



# Teaching and Learning Policy

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## INTRODUCTION

Oaklands is a co-educational, independent day school established to provide contemporary and enjoyable learning experiences for young people aged 5 – 16 years with special and individual needs.

Our school offers a warm and friendly environment for learning, with specialist support for pupils with unique learning profiles and neurodivergence, including specialist provision for pupils with autism, communication and interaction needs, sensory processing needs, global developmental delay and other related aspects.

- We are an inclusive school and believe that neurodivergence is not a deficit or a barrier to achievement.
- We have developed a curriculum approach which includes learning pathways and adaptive approaches to meet the needs of each individual pupil.
- We have taken the very best school practices and built them into our school.
- We consider that creating an inclusive school community is one of the key aspects for supporting our pupils to develop and grow.
- We believe that such differences need not be barriers to success, and we have taken the very best school practices and built them into our school.

Our curriculum offer is highly personalised to the needs of each pupil and delivered through our three Curriculum Pathways. The teaching of English, mathematics, science, PSHE and PE sits at the core of each pathway, and pupils will also experience the wider curriculum including, where appropriate, life skills, computing, music and drama, art and design. We adapt the curriculum and align with the children's EHC Plans to support their growing independence.

Our curriculum and therapeutic combined planning approach supports pupils in developing a love for learning, acquiring knowledge and skills, preparing them for a fulfilled and productive adult life. This procedure sets out how Oaklands School will improve outcomes for pupils, and raise the morale of teachers and support staff, by motivating staff to update their skills and improve their performance.

Opportunities for checking and assessing learning are built into the process of planning and leading learning and help staff to focus on the signs of progress during lessons. By continually checking on progress, staff working with pupils can maximise and reshape teaching as required without interrupting the learning of others unnecessarily. This professional practice helps staff determine lesson direction for individuals and groups within the learning, supports planning for the next steps or future learning, and the recording of assessment of learning.

Learning opportunities are diverse and pupil centered, with an emphasis on life skills, communication and developing independence. At Oaklands, we have an intended curriculum with close links to the National Curriculum, this is complemented by a creative curriculum which considers individuals' EHCP targets. To enable every individual to grow and become their best self, they must be exposed to a variety of texts and linked experiences and our curriculum is adapted to enable this.

### Aims

The school places an emphasis on:

- nurturing relationships and building rapport
- setting the stage for trust, connection and communication to thrive.
- personalising each learner's educational journey, building those key skills and breaking down barriers to enable, empower and encourage each pupils learning.
- providing a safe, stimulating learning environment for all pupils and teachers

This requires individualised assessment, careful measurement of performance and adaptations that reflect a sensitivity to the pupils' experience. We take a functional, contextual and circumstantial view of our pupils' conduct. We don't seek to blame, shame, label or punish them. Instead, we seek to understand why, when and how they behave and then place an emphasis on teaching replacement skills, motivating and shaping, prompting and teaching new skills.

### ISI Inspection and Teaching and Learning

The ISI standards linked to teaching and learning, summarised below, form part of the policy and will be maintained by the headteacher.

#### **Education, training and recreation**

Curriculum areas/focus for teaching and learning and planning for pupil progress and personal development, appropriate to ages, aptitudes, equipping pupils for future lives:

- Linguistic
- Mathematical
- Scientific
- Technological
- Aesthetic and creative
- Speaking, listening, literacy and numeracy

The following principles apply and are linked to the school's s curriculum and assessment policy and staff development and training:

1. Teaching enables good progress
2. Well planned lessons
3. Effective methodology
4. Pupils acquire knowledge and skills, apply effort, act responsibly and are self-motivated
5. Good-quality resources
6. Pupils with SEND are identified and needs met
7. EYFS communication and language needs met
8. Performance shared with parents
9. Programme of recreation activities develops range of skills

#### **Physical and mental health, and emotional wellbeing**

Curriculum areas /focus

1. Encourages mutual respect – protected characteristics
2. Spiritual and moral understanding
3. Develops self-knowledge, self- esteem and self-confidence

4. Physical education
5. Personal and health education

### **Social and economic wellbeing and contribution to society**

Curriculum areas /focus and appropriate programme of activities to promote social development and respect:

1. Human, social and economic
2. Encourages mutual respect – protected characteristics
3. Actively promotes FBV
4. Social and cultural
5. Reflects schools’ aims and ethos Careers guidance
6. Preparation for life in British society
7. Active promotion of principles – right from wrong
8. Law, institutions and services
9. Other cultures
10. Democracy

Expectations of staff and pupils

<b>Oaklands Staff</b>	<b>Oaklands Pupils</b>
<ul style="list-style-type: none"> <li>• Sees learning through the eyes of the learner</li> <li>• Reflective</li> <li>• Adapts</li> <li>• Effectively &amp; continuously assesses</li> <li>• Provides effective feedback</li> <li>• Challenges</li> <li>• Provides opportunities for deep learning</li> <li>• Develops strategies</li> <li>• Develops meta-cognitive skills</li> <li>• Engaging lessons</li> <li>• Safe &amp; nurturing environment</li> <li>• Lessons are stimulating</li> <li>• Respect for all</li> </ul>	<ul style="list-style-type: none"> <li>• Strive to reach their full potential</li> <li>• Face their challenges Self assess /monitor</li> <li>• Curiosity-Ask questions and be involved</li> <li>• Challenge-Stretch myself Self</li> <li>• Confident-Believe in my own ability</li> <li>• Independent—In charge of my own learning</li> <li>• Investigate-Problem solve</li> <li>• Supportive peers and teachers</li> </ul>

