

## **The Rise School – Teaching and Learning Policy**

### **1. Objectives**

1.1 The Rise School is primarily an academic environment rather than a therapeutic one. Teaching staff will plan the learning for the small classes of up to eight pupils. They will be supported by trained teaching assistants (TAs) as well as input from occupational therapists (OTs), speech and language therapists (SaLTs) and behaviour analysts.

1.2 Staff will use an evidence-based approach to provide outstanding teaching, learning and support through a School Wide Positive Behaviour Support (SWPBS) framework, which will promote social and academic success.

1.3 We provide a curriculum that: enables access to the National Curriculum, at broadly age appropriate levels; allows each pupil to reach their full learning potential; encourages pupils to work towards gaining national qualifications, where appropriate, both academic and vocational.

### **Rationale**

1.4 We believe in the concept of lifelong learning and the idea that both adults and pupil learn new things every day. We expect that the pupil will learn respect for others, resilience in dealing with life's challenges and will take responsibility for their own actions. We celebrate the success of all the pupils and will always endeavour to seek new ways to improve the quality of learning opportunities for our pupils. Learning should be a rewarding and enjoyable experience for everyone.

1.5 Through our teaching we equip learners with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate experiences help learners to realise their worth and lead meaningful lives.

### **2. High expectations and aspirations**

2.1 The Rise School will have high expectations of and ambitions for all its pupils in all aspects of school life. It will not import low expectations of its pupils, particularly where these could be linked to previous inappropriate school settings, disrupted schooling or inadequate assessment.

2.2 There are a range of factors that affect learning in pupils with autism, and by establishing a baseline through assessments on entry, that will include Vineland Adaptive Behaviour Scale, VB-MAPP, Essential for Living – Essential 8.

### **3. Monitoring practice**

3.1 A strong focus on teaching and learning will drive progression. SLT will undertake regular supportive lesson observations. It is expected that through formative, ungraded feedback (termed “snapshots”) that teachers are able to take proactive steps to improve their own practice through learning conversations, peer observation and wider reading.

3.2 An effective lesson is encapsulated by the 10 “The Rise Way” statements. These make it explicit exactly what a teacher, TA and pupil should contribute to the lesson in order to achieve maximal learning. These can be found on page 3 & 4 of the L&T handbook appendix 1.

### **4. Learning Environment**

4.1 The classroom should promote effective learning. We expect that all pupils will experience consistently high quality learning environments:

- Working walls with information that is helpful for pupils on their current topics
- Quality displays celebrating the pupil's work
- Behaviour prompts and expectations
- All classrooms will be clean, tidy and uncluttered.

Policy Owner	Headteacher of The Rise School	Review Date:	April 2019
Policy No.	158	Version No.	1.0

4.2 With regard to corridor displays:

- displays change every half term
- they reflect and celebrate learning that has taken place in the classroom
- one off displays e.g. 'sports day' should only be up for no more than a term.

## 5. Pupils' work

### 5.1 Presentation Standards

Inside books/folders every piece of work will have:

- date (long for literacy, short/numerical for maths)
- black pen or pencil to be used for writing when pupil have appropriate handwriting skill
- all maths calculations/ working out should be in the books.

### 5.2 Feedback Policy

All work must be marked as per the following:

- blue pen
- green pen – is used by pupils to respond to their marking.

### 5.3 Frequency of marking:

- Teachers are expected to circulate during the lesson to provide instant feedback – with either verbal or written comment.
- More extensive comments may be provided on longer pieces of work, but always with the child being the audience and therefore taking in to consideration their ability to read and action lengthy comments.

### 5.4 Dialogue in Feedback

The Rise expects that teachers and pupils engage in a dialogue through marking. This means that there is clear evidence that pupils are responding, changing, making progress as a result of the marking.

Developmental marking comments could include:

- "Please complete the following problem..."
- "Can you give me three more examples of..."
- "Can you draw a ...."
- "How did you feel about....?"

## 6. Planning

6.1 All planning should always be based on prior learning and meet all learners' needs.

6.2 Planning should lead to explicit, visible progress.

## 7. Qualifications offered

7.1 Secondary students will study a suite of qualifications which balances academic rigour with other important curriculum offerings such as the social curriculum, PE, swimming etc. We will enable pupils to achieve across a range of academic and vocational qualifications that best suit their learner profiles and needs. This suite of qualifications includes:

- Maths – Functional Skills/GCSE
- English – GCSE
- Science – Entry Level Certificate/GCSE
- BTEC Home Cooking
- iMedia Level 2
- Duke of Edinburgh – Bronze Award
- City and Guilds Level 1 Construction

## 8. Assessments for barriers to learning

8.1 The use of BPI, Essential for Living (Essential 8) and Vineland Adaptive Scale (assessment tools) provide a comprehensive baseline which will inform pupils' ISPs.

8.2 The BPI assesses the level of challenging behaviour which, in addition to autism, are barriers to learning.

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8.3 The Essential for Living – Essential 8, is a life skills assessment which specifically targets skills that correlate to the potential to function autonomously in society. It evaluates the pupil's ability to cope and function, for example, accepting 'No', waiting, tolerating, making transitions.

8.4 The Vineland Adaptive Behaviour Scale is an assessment of functional life-skills, including communication skills, daily living skills, socialisation skills and motor skills.

## **9. The role of parents in teaching and learning**

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

- holding parents' evenings to explain our school strategies for teaching and learning, and to provide information about pupil's attainment
- sending termly reports to parents in which we explain the progress made in their subjects
- explaining to parents how they can support their child with home/school learning.

9.2 We believe that parents have the responsibility to support their pupil and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home/school agreement.

## **10. The role of governors in teaching and learning**

10.1 The school's governors determine, support, monitor and approve 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 outstanding quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school's self-review processes.

10.2 Governors at The Rise School are actively involved in supporting and monitoring teaching and learning, and they do this in a number of ways:

- the governing body monitors implementation of the school improvement plan, evaluates and advises on schemes of work, and approves policies
- the full governing body receives a head teacher's report at least termly
- governors also carry out focus visits to the school to observe teaching and learning in practice

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