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Teaching & Learning Policy – A Personal Approach

We uphold the ideal of inclusion in its broadest sense and seek to involve all stakeholders in achieving this.

As a team we aim to stimulate re-engagement, participation, interest and achievement by providing bespoke educational intervention programmes, pupil centred planning and solution focused support – ultimately leading to successful educational integration.

We endeavour to provide a safe, nurturing, community based environment that facilitates a personalised holistic approach to learning enabling pupils to reach their potential.

INTRODUCTION

The disparate needs, disabilities, conditions, profiles, backgrounds and circumstances of our pupils mean that a 'one size fits all' approach is unlikely to be successful. A personalised approach/response/plan will be considered, devised, developed and reviewed.

At Northumberland Pupil Referral Unit, we believe that all pupils of this school should access the curriculum. We aim to make the curriculum appropriate for each individual's age and ability in an interesting, meaningful and enjoyable way.

This document is a statement of the aims, principles and strategies for Teaching and Learning within the PRU. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

Every pupil should have the very best possible opportunity to achieve individual success, despite varying barriers to learning. We are committed to raising pupils' academic achievement and emotional wellbeing, by using a solution based approach to teaching and learning. We believe that all learners can be empowered to achieve their potential both academically and personally through a broad, balanced, personalised curriculum which will equip pupils with the skills to progress through and beyond school, becoming well prepared; well qualified; active citizens; who make a positive contribution to society.

All pupils are individuals with differing needs and thus require a personalised and differentiated approach to Teaching and Learning. We have clear expectations that teachers plan for high-quality Teaching, Learning and Assessment, enabling pupils to be inspired by and actively engaged in high quality Learning. We acknowledge that the quality of our Teaching directly affects how well pupils learn. We are committed to providing Teaching and Learning of a consistently high standard as we work towards raising attainment, achievement, enjoyment and aspirations for all pupils.

Pupils across the school are supported within a nurturing environment which enables them to receive bespoke curriculums packages and personalised learning.

AIMS

Through our teaching, we aim to equip children with the necessary skills and values to make them lifelong learners, and to be valued members of the communities in which they live. We

acknowledge and celebrate the fact that each of our children is different, and that they all learn in a variety of ways.

Our provision reflects this:

We believe that children have a RIGHT to receive exceptional teaching, to enable them to access outstanding learning. At our school we provide a rich learning environment and varied curriculum, and strive to offer the very best educational provision for each child referred to us, until they are provided with a permanent place in a mainstream/ specialist setting.

Teaching and Learning principles

Teachers need to make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers should act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and be self-critical; forge positive professional relationships; and work with parents, carers and multi-agency teams in the best interests of their pupils.

At Northumberland PRU, high quality teaching and learning is characterised by:

- Thoughtfully planned lesson design with sharp, focussed objectives
- High expectations of pupil involvement and engagement with their learning
- High levels of interaction for all pupils; staff to pupils, pupils to pupils.
- Teachers and pupils questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk individually and in groups
- An expectation that pupils will accept responsibility for their own learning, work independently and produce work to the best of their ability.
- Praise and encouragement to motivate pupils further

Teaching demands a wide range of skills. At Northumberland PRU there is an expectation that the following strategies are implemented by teachers to enable all children to succeed.

Teachers and TAs (as appropriate) should:

- Ensure high quality teaching for all children, delivered by the class teacher
- Strive to ensure they have excellent subject knowledge and understanding
- Be proactive at managing their own CPD to make sure they have an understanding of and interest in how children learn
- Use questioning effectively to establish the level of understanding and extend it
- Make links to previous lessons so that the past learning is extended and built upon
- Ensure misconceptions are identified and addressed quickly
- Plan differentiated tasks which challenge and support all children
- Ensure that all children have equal access to support and both independent and adult led learning opportunities throughout the week
- Ensure good quality resources are available for pupils to use
- Have high behaviour expectations of all pupils at all times.
- Use time in lessons effectively to promote progress
- Identify barriers to learning and put strategies on place to overcome them
- Create a learning environment in which pupils listen attentively and apply themselves fully to tasks given
- Manage the classroom environment on a way that promotes learning and independence.

Effective lesson planning and curriculum design

Teachers should demonstrate deep knowledge and understanding of the subjects they teach. They have a duty to use highly effective questioning and demonstrate understanding of the ways pupils think about subject content. They should identify pupils' common misconceptions and act to ensure they are corrected.

Teachers should plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They must manage pupils' behaviour highly effectively with clear rules that are consistently enforced.

Teachers will provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They will introduce subject content progressively and constantly demand more of pupils. Teachers must identify and support any pupil who is falling behind, and enable almost all to catch up.

Lesson Planning

Thorough planning which is tailored to need should enable all pupils to make progress in every session. Long and medium term plans are crafted to ensure full coverage of the National Curriculum. Short term plans should be flexible and responsive. They must be adapted according to pupils' prior understanding and designed to build on previous learning.

Although pupils move through the curriculum at broadly the same pace some will require support and others greater challenge. The aim of the teacher is to design learning experiences that enable as many pupils as possible to master the concepts and skills being taught and apply them confidently.

