last Technical Review: Nov 2020

Next Review Date: Nov 2022

Policy: 03/01

Responsible Member of Staff: Pippa Sutcliffe (Assistant Head Academic)

Responsible Governor: Charlotte Johnston

Statement of Policy: It is the policy of the school to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. All teachers are expected to have an excellent understanding of pupils' needs, subject knowledge and be using quality resources.

This policy and procedures also apply to our Early Years Foundation Stage and after School care

Reporting on Compliance and Effectiveness

This policy will be reviewed by the Governing Body a minimum of every two years. Progress against its implementation will be monitored by the Education Committee.

Aims

Through our teaching we aim as a school to develop a background of understanding that will:

- Enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- Foster in pupils the application of intellectual, physical and creative effort, interest in their work, and the ability to think and learn for themselves;
- Encourage children to become self-motivated, confident, resourceful, enquiring and independent learners.
- Show respect for other cultures and, in so doing, promote positive attitudes towards other people.
- Encourage children to understand their community and help them feel valued as part of this community.
- Encourage children to grow into reliable, independent and positive citizens.
This will be achieved by:
- Using the six areas of learning that have been identified to explicitly and systematically inform pupils of how they are learning and how their learning skills can improve.
- Each department providing schemes of work (Long term and Medium Term Plans) which take into account the age, aptitudes and needs of all pupils, including those with an EHC Plan (as detailed in the Curriculum Policy)
- Well-planned lessons, effective teaching methods, suitable activities and wise management of class time;
- A good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons;
- Good knowledge and understanding of the subject matter being taught;
- Effective classroom resources of a good quality, quantity and range;

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- Assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- Utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly;
- The promotion of partisan political views in the teaching of any subjects in the school is precluded.
- The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs is actively promoted.
- Not to discriminate against pupil's contrary to Part 6 of the Equality Act 2010;
- Actively promote tolerance and harmony between different cultural traditions, enabling pupils to acquire an appreciation of and respect of their own and other cultures;
- Take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils, political indoctrination is prevented:
 - while they are in attendance at the school;
 - while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
 - in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
 - they are offered a balanced presentation of opposing views.

Practice and Procedure

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them; to this end we take into account these different styles of teaching and learning in our planning. These may include a variety of the following strategies:

- investigation and problem solving;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- using audio visual resources;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We plan our lessons with clear learning objectives. Our schemes of work and planning contain information about the tasks to be set, the resources needed, and the way we assess the children's work.

Teaching and Learning

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the learning process. The school's reward system is currently being reviewed and will be based on allocating the stars to 6 different learning strands so that pupils are involved in their own learning. This will be reflected in the pupil's school diaries.

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the subject curriculum plans to inform the parents of our teaching and our Schemes of Work to guide our teaching programme.

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Differentiation / Inclusion

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability.

When planning work for children with special educational needs, we give due regard to information and targets contained in the children's additional learning plan and/or behavioural and emotional support plans.

Each group has a SEND Provision in the classroom document that details specific provision for individuals.

We have high expectations of all children, and we believe that their work here at Windlesham School is of the highest possible standard. Reasonable adjustments are made to ensure inclusion.

Assessment for Learning (AFL) is at the core of all our teaching. To this end, lessons are planned with clear learning objectives that are based on a teacher's detailed knowledge of pupils within their class, so that appropriate tasks are set. The needs of every individual child are addressed when planning for the next lesson, using the flip charts to link the learning. This information is kept as a record of the progress made by the class. There is physical evidence in the classroom with the wonder walls and working walls.

Assessment and Record Keeping

Assessment of teaching and learning is on-going and is achieved through a variety of assessment procedures, as outlined in detail in the Assessment Policy and Marking Policy. Teachers are required to ensure that all teaching and learning is evaluated so that we can modify and improve our teaching in the future and achieve the best for all pupils. Such evaluation varies in method from teacher to teacher but needs to be reflected in the planning and in records (such as planning sheets, teacher planners and mark books). Above all, the use of assessment must be effective in supporting pupils to make progress. Consistency in all classrooms is expected with the use of wonder walls and working walls which facilitate active assessment of progress and learning.

We set informal targets where appropriate, alongside the marking of books and more formalised targets are stated within our report writing for the children in each academic year and we share these targets with children and their parents.

Pre-Prep reporting to Parents

We recognise the importance of liaising closely with parents and the positive impact this has on children's learning. We aim to have a relaxed and open relationship to enable a two-way flow of information. Each child has a reading record book that aids communication between home and school however we value face to face communication with our parents. Weekly news is shared through the emailed Gems Newsletter.

Parent Consultations and report writing take place as follows:

Autumn term	English, Maths, Topic (Characteristics of Effective Learning in the EYFS) and Class Teacher reports	Parent Consultation
Spring Term	English, Maths, Topic, Subject specialist Teacher and Class Teacher reports	'Pop-ins' (Children share their work with their parents) 3.00 pm – 4.00 pm
Summer Term	Full report	Parent consultation

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Staffing and Resources

Teachers are responsible for planning the teaching and learning within their own areas of responsibility. Heads of Department oversee this to ensure continuity, high standards and coverage of the SOW. Departments discuss planning at weekly departmental meetings.