### Teaching - Planning and Preparation

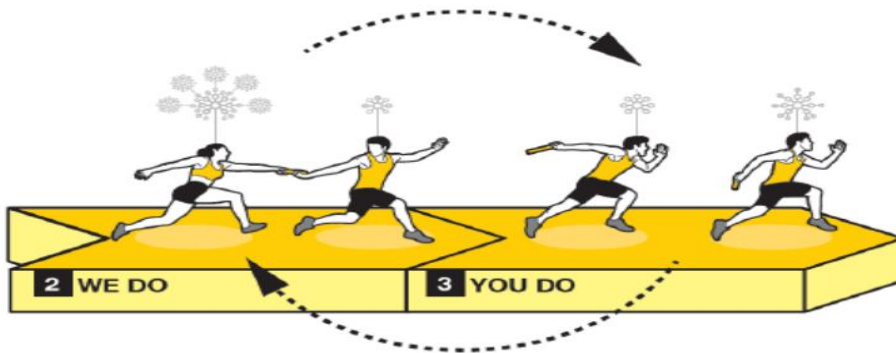
Teachers should plan lessons where the lesson intentions are stated clearly that:

- allow pupils to progress in their learning.
- use a clear three- part structure, namely recap and fluency, development of learning intention, plenary, when appropriate.
- use plenaries to summarise learning and help pupils to understand how to improve.
- allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application.

- provide pace and challenge for all pupils.
- use effective questioning to direct and challenge pupils.
- incorporate the school's Literacy, Numeracy and ICT Policies.
- are linked to pupils' experiences and are thematic (where possible).
- are informed, when appropriate, by liaison with feeder primary schools; and
- that are enjoyable and interesting.

### **Sequencing and Modelling**

1. Share the process – learning and success  
*(What are the children learning and how will they succeed)*
2. Break down in to small steps (continually review each success statement)
3. Narrate your thinking and check for understanding
4. Use multiple examples
5. Run short we do, you do exercises



Sequencing and modelling are essential elements to teaching and learning: they form one of the four strands in Rosenshine's *Principles in Action*. Teachers are required to consider how they will present learning in small steps; provide adequate models to support learners understanding; and provide scaffolds to deepen understanding and enable all to achieve.

### **Adapting the Curriculum**

Small class groups and high levels of learning support are utilised throughout Oaklands School to support our Pupils in navigating the learning environment and with making progress. All teachers at the school have responsibility for planning to meet the range of abilities and needs within a class group, which includes:

- adapting learning activities (by task, time and outcome).
- providing modified resources to meet individual needs.
- planning for individual progress within our three learning pathways.
- incorporating stretch and challenge activities.
- varying learning styles.
- changing the learning environment.
- recording learning and progress in a variety of ways.

## The Learning Environment

Oaklands School provides a fun, purposeful and structured learning environment, in order to promote our high expectations and positive learning for life for all Pupils. Staff members manage their display areas effectively and contribute to displays in public areas of the school. Classrooms are structured and organised environments where Pupils can work effectively, comfortably, and most importantly of all, safely, whilst meeting their individual needs.

Appropriate resources are very important in setting standards and raising expectations and play a key role in effective behaviour management. Pupils are supported to treat classrooms and any other learning environments with respect and to follow The Oaklands Way. To celebrate and share the successes of Oaklands School, learning accomplishments are displayed in the school and whole school assemblies, shared in our newsletters and appropriately shared on social media.

## Reviewing, Monitoring and Evaluation of Teaching and Learning

<b>Coaching, Subject Walks or Learning Reviews</b>	<b>Coaching</b>	<b>Formal Observations</b>	<b>Impact</b>
<p>Formal Learning Walks are carried out by a member of SLT and Governors termly.</p> <p>Informal Subject Walks can be carried out by subject leads.</p> <p>Planning is monitored by SLT and Subject Leads, if required.</p> <p>Interviews/Pupil voice is carried out with children by SLT.</p> <p>Termly scrutiny of books by SLT.</p>	<p>Appraisal targets are shared and agreed early in the academic year.</p> <p>Generic appraisal targets can be agreed as part of a whole school approach, linked to the School Development Plan (SDP).</p> <p>Teachers may require bespoke appraisal targets based on formal/informal observations, subject walks, discussions, coaching and scrutiny of books.</p> <p>The next steps are incorporated into daily teaching and</p>	<p>Termly Learning Walks are followed up by reflective discussion and/or coaching.</p> <p>If teachers deliver lessons that are deemed limited progress or partially successful, they will be required to invite the Observer for another lesson or be provided with support from a subject lead for a particular aspect of their teaching.</p> <p><b>Outcomes</b></p> <p>In order to be successful, teachers are required to self-evaluate both the quality of their teaching and their</p>	<p>Teachers are required to continuously reflect and further develop existing skills, self-assess and seek to improve.</p>

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	<p>learning to help move the teacher on.</p> <p>A support action plan may be devised to support the progress of individuals.</p>	<p>subject knowledge and understanding of educational initiatives.</p>	

### **Subject Leaders (SLT at present)**

Subject leaders are responsible for leading on the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement. This is achieved by:

- evaluating the teaching of their subject, the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement.
- ensuring curriculum coverage, continuity and progress for all pupils.
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement.
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups.
- monitoring pupils' work by regular sampling of classwork, pupils' responses and attitudes.
- observing teachers at least annually and giving constructive feedback. This will also inform Performance Management of teachers.
- evaluating progress of teaching and learning targets in departmental development plans, in line with School Development Plan.