Medium term plans are provided prior to each half term for parents/ carers, SLT and stakeholders to view via the school website. All subjects are explicitly planned for with clear cross- curricular links made and opportunities for life skills clearly shown. The execution/ delivery of these plans is monitored by the AHT throughout the half term through learning walks, workbook scrutiny, diary audits and lesson observations.

Lesson planning should be based on prior learning and throughout the learning process, active, formative assessment is required from teachers, teaching assistants and children to ensure that the expected rate of progress is being made. Every effort must be made to respond to pupils' misconceptions or mistakes at the earliest opportunity to ensure further learning is not hindered in any way. Pupils should be expected to respond to feedback given by the teacher and opportunities for this are built into lessons. Feedback may be written or oral depending on the task and needs of the children. Pupils may also be involved in giving each other feedback.

Teacher Trackers are used as an ongoing assessment tool which enables teachers to track pupils' progress on individual objectives. This will then inform planning for further teaching.

Summative assessment opportunities will be used throughout the year (*see appendices - Assessment*) and data is entered into the Data Tracker system.

Rigorous analysis of this data is then undertaken and the outcomes acted upon.

All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- Structure lessons to include; Introduction, modelling/main teaching, independent work and a plenary.
- The teaching will build on previous learning
- It will give pupils the "big picture" of the lesson and ensure they understand why the lesson is important
- The teacher will share the learning objectives and children should help determine success criteria for the lesson
- Lessons will be presented in a range of styles
- Opportunities for self-initiated learning will be encouraged
- Lessons will allow opportunities for the pupils to build up their understanding through various activities and opportunities to talk about their learning with their peers
- Teaching will afford children opportunities to review what has been learned.
- Teaching will indicate what the next steps in learning will be.

When pupils encounter barriers to their learning and fall behind the teacher will first intervene and put in place appropriate strategies to support the pupil. If further support is needed the teacher will discuss the pupil's needs with the SLT promptly. Half termly progress meetings allow staff to analyse data and monitor pupil progression. If pupils are not making the expected progress a short term intervention may then be put in place for the pupil to access in addition to the usual core teaching.

Across the school teaching should ensure that learning opportunities are made available to the children that take account of visual, auditory and kinaesthetic learning styles.

Such opportunities include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- visits to places of educational interest;
- visitors into our school
- creative activities;
- debates, role-plays and oral presentations;
- drama
- designing and making things;
- global work
- participation in athletic or physical activity
- outside classroom/environment
- Forest School
- Work in the community
- Pupil voice groups

Our aims for teaching and learning are that **all staff will:**

- Recognise that it is the responsibility of all teachers to provide the highest quality Teaching and Learning for pupils by consistently adhering to the Teachers Standards
- Share and understand a common meaning of "high quality Teaching and Learning".
- Support and facilitate improvements in teaching and learning through appropriate CPD activities.
- Monitor the quality of teaching and learning via a cohesive and transparent procedure, in line with the whole school monitoring and evaluation schedule
- Throughout their teaching promote equality for **all** pupils
- Promote SMSC opportunities and British values within their teaching

Our aims for teaching and learning are that **all pupils will:**

- Maximise their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness.
- Be tolerant and understanding with respect for the rights, views and property of others
- Develop a responsible and independent attitude towards work and towards their roles in society

As a pupil at Northumberland PRU, learners **have the right to:**

- Suitably differentiated tasks in all maths and literacy lessons
- Daily access to a high quality basic skills maths session which encourages independent practise of basic skills with appropriate challenge.
- A phonics input for all children in lower school, and phonics intervention for older children as relevant.

- A weekly guided reading session.
- Daily opportunities to increase skills and engagement within reading.
- Targeted support from a highly qualified staff member
- Daily literacy/English and numeracy/Maths sessions.
- High quality SPaG (grammar, punctuation and spelling) teaching linked to the objectives of the National Curriculum
- Opportunities to use basic skills in all areas of the curriculum

The role of the child

We give all children the responsibility to:

- participate as fully as possible in the learning opportunities and help other children to do the same
- be organised bringing necessary kit, taking letters home promptly, returning reading books regularly
- work hard and try his/her best
- behave appropriately in school according to the school's behaviour code
- be polite and helpful to other pupils and adults in school
- come to school regularly and be on time
- talk at home about what he/she has learnt at school
- take good care of the school environment
- complete home learning regularly and bring it back to school
- wear the correct school uniform
- tell the teacher, TA or an adult at home if he/she finds any aspect of school difficult.

Using knowledge of pupils' understanding to achieve excellent progress

Teachers must check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.

Teachers should provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils will use this feedback effectively.

Pupils should be eager to know how to improve their learning. They will capitalise on opportunities to use feedback, written or oral, to improve.

Secure knowledge of each pupil's current progress is a core element of teaching and learning at Northumberland PRU.

Fundamental to our formative assessment procedures is Assessment for Learning (AfL). A range of AfL strategies are used in the classroom:

- Learning objectives and individual or group targets are made explicit and shared with the pupils.
- Success criteria are agreed by the pupils and teacher in every session.
- Self and peer assessment is used against the success criteria.
- Pupils are engaged in their learning and receive immediate feedback on their progress.
- Feedback is detailed and target driven

More information can be found in the Assessment policy and Marking policy.

