



Teaching and Learning Policy

Review: October 2022

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Statement of intent

At Rivers Education Support Centre, we believe every young person has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives both at school and beyond.

Through implementing this policy, we aim to embed good practice and consistency in the quality of teaching across the school and ensure we deliver a unified focus to monitoring learning. Through these practices, we aim to continually improve our standards, help every pupil reach their potential and enhance the professional development of staff.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair management committee	of Date:	_____

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Equality Act 2010
 - DfE (2020) 'Secondary accountability measures'
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE and STA (2020) 'School reports on pupil performance: guide for headteachers'
 - DfE (2019) 'School teachers' pay and conditions document 2019 and guidance on school teachers' pay and conditions' (STPCD)
- 1.2. This policy operates in conjunction with the following school policies:
- SEND Policy
 - Curriculum Policy
 - Equal Opportunities Policy
 - Marking and Feedback Policy
 - Behavioural Policy
 - Assessment and Examination Policy

2. Roles and responsibilities

- 2.1. The management committee is responsible for:
- Ensuring reports are provided by Rivers ESC termly basis.
 - Taking action where areas for improvement have been identified.
 - Ensuring the curriculum is reviewed annually.
 - Visiting Rivers ESC to:
 - Observe lessons.
 - View recordings of lessons, where required.
 - View samples of pupils' work.
 - Talk to pupils about their experiences with learning at Rivers.
 - Talk to teachers about their experiences about teaching at the Rivers.
 - Ensuring management committee members report the findings from any visits to Rivers full management committee.
- 2.2. The SLT is responsible for:
- Visiting classrooms and undertaking lesson observations.
 - Talking to staff and pupils to establish a general overview of the atmosphere in Rivers ESC on a day-to-day basis.
 - Communicating with parents to ensure all pupils' needs are being met.
 - Undertaking classroom and teaching work on a regular basis, where applicable.

- Reviewing teachers' lesson planning.
- Contributing to setting goals and targets across the school.
- Discussing annual reports with staff.
- Undertaking self-evaluation on the school's quality of teaching.
- Commenting on the quality of teaching and learning as part of the report to the management committee.
- Holding subject teachers to account for the effectiveness of teaching, learning and assessment in their subject.

2.3. Subject teachers are responsible for:

- Contributing to developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of pupils in their subject.
- Reporting on the effectiveness of the curriculum to the SLT.
- Keeping up-to-date with any changes in their subject area and curriculum requirements.
- Monitoring the effectiveness of how their subject is being taught and assessed.

2.4. The SLT is responsible for:

- Monitoring teaching performance throughout the year.
- Scrutinising data.
- Undertaking lesson observations.

2.5. Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional input and constructive criticism.
- Reviewing and evaluating their lesson planning regularly against their colleagues' planning and the school's overall achievement.
- Setting appropriate and challenging targets for pupils based on ability and needs.
- Collaborating with colleagues to moderate pupils' achievement.
- Involving parents and other professionals in the monitoring process.
- Completing an termly quad review assessing the progress of their pupils.

2.6. Pupils are responsible for:

- Being on time for school.
- Being prepared to learn.
- Keeping their learning environment organised and tidy.
- Being attentive and contributing to lessons.
- Listening to and following all reasonable instructions.
- Treating everyone with respect.

External monitoring

- 2.7. The support of leaders from local schools is sought to help evaluate the school through professional discussion and joint lesson observations.
- 2.8. Ofsted inspections are used to identify strengths and weaknesses, and to develop an action plan for improvement.

3. Ethos on teaching and learning

- 3.1. Through our teaching and learning ethos, pupils are encouraged to:
 - Listen to one another.
 - Adopt various roles when working in groups.
 - Volunteer their thoughts and opinions.
 - Respect the thoughts, ideas and opinions of others.
 - Give honest and positive feedback.
- 3.2. To help all pupils learn and engage effectively, teachers are encouraged to:
 - Support pupils to engage with lessons and respect others' contributions.
 - Allow pupils time to think about their response to a question.
 - Allow pupils time to discuss a response or topic in their group or with a partner, where required.
 - Adopt a personal approach to teaching pupils as individuals.
 - Set meaningful homework.
 - Set sufficient challenge for all pupils through a differentiated approach.
 - Act as a role model for pupils when speaking and listening, by allowing them the opportunity to share their thoughts, ideas and feedback without interruption.
 - Use varied activities to allow all pupils to contribute to lessons, catering to various learning styles.
 - Responding to and acting on feedback received from pupils, parents and colleagues.
- 3.3. Achievement is recognised in the following ways:
 - Praise is given more than criticism, using formal and informal approaches.
- 3.4. The teacher manages disruptive behaviour by:
 - Using non-verbal cues, e.g. raising eyebrows or frowning.
 - Referring to the pupil by name.
 - Quietly speaking to the pupil while the rest of the class is engaged.
 - Giving the pupil a task to encourage responsibility.
 - Encourage pupil to use Solutions for additional support and return to learning.
 - In exceptional circumstances, calling for support from another member of staff.
 - Ensuring the school's Behavioural Policy is adhered to at all times.

