

Teaching & Learning Policy

This policy is concerned with the teaching and learning at The Rise School.

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Policy owner: Sarah Roscoe, Head Teacher

This policy is to be implemented by:

- teaching staff
- the governing body.

This policy is addressed to all:

- teaching staff
- pupils
- other relevant stakeholders.

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Guidance & procedure

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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; is personalised to meet individual learners' needs, allowing 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. The importance of shared provision for the secondary offering

- 2.1 The Rise School model has been developed to offer the best of special education and mainstream inclusion and will offer a joint curriculum with Feltham Community College at secondary phase.
- 2.2 The joint provision of the curriculum with a mainstream school will enable pupil to spend time with mainstream peers in academic subject lessons, supported. Our goal is that, in the secondary phase, pupils will access selected mainstream lessons, accompanied as required by TAs.
- 2.3 In primary phase The Rise School will agree partnership working with a local mainstream primary school to allow relevant inclusion opportunities for its pupils.

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3. High expectations and aspirations

- 3.1 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.
- 3.2 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.

4. Monitoring practice

- 4.1 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.
- 4.2 The school will also approach neighbouring schools to set up a system of peer review to disseminate excellence in teaching and learning assessment within the area.
- 4.3 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.

5. Learning Environment

- 5.1 The classroom should promote effective learning. We expect that all pupils will experience consistently high quality learning environments.
- 5.2 We expect that every classroom should have:
- the school vision displayed
 - the school’s key values displayed
 - a visual timetable in use
 - reading/book area
 - literacy resource area
 - maths resource area.
- 5.3 The following should also be met:
- quality displays celebrating the pupil’s work, and interactive displays that relate to current learning, the core school values and behaviour expectations.

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- all classrooms will be clean, tidy and uncluttered.

6. Displays

6.1 In the classroom there will be celebration of pupil's work. This will include:

- captions identifying the learning process and where the work originated from
- captions will be written in 'role model' handwriting (following school policy or typed also in accordance with policy)
- work that is mounted to a high quality that shows the work to its highest level
- where appropriate pupil are encouraged to mount their own work, having been taught the essential skill.

6.2 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.

7. Pupils' work

7.1 Presentation Standards

Inside books/folders every piece of work will have:

- date (long for literacy, short/numerical for maths)
- learning intention written by the child or typed and stuck in the book
- 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.

7.2 Feedback Policy

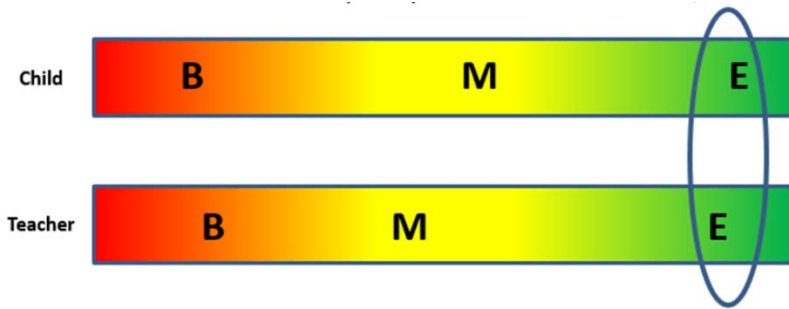
All work must be marked as per the following:

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

7.3 Frequency of marking:

Every lesson should be checked in terms of progress towards learning objectives and engagement with the learning objective sticker should be seen from both teacher and pupil.

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In addition to the checking performed on a daily basis above, pupils must receive quality feedback in order to improve. Therefore at The Rise;

- ✓ AT LEAST two pieces of work in EACH of Reading, Writing and Maths per week to have 'developmental marking comments' in relation to challenge / next steps
- ✓ AT LEAST two more 'formal' pieces of marking to be carried out EACH half term, as set out in the scheme of work.
- ✓ ONE formal assessment to be entered onto data system EACH half term.

7.4 Dialogue in Feedback

The Rise expects that teachers and pupils engage in a dialogue through marking. This means that there are 'developmental marking comments' on two pieces of Reading, Writing and Maths per week.

Developmental marking comments include:

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

These should be written in blue ink with a green, highlighted cloud around it. Pupils respond to these in green pen. The teacher then reviews their response and initial, date it OR provide a further developmental comment.

8. Planning

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

8.2 A variety of learning styles need to be planned for and there should be:

- clear differentiation
- clear links to prior learning
- clear signs of peer support and peer assessment.

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- 8.3 Planning should lead to explicit, visible progress.
- 8.4 It should be obvious that that the plenary is used as part of the assessment process.

9. Qualifications offered

- 9.1 The range of qualifications on offer to secondary pupils will include the full range on offer in a typical secondary school: GCSEs, A levels, BTECs, ASDANs, credits towards vocational qualifications including HNCs, key skills and functional skills. We will enable pupils to achieve across a range of academic and vocational qualifications that best suit their learner profiles and needs.
- 9.2 The Rise School will place priority on pupils' need for appropriate and relevant qualifications, in the context of the narrowed range from 2014 onwards of academic and vocational qualifications that count towards KS4 performance tables.

10. Assessments for barriers to learning

- 10.1 The use of BPI, Essential for Living, Vineland Adaptive Scale and VB MAPP assessment tools) provide a comprehensive baseline which will inform pupils' ISPs.
- 10.2 The BPI assesses the level of challenging behaviour which, in addition to autism, are barriers to learning.
- 10.3 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.
- 10.4 The Vineland Adaptive Behaviour Scale is an assessment of functional life-skills, including communication skills, daily living skills, socialisation skills and motor skills.
- 10.5 The VB-MAPP assesses pupils' learning styles, linguistic structure, classroom skills and behaviours which are barriers to their ability to learn. It also provides a structure for developing ISP targets and tracking skills mastery.

Independence targets

- 10.6 The Rise School will operate a range of independence targets as part of the goal of our pupils to leave the school able to gain meaningful employment and lead independent lives.

11. The role of parents in teaching and learning

- 11.1 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:

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- holding parents' evenings to explain our school strategies for teaching and learning, and to provide information about pupil's attainment
- sending information to parents at the start of each term in which we outline the topics/texts that the pupil will be studying
- sending termly reports to parents in which we explain the progress made towards each target in their ISP by each pupil and indicate how the pupil can improve further
- explaining to parents how they can support their child with home/school learning. We suggest, for example, regular shared reading with very young pupil, and support for older pupil with their home / school learning projects.

11.2 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.

12. The role of governors in teaching and learning

12.1 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.

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

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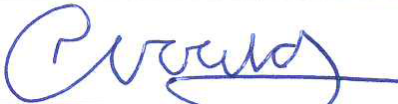
- the governing body monitors implementation of the school improvement plan, evaluates and advises on schemes of work, and approves policies
- the full governing body receives a head teacher's report at least termly
- governors also carry out focus visits to the school to observe teaching and learning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

Change History

Date reviewed	Based on	Changes applied	Updated by
January 2016	Original	Updated to reflect current teaching and learning practice	HT
March 2014		Original policy	HT

Review: Biennially

Next review: January 2018

Ratified	Signed by Chair of Governors
4th February 2016	 14/3/16

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