Pupil Grouping

Classes are organised as follows: Green group (Years 2, 3, & 4), Yellow Group (Years 4, 5 & 6), Purple Group (Years 7 & 8), Blue Group (Years 7, 8 & 9) and Red Group (Years 7, 8 & 9).

In line with our development of growth mind set approaches children are taught in mixed ability groups.

Work should be, however, tailored to the individual and different groups will access guided work along with the teacher throughout the week. Where pupils need a lot of support the teacher has

responsibility for ensuring this support is available and should regularly be working with those children with greatest need.

We offer all children, regardless of whether they are in receipt of the Pupil premium, the following promise

The Pupil Premium Promise - that all children will have access to one to one or small group intervention in an area of learning or pastoral support which aims to accelerate their rate of progress no matter what their academic starting point.

Our teaching takes into account the needs of all groups of learners, (boys, girls, pupils with special educational needs or disabilities, (SEND), more able, gifted and talented, learners with English as an additional language (EAL), learners with social and emotional needs, looked after children and all other specific needs) and in keeping with our ethos of putting the child first we aim to teach in a way that meets the child where they are, considers all their barriers to learning and gives them the best chance of success.

Teaching of fundamental skills and their use across the curriculum

Teachers should embed reading, writing, communication and mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching will be highly effective in enabling them to tackle unfamiliar words.

Linking the core skills acquired through teaching to the application in cross curricular subjects is an essential. Opportunities for writing, reading and mathematics within the curriculum should be exploited to the full and explicitly planned for. The standard of writing in foundation subjects is expected to be of the same standard as in Literacy.

Celebrating diversity and showing respect

Teachers should be quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies must reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

All members of staff should expect children to show respect to each other and to adults they encounter. They have a duty to challenge any behaviour that does not meet the high standards of the school. (*See Behaviour Policy*)

Global awareness is a key area of teaching which should permeate all aspects.

PSHE is taught weekly as a discrete subject.

RE/ Cultural studies is also taught as a discrete subject and enhances the children's understanding of communities outside their current experience.

Developing learners with high expectations and a love of learning

Teachers should be determined that pupils achieve well. They must encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have a duty to have consistently high expectations of all pupils' attitudes to learning.

Pupils should be encouraged to love the challenge of learning and become increasingly resilient to failure through a Growth Mindset approach. They are challenged to become curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. Through CPD, teachers are aware and practice the key principles of Growth Mindset.

Children have the right to receive outstanding teaching to enable them to access outstanding learning. Our child centred approach, linked with a determination the every child should be given the best possible opportunities to succeed, guides all our teaching and learning. Effort is praised and the link between effort and success made clear to children. Good quality work is expected

and celebrated through display and the token reward system. Positive reinforcement and developing self-belief and self-esteem are key features of the vocabulary we use with children.

Our curriculum has built into it many enrichment opportunities. Whole school events and learning with children of different ages are a key feature of our school.

Our children have a voice within school through the school council. This encourages pupils to develop into confident and well equipped lifelong learners.

Home learning

We see teaching and learning as a process of cooperative team work and welcome and encourage the involvement of parents and others in the community.

Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.

Home learning is linked to the work being undertaken in class and includes practice of the basic skills, handwriting, time tables and reading. There is one creative project per half term and one research challenge before each new topic. Children are often encouraged to make choices about how their topic home learning is presented. A high standard is always expected. Opportunities are given in class to share good home learning and rewards and acknowledgement given for excellent effort.

All members of the **school community (teaching and non-teaching staff, parents, pupils)** will work towards the school's aims by;

- esteeming pupils as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team, supporting and encouraging one another

Parents as Partners

Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

The partnership between parents, carers and school is fundamental in helping children to learn. At Northumberland PRU, we do all that we can to inform parents about what and how their children are learning.

We inform parents about what and how their children are learning by:

- Updating the website at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- Sending out regular whole school newsletters informing parents of important dates, activities, celebrating successes etc.
- Giving detailed explanations to parents how they can support their children with learning by providing weekly/ daily phone call to keep parents updated with their child's progress.
- Providing comprehensive half termly progress reports, explaining specific areas of progress and areas of concern. Parents are provided with a reintegration readiness profile, detailing their child's progress in relation to returning to mainstream. Parents are aware of their child's academic attainment and are provided with subject specific prompt sheets to support their learning at home.

The role of parents in their child's learning

We believe that parents, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility 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;
- ensure that their child is supported with homework activities which consolidate learning
- inform us of their child's interests and capabilities
- 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;
- ensure that emergency contact details are up to date and accurate.
- provide support for the discipline within the school and for the teacher's role
- participate in discussions, with teachers concerning their child's progress and attainment.

Parents where appropriate according to the site, should work toward the school's aims by:

- providing support for discipline and for the teacher's role
- being realistic about their child's abilities and offering encouragement and praise
- participating in discussion concerning their child's progress and achievements
- ensuring contact with appropriate staff to discuss matters which affect a pupil's happiness, progress and behaviour