- 3.5. To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:
- Understand what excellent teaching is.
 - Creatively plan and deliver lessons.
 - Motivate pupils effectively.
 - Enjoy and have a passion for teaching.
 - Continue to learn and enhance their skills.
 - Hold high expectations for all pupils.
 - Understand how thinking and questioning develop learning.
 - Always remain professional.
 - Engage pupils of all abilities.
 - Seek out and accept constructive feedback.
 - Are given opportunities to lead.
 - Understand and implement effective behaviour management strategies.

4. Self-evaluation

Discussion with senior leaders

- 4.1. Senior leaders discuss the following questions to assess the quality of teaching at the school:
- What is the Rivers' view on teaching?
 - What is being done to monitor teaching?
 - How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
 - To what extent do teachers use assessment within the lesson to ensure that all pupils understand the lesson objectives?
 - Are judgements based on the interpretation and evaluation of data and evidence?
 - Are strengths and weaknesses in teaching and management identified?
 - What strategies do support staff employ to support learning?
 - Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
 - What happens if pupils are absent or fall behind with their work? What support is in place to help them?

Discussion with pupils

- 4.2. The following questions are discussed with pupils to assess the quality of teaching at the school:
- Do you know your targets? What are they?
 - What subjects do you have targets for?
 - How do you know what your targets are?
 - How often do you work on your targets?
 - How do you know when you have achieved your targets?

- Who helps you to achieve your targets? What sort of things do they do?
- Do your parents know your targets? How do they know?
- When do you get new targets?
- What happens if you can't achieve your targets?
- How does having targets help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are proud of and explain why you are proud of it?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your homework? What do you think the school could do to make homework more enjoyable and interesting for you?
- Which aspect of homework do you find challenging?

5. Learning environment

- 5.1. The teacher sets the formal tone for lessons at the beginning of the session and indicates that the lesson has started.
- 5.2. The teacher decides and plans the seating arrangements for pupils to maximise educational attainment.
- 5.3. Seating arrangements are changed to suit different activities, e.g. group work.
- 5.4. The learning environment is designed to maximise pupils' opportunities to learn.
- 5.5. Displays are changed on a termly basis and geared towards aiding learning.
- 5.6. Desks are free from clutter and arranged in a manner that provides suitable space.
- 5.7. The room is well-ventilated, well-lit, and maintained at a suitable temperature.
- 5.8. Pupils are encouraged to drink water during lessons, except in science laboratories where water could create a risk.

6. Teaching strategies

The curriculum

- 6.1. The curriculum is balanced, with proportionate time spent on statutory and non-statutory subjects.
- 6.2. The school week is carefully timetabled, and curriculum content is suitable for the age and ability of all pupils.
- 6.3. The curriculum is made accessible to all pupils through differentiation and the provision of the necessary resources.
- 6.4. Wider aspects of learning, such as the development of social skills and self-esteem, form a significant part of pupils' education.

Lesson planning and delivery

- 6.5. Lessons are clearly linked to the curriculum, show continuity and are age-appropriate.

- 6.6. Lessons have clearly identified learning objectives and success criteria – these are made available at the start of the lesson.
- 6.7. Lesson plans show how support staff are deployed to enhance learning.
- 6.8. Lesson plans contain a list of resources to be used during the lesson and how these resources will complement teaching and learning.
- 6.9. Lessons are balanced in terms of interactive learning and quiet time, to allow opportunities for both active and passive learners to engage with lesson content.
- 6.10. Lessons are balanced in terms of teacher-led and pupil-led activities.
- 6.11. Lessons are delivered with confidence and using good verbal projection.
- 6.12. A range of lesson types are used, including practical, visual, dramatic, investigative and group work.
- 6.13. The school gives teachers adequate preparation, planning and assessment (PPA) time, in line with the STPCD.
- 6.14. Resources are:
 - Prepared in advance and made readily available to pupils.
 - Accessible to all.
 - Suitable for pupils' different learning styles.
- 6.15. Support Staff are:
 - Actively involved in the lesson to aid pupils' learning.
 - Involved in prior planning and preparation.
 - Able to demonstrate that they possess a good knowledge of the needs of individual pupils.
 - Expected to support different focus groups, e.g. pupils with SEND and academically more able pupils.
 - Utilised on a one-to-one basis with a child in need of additional help, where required.
- 6.16. All pupils are actively involved in lessons through:
 - Discussions about the teacher's marking on their work.
 - Opportunities to mark their work and that of their peers, under the teacher's direction.
 - Discussions about the learning objective of each lesson at the start of the session.
 - Being set high expectations and being presented with adequate challenge.

Pupils with SEND

- 6.17. Pupils with SEND are supported through effective teaching and learning by being:
 - Treated as individuals.
 - Provided with the appropriate support.
 - Provided with additional professional support, where necessary.

- Asked for feedback (or their parents' feedback) on the effectiveness of the support they receive.
- 6.18. Teachers discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils who require support.

7. Assessment

GCSEs

- 7.1. The selection and assessment of GCSE subjects and other Level 2 qualifications will be undertaken in line with the Curriculum Policy and the Assessment Policy.

Baseline assessment

- 7.2. Pupils joining Rivers ESC will receive a baseline assessment when they start.
- 7.3. Strategies for baseline assessment include:
- Use of past national curriculum tests.
 - Assessing pupil progress over the first six weeks that they are enrolled.

Formative assessment

- 7.4. Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.
- 7.5. Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.
- 7.6. Formative assessments are used to:
- Identify pupils' strengths and gaps in their skills and knowledge.
 - Identify the next steps for learning.
 - Inform future planning.
 - Enable appropriate strategies to be employed.
 - Facilitate the setting of appropriate targets for the class, group and individual.
 - Track the pupil's rate of progress.
 - Facilitate an evaluation of the effectiveness of teaching and learning.
 - Inform future teaching and learning strategies.
 - Identify individuals and groups for specific intervention support.
- 7.7. Formative assessment is not punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.
- 7.8. Methods of formative assessment include the following:
- Question and answer sessions
 - Quizzes
 - Self-assessment

Summative assessment

- 7.9. Summative assessment is important for:
- Accurate information regarding a pupil's attainment and progress.
 - Informing both parents and teachers of a pupil's attainment and progress.
- 7.10. Summative assessments:
- Identify attainment through one-off tests at any given point in time.
 - Record performance in a specific area on a specific date.
 - Provide information about cohort areas of strength and weakness to build from in the future.
 - Are used to determine a pupil's final grade.
 - Are used to judge a teacher's performance.
 - Are used to monitor the progress of individuals and groups of pupils.
- 7.11. Methods of summative assessment include:
- End of year exams.
 - Projects which contribute to a final grade.
 - External examinations such as the national curriculum tests.

Use of ongoing assessments

- 7.12. Teachers use ongoing assessments in the form of:
- Focussed marking on pupils' work, including feedback.
 - Observations of pupils' work against learning objectives and success criteria.
 - Assessing pupils' ability to meet success criteria and progress to the next step in their learning.
 - Annotated plans and planning notes made by class teachers and other personnel involved with each pupil.
 - Half Termly tests to identify progress and gaps in learning.
 - Half Termly pupil progress reviews to identify and analyse progress and set targets.
 - Verbal feedback on a pupil's progress.
- 7.13. Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each pupil.
- 7.14. All assessments are appropriate to each pupil's needs and level of ability.
- 7.15. Teachers use a range of assessment tools and materials, such as:
- Analysis of pupils' work in books.
 - The results of class tests and published tests.
 - On-going marking.
 - Making notes on pupil observations.
- 7.16. The results of published tests are used to contribute to overall teacher assessments.

8. Reporting

- 8.1. Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. Reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.
- 8.2. We provide opportunities for pupil progress days so that parents can discuss how well their child has settled and are able to be involved in the target setting process.
- 8.3. We give parents the opportunity to discuss their child's progress half termly during pupil progress day.

KS3 reports

- 8.4. Reports for pupils in KS3 include:
 - Individual attainment data and progress data.
 - Individual comments on strengths, targets, and improvement points in core subjects, e.g. English.
 - Individual comments on strengths, targets, and improvement points in other subjects.
 - Attendance data.

KS4 reports

- 8.5. Reports for pupils in KS4 include:
 - Individual attainment data and progress data.
 - Individual comments on strengths, targets, and improvement points in core subjects, e.g. English.
 - Individual comments on strengths, targets, and improvement points in chosen subjects.
 - Attendance data.
 - GCSE progress, where applicable.
 - Details of other qualifications, or units towards qualifications, and the grades awarded, where applicable.

Moderation

- 8.6. Regular moderation of levelling takes place to ensure consistency.
- 8.7. Teachers meet to analyse pupils' work against curriculum requirements.

9. Individual learning

EHC plans

- 9.1. Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and other specialists are sought. Based on these views, and in collaboration with the pupil, an EHC plan is sought.

10. Homework

- 10.1. Homework is set and collected on a regular basis and is designed to:
 - Encourage independent learning and skill development.
 - Encourage pupils to take ownership of their education.

- Be meaningful, age- and ability-appropriate, and linked to the curriculum.
- Enable pupils to explore their own learning style.
- Enable pupils to develop a home-learning routine.

11. Monitoring and reporting

- 11.1. This policy is reviewed on an annual basis.
- 11.2. The Headteacher's annual report contains updates and analysis regarding teaching and learning at Rivers ESC.
- 11.3. The chair of the management committee ensures any changes to this policy are communicated to all relevant staff members.
- 11.4. The next scheduled review date for this policy is