We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

Our classrooms are active learning environments with working walls that reflect the lessons being taught from the medium term plans. We believe that an environment that reflects the learning is essential.

The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to explain our school strategies for teaching literacy, numeracy and health education.
- Presenting information for parents on the parent portal/VLE in which we outline the topics that the children will be studying during that year at school in year group curriculum plans.
- Sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further.
- Explaining to parents how they can support their children with work at home. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- Sending home an information letter each week informing parents of upcoming events and equipment required.

Monitoring and review

The School will review and monitor the effectiveness and compliance of this policy (and appendices – if appropriate). This policy will be kept up-to-date and amended to take account of legislative and regulatory changes.

Appendix 1 - Special Arrangements in Exams

Why the need?

'Special arrangements in examinations' works from the premise that the purpose of an examination is for the pupil to be able to demonstrate their knowledge and understanding of the given subject.

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If a pupil is considered to have a disability/learning difficulty that prevents them from doing this to the best of their ability, it is considered to be the school's duty to offer appropriate arrangements for them. In practice the responsibility tends to fall upon the IEN Department to arrange for this to happen. As the Joint Council for Qualifications Guidelines (JCQ 2016- 17) states;

- The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. (JCQ CIC 2019-20 Page 3)
- Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an unfair assessment advantage over other learners undertaking the same or similar assessments. (JCQ CIC 2019-20 Chapter 2:7)

What constitutes a disability?

According to the Equality Act (2010), a disability/learning difficulty is defined a 'physical or mental impairment which has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities'.

In reality this means the difficulty has to be more than minor or trivial and has persisted for at least a year.

The Acts cover physical disabilities such as deafness, blindness etc., learning difficulties such as poor reading, spelling, handwriting, speed of thought processing, speed of working, poor comprehension etc., and emotional/behavioral difficulties, such as poor attention/concentration, limited memory, high anxiety etc. However, a candidate does not necessarily have to be disabled (as defined by the Equality Act 2010) to be allowed an access arrangement (JCQ 2019-20).

All schools - including independent schools - have a lawful duty to operate in line with the Equalities Act. In order to fulfil our responsibilities to those of our pupils who are covered by the EA, we follow the guidelines that are laid down by the Joint Council for Qualifications (GCSE & A level), in conjunction with the requirements of the individual schools that our pupils move on to.

What special arrangements can be made?

The aim of the special arrangements is to remove, in as much as is possible, the effects of the disability on the pupil in respect to taking an examination, allowing for the 'even playing field' mentioned above, wherein the only difference between the candidates is their ability to answer the questions.

The arrangements that can be made, therefore, are as diverse as the disabilities they aim to cover, such as:

- Additional time
- Working in a separate venue
- Having a reader (either for the entire paper or having access to a reader for difficult words)
- Having a scribe
- Having a transcript provided of all/some of their responses/individual spellings
- Use of a word processor (without spell check) and/or computer reader
- Modified papers - braille/coloured background/enlarged print/questions re-worded for poor comprehenders

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- Short breaks during examination

However, a request can be made for special arrangements not listed in the booklet. The Joint Council for Qualifications states a reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available access arrangements.

Each application will be considered individually in light of the candidate's needs. The response will relate primarily to the effect the requested adjustment may have on the assessment objective being tested in the qualification. (JCQ CIC 2019-20 1:7)

The reasonableness of the adjustment will depend on the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, time frames or affects the security or integrity of the assessment. (Joint Council for Qualifications 2019-20) CE (and Scholarships). Arrangements are considered on a subject by subject basis and the candidate's normal way of working (JCQ CIC 2019-20 4:2:3)

Common Entrance Exams count as an external examination, yet is marked by individual schools, according to their own criteria. There is, therefore, a general procedure that is recommended, yet individual schools have different views with regards to what they will allow as a special arrangement and the evidence they require. By Year 8 mocks, therefore, the special arrangements we make for an individual reflects the attitudes of their prospective school in addition to the actual needs of the pupil.

In general, as when applying for special arrangements at GCSE level (as outlined above), it is necessary for us to submit the prescribed form that outlines the pupil's history with regards to SEN; an outline of their learning/emotional/behavioural difficulties (strengths & weaknesses), a précis of assessments that have been undertaken, the course of action we have taken and any recommendations for their future support at the prospective school.

This is accompanied by a letter requesting the special arrangements in their exams for which they are considered eligible, and include their most current ALP + any other supporting evidence that would be useful, such as a psychological or medical report, or an in-house assessment feedback document. Some schools demand a psychological assessment, others do not.

Most schools request this information in the term before the pupil sits his/her examinations.

To provide the information that is required and the necessary evidence, teaching staff should:

- Raise any pupil that appears to be underperforming either in class or at examination, so that relevant assessments can be undertaken.
- Raise any pupil that does not complete assessments or examinations in the time allocated
- Raise any pupil that appears highly anxious about exams
- If invigilating an exam, complete the 'special arrangements in examinations' sheet that details the eligible pupils and their specific special arrangements. This record sheet forms part of tracking and later, evidence - for all parties concerned.
- Ensure the SENCO is given copies of any assessment/exam data about pupils