

## **Rivers ESC**

### **Learning and Teaching Policy**

#### **Rationale**

1. At Rivers we aim to provide a stimulating, interesting, relevant quality learning environment in which all students feel secure, confident, happy and valued by both adults and peers.
2. To use creative, 'hands on' learning activities that motivate the pupils and make their learning an enjoyable and fun experience.
3. To teach with high expectations that maintains and raises the standards of all and develops them to their full potential.
4. To develop attitudes to learning which encourage pupils to take responsibility for their own learning.
5. To enable pupils to become independent learners.
6. To plan effectively in the long, medium and short term.
7. To ensure continuity and progression throughout the Centre.
8. To provide effective differentiation which ensures that ongoing assessment informs planning.
9. To provide experiences for the diverse learning styles of pupils.
10. To use a variety of organisational strategies that matches the lesson objectives and meets the needs of the pupils.
11. To give both teachers and pupils access to a wide range of resources which match the planned learning experiences.
12. To ensure that all teachers have a good knowledge of their subject matter.
13. To ensure that the Management Committee is kept well informed so that they can support staff.
14. To recognise that all members of the Centre are learners.

#### **Practice**

1. The Centre environment is happy, attractive, secure, friendly and safe with stimulating displays relevant to their stage of development.
2. Pupils enjoy their learning because they are engaged in meaningful activities appropriate to their stage of development.
3. Teachers make learning objectives and expected outcomes explicit to the children and encourage them to evaluate their own work.
4. The pupils adopt more positive attitudes to learning and are able to concentrate, do their best and finish tasks in a set time.
5. Effective systems are in place for long, medium and short term planning.
6. Pupils have access to a clear well-planned curriculum that ensures continuity and progression.
7. All teachers are able to plan and deliver quality learning experiences differentiated according to the individual needs of the pupil.
8. Teachers plan activities to match differing learning styles – visual, auditory and kinaesthetic.

9. The Centre is well resourced for all curriculum areas. Coordinators regularly audit resources and supplement them as necessary.
10. Teachers have secure subject knowledge. They use a wide variety of resources to deepen their subject knowledge and inform their planning including the National Curriculum, the QCA schemes of work, published schemes of work, knowledge gained through attendance at courses.
11. All members of the Centre community recognize that learning is to be valued and is an ongoing process of which they are entitled.

## **The Learning Culture**

### **Conditions for Learning**

- ❖ All staff, parents and pupils have a shared understanding of the Centre's values and ethos.
- ❖ Parents/carers are encouraged to support their child.
- ❖ Personal, social and emotional aspects of learning are recognised and are explicitly developed.
- ❖ Classroom relationships, rules, routines and whole-school ethos promote positive behaviour for learning.
- ❖ The Centre is welcoming, orderly and attractive.
- ❖ The displays are attractive and with a variety of pupil's work on show representing a range of subject areas and reflecting the abilities of all pupils.
- ❖ Interactive displays stimulate and extend the learning opportunities offered to the pupils.
- ❖ The Centre is well resourced, with a wide range of good quality resources available and there is a regular input of new resources.
- ❖ Resources and equipment are accessible to the pupils.
- ❖ All KS3 and KS4 lessons have support from a Teaching Assistant for part of the week.

### **Opportunities for Learning (See Curriculum policy)**

- ❖ There is a broad and balanced curriculum.
- ❖ ICT is used across the curriculum.
- ❖ Literacy and numeracy are supported across the curriculum.
- ❖ The learning experiences are planned and delivered to meet the needs of all abilities from the more able to those with special educational needs and to suit differing learning styles.
- ❖ Pupils are given opportunities (where appropriate):
  - To talk and collaborate in order to develop their learning
  - To make choices and take decisions
  - To develop problem solving skills
  - To practice and consolidate their skills
  - To learn through participation
  - To learn through first hand experiences
  - To take part in educational visits
  - To learn from visitors to the Centre

- To take part in collaborative group work
- To take risks, make mistakes and learn from them
- To develop thinking skills

### **Teaching Strategies and Approaches**

- ❖ A range of teaching styles are used:
  - Whole class teaching
  - Group work with the Teacher or Teaching Assistant working with one or more group(s)
  - Interactive pairs/groups with the teacher directing or monitoring
- ❖ Teaching is well paced
- ❖ There are high expectations
- ❖ Learning objectives are made clear to the pupils
- ❖ Success criteria for set tasks are agreed with the pupils before they start and outcomes are marked in accordance with the criteria. (See Assessment policy)
- ❖ Instructions are given clearly to the pupils
- ❖ Teachers model skills to encourage independence in pupils
- ❖ Teachers make provision for differing learning styles – auditory, visual and kinaesthetic
- ❖ Questioning is varied and of a high quality:
  - Open questions
  - Closed questions
  - Differentiated questions according to the ability of the pupils
- ❖ All the Centre staff are involved in training to inform and improve their practice

### **Teaching Planning and preparation**

- ❖ Planning is clear and concise with clear learning objectives
- ❖ Planning clearly links with assessment
- ❖ Planning is easily accessible for all adults in the classroom and communication with T.A's is clear

### **Assessment Procedures (See Assessment Policy)**

- ❖ Assessment is continuous, there is formative and summative assessment
- ❖ Assessment has a clear purpose
- ❖ There are a variety of outcomes for different ability levels
- ❖ Assessment enables teachers to plan effectively

### **Relationships (See Behaviour policy)**

- ❖ There are clear rules which are known by the whole school community and are clearly reinforced.
- ❖ All staff and parents are aware of the Centre's behaviour policy

- ❖ All pupils are aware of class and Centre rules
- ❖ All pupils are aware of rewards and sanctions
- ❖ There is positive reinforcement – all adults reinforce the good behaviour of the pupils and are positive role models for the pupils.

### **Equal Opportunities**

Pupils (regardless of gender, cultural background, class, disability and ability) will have the opportunity to attain the highest possible achievement.

Pupils will be encouraged to value their own and other people's contributions. For further details see the School's Equal Opportunities Policy.

### **Links**

Assessment Policy  
Behaviour Policy  
Equal Opportunities Policy  
Curriculum Policy