



Clovelly House School
Stay safe, respect, achieve

Teaching and Learning Policy

January 2024



Clovelly House School Policy

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Teaching and Learning Policy

1. Purpose

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This policy is to ensure continued raising of standards of teaching and learning across all schools. Education Staff members at Clovelly House School will embrace the policy to ensure consistency of approach to teaching and learning.

Offering high quality teaching in the schools will 'set the scene' for quality learning opportunities.

The teaching at the school shall enable the pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.

The Principal will ensure that teaching and learning across the school is monitored and that targets are set for improvement of teaching and learning. To ensure this, the Principal will provide opportunities for staff training and development and for reflective practice about the quality of teaching and learning.

Teachers should foster in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves.

Teachers are required to produce high quality teaching which involves well planned lessons, effective teaching methods, suitable activities and wise management of class time.

Teachers are expected to demonstrate appropriate knowledge and understanding of the subject matter being taught.

2. Invitational Approach to Teaching and Learning

Place – the teacher is responsible for the arrangement of the learning environment to ensure that it is comfortable for the pupils and conducive to learning.

People – the education staff members should embrace a welcoming and invitational approach to encourage pupils to engage with the learning process.

Programme – the teacher must prepare appropriate programmes of study that are stimulating and interesting and are in line with National Curriculum and Examining Body requirements.

Personalisation – the teacher must adapt the programmes of study according to the individual needs and abilities of each young person and to structure the learning content to ensure that s/he can make progress.

Performance – the teacher must track performance and set targets that are achievable and lead to improved attainment.

3. Teaching Methods

Teachers must ensure that lessons are stimulating, and challenging for the pupils. Teachers should use a variety of teaching methods including: multisensory teaching

one-to-one teaching

team teaching

discussion

group work

media based

research

independent work

Questioning

Guided self-discovery

modelling

Instruction

Project-based

Practical

Hidden-curriculum

4. Assessment

Teachers will be expected to undertake base-line assessments for each child within the first 12 weeks of placement.

All pupil work must be marked giving pupils encouragement, but also feedback on how to improve. Marking must be in line with the objectives of the lesson.



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All teachers should embrace 'continuous assessment for learning'. In addition to this, they should demonstrate that they have a framework in place to assess pupils' work regularly and thoroughly, using 'Assessing Pupil Progress', (APP), and use information from that assessment to plan teaching so that pupils can progress. Teachers will be expected to update assessment records using the Stages of Mastery Assessment Framework each term.

Teachers should take responsibility for setting up 'mentoring meetings' with each child's care team/parent to discuss progress and set targets for academic improvement each term. Teacher will need to write a comprehensive education report for each child's LAC, (Looked After Child), review every six months and accessible pupil reports for each child every term.

5. Behaviour Management

Management of disruptive behaviour is crucial for successful teaching and learning to take place. Education staff members are required to manage behaviour in the classroom in a positive manner according to the school behaviour policies. They should utilise effective strategies for managing behaviour, motivating and encouraging pupils to act responsibly.

6. Lesson Planning

Teachers and tutors are responsible for writing appropriate schemes of work. (See curriculum policy). The school will obtain the required schemes of work for all subjects as needed and the school has a standardised lesson plan. Teachers are required to write up their lesson plans before each lesson showing lesson targets, differentiation and assessment of learning. (See attached). Daily lesson plans should show a good understanding of the aptitudes, needs and prior attainments of the pupil and ensure that these are taken into account in the planning of lessons. Lesson planning will show the lesson Intention, Implementation and Impact. Lesson planning will also demonstrate cross curricular links and links to British values and SMSC.

7. Classroom Support

Lessons may be supported by Teaching Assistants. Teachers are expected to work closely with their assistants to plan the lesson and to ensure that the assistant is utilised in a productive manner to support the teaching and learning in the classroom. TAs should complete the lesson tracking sheet to indicate how well the pupil has engaged and how much work they have completed.

8. Home school liaison

Teachers are encouraged to set homework for each child for their subject and to liaise regularly with home staff to support the child with his/her education. This should be through half-termly 'Mentoring meetings with parents/carers and pupils. Teachers should also attend care team meetings, (6 weekly), PE,P (Personal Education Plan) meetings, (3 monthly), and Education Statement/EHC, (Education Health and Care), Plan meetings annually.

9. Special Needs

Teachers have a responsibility to ensure that they are familiar with the young peoples' special needs. They should have copies of the pupils IEPs, 'Weekly targets' and the objectives from the Education Health Care Plan, (EHCP). This should inform the planning, target setting and differentiation for each lesson. If pupils are Looked After, (LAC), they will also have PEP, (Personal Education Plan), targets which should be interlinked with other targets.

10. Resources

Teachers will be responsible for ensuring that they have adequate resources for teaching and learning reflecting quality, quantity and range and that they utilise these effectively in the classroom. Needs should be discussed with the Deputy Principal and SENCO on a regular basis and teachers should keep up to date with suitable resources for delivering their subjects. Teachers are also responsible that resources are maintained in a satisfactory condition and are replaced when necessary.



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Teachers are expected to have up-to-date and attractive displays on the walls in classrooms for stimulate pupils and extend schoolwork covered.

11. Performance Management

All education staff members are required to participate in new performance management/appraisal structures. This is a process of target setting for staff, undergoing lesson or performance observations, and monitoring and reviewing progress on an annual basis. Successful performance management leads to improved teaching and learning.

See also: Curriculum Policy
Assessment Policy
SEN Policy
Basic Skills Policy
Performance Management Policy
Subject Policies
Homework Policy
Marking Policy
School Improvement Plan