



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL POLICY

2014-2015

TEACHING AND LEARNING POLICY

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'Opening Doors To The Future'
'Agor Drysau i'r Dyfodol'

Date

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Author

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MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:

Headteacher

Signed: Date:

Chair of Governors

Our Vision

'To open doors to the future'

Our Mission Statement

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

Aims

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

Our Values

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

Everyone has the right to:

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

Policy Document for Teaching and Learning

Mission Statement

Opening doors to the future.....*Agor Drysau i'r Dyfodol*

At Greenfield School we strive to:

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

Introduction

At Greenfield we believe in the entitlement of lifelong learning and the idea that both adults and pupils learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun and stimulating.

Definition of Learning

"Models of teaching are really models of learning. They suggest as teachers assist students with the acquisition of information, ideas, skills and values they are essentially helping them to become more efficient."

Joyce and Showers 'Models of Learning'

"Central to deep learning is the notion of reflection – i.e. the process by which information and experience are internalised and knowledge is created."

John West-Burnham

"The basic goal of education is understanding."

Howard Gardner

Rationale

We believe that children learn most effectively when they experience personal success and develop independence and responsibility. Therefore, we must evaluate our attitudes to ensure that each pupil maximises his/her potential.

Teaching is the process by which we plan and deliver provision, which recognises the physical, social, emotional, cognitive and spiritual needs of each learner.

Learning results in positive outcomes for the pupil:

- In developing confidence
- In the acquisition and application of skills, knowledge and understanding
- In becoming increasingly aware of the world around them
- In becoming increasingly independent and responsible members of the community

Aims and objectives

Through our teaching we equip learners with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Our main aim at Greenfield is to develop all learners to their full potential, whilst realising that for some of our learners will always be dependent upon an adult for all aspects of their lives.

Our policy aims to:

- Recognise that each pupil has a right to gain enjoyment in learning which reinforces his/her personal development
 - Ensure breadth, balance, relevance and differentiation
 - Provide consistency and continuity throughout the school
 - Provide a foundation for all other school policies
 - Provide a framework for effective teaching and successful learning.

Our objectives are that:

There is a well organised, welcoming, stimulating environment

- We provide care, tolerance, security and praise within a framework of high expectations
- We plan clear learning intentions
- Each pupil knows his/her own targets, as set out in their Individual Education Plans. These targets are identified and shared with pupils and parents.
- We offer a wide range of teaching styles and learning experiences
- Pupils will have opportunity to develop their Welsh language skills
- Planning takes account skills, concepts, resources, content, coverage, evaluation and assessment
- Assessment and review are ongoing and learning outcomes inform learner and teacher of the next step.
- Co-operation and good communication exists between learners, staff, parents/carers and outside agencies
- Success is celebrated through praise, reward, display of work, