

RIVERSIDE SCHOOL



Teaching and Learning Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

Our vision is for every pupil to **Be All That They Can Be** and our mission is to provide

A creative and inspiring curriculum which encourages risk-taking, promotes independence and provides memorable experiences that truly enrich their lives.

A teaching, learning and assessment framework that is profoundly personalised and reflects, measures and celebrates their strengths, achievements and progress over time.

A dedicated staff team who are fully empowered and equipped to ensure they have every possible opportunity to be all that they can be.

Our values underpin everything we do and make up the acronym

Aspirational

Resilience

Creativity

Humility

Integrity

Trust

Enthusiasm

Courage

Teamwork

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum. We strive to promote excellence and enjoyment in teaching and learning enabling all pupils to engage in a broad and rich curriculum and ultimately, for each pupil to be all that they can be.

Teaching and learning is the core business of our school and this policy aims to ensure that all pupils are provided with high quality learning experiences that lead to pupils achieving their full potential. The desire to meet the individual needs of each pupil is central to our Teaching and Learning Policy.

The Leadership Team reviews teaching and learning on a regular basis to monitor standards and provide support and challenge as appropriate. Class teachers are responsible for the progress of the pupils in their classes and for self-evaluation of their own professional development.

Purpose of our teaching and learning policy statement

- To provide a common framework of understanding about teaching and learning as these pertain young people with severe and profound learning difficulties, including autistic spectrum disorders
- To strive for consistency in the quality of teaching and learning
- To provide a framework for the self-evaluation of teaching and learning
- To constantly revisit and revise the concept of education for pupils with the most profound and complex learning difficulties

Key features of teaching:

- Teachers plan effectively with clear learning objectives and suitable teaching strategies (including specialist systems, e.g., Teacch, PECS, Intensive Interaction, etc)
- Teaching is guided by student' Individual Education Plans
- Teachers have a good command of the subjects that they teach, an understanding of how students learn and an understanding of child development
- There is an effective progression and relationship between assessment, planning, recording and evaluation
- Students' prior knowledge is valued and is used as the starting point for what is taught
- The views of parents are sought and where practicable acted upon
- There is a good start to lessons with learning objectives communicated to staff and students, that lessons have good pace and plenaries provide opportunities for evaluation and celebration of achievement
- Lessons are clearly differentiated so that work is tailored to the pupils' individual needs and interests
- The variety of teaching strategies brings about interest and engagement so that learners make good progress
- Behaviour is managed effectively and in line with the Behaviour Policy and protocols.
- Teachers make effective use of teaching assistants and other adults
- Where appropriate, teaching draws upon trans-disciplinary practice
- For older students, there is a discernible shift in emphasis towards independence / interdependence and communication, incorporating Transition Planning, Work Related Learning and Citizenship
- Teachers assess students' work thoroughly and constructively so that where applicable, students recognise the criteria used and understand what to do to make further progress
- A strong emphasis is placed upon opportunities for learning outside of the classroom and educational visits in order to broaden the curriculum

Key features of learning:

- Students feel safe and secure in their learning environment
- Students with physical disabilities are comfortable and in appropriate positions to access the curriculum
- Students are motivated to learn
- Where appropriate, students have opportunities to evaluate their own performance
- Students have new experiences, acquire new knowledge or skills in their work; develop ideas and increase understanding
- Students show engagement, application and concentration to work productively
- Students develop the capacity to work independently and collaboratively

Practices to promote high quality teaching and learning

Riverside School promotes improvement in teaching and learning through:

- Making high quality teaching and learning a priority in the School Development Plan
- A focus on teaching and learning during our whole school staff development sessions
- A commitment to CPD in order to develop staff and continue to enhance teaching skills
- Developing the "Learning Focus Group" to continually discuss teaching and learning practices and to agree whole-school initiatives as appropriate
- Maximising the expertise of highly skilled teachers in the school to disseminate good teaching practice and motivate fellow practitioners
- A culture of professional enquiry, reflective practice and an interest in action research.
- Self-reflection and evaluation processes at school and phase levels
- Encouraging creative new approaches and 'risk taking' in teaching and learning
- Developing a 'fit for purpose' and stimulating school environment
- Opportunities for children and young adults to work with children from mainstream settings to provide inclusive opportunities
- Encouraging students to self-evaluate, self-advocate and be involved in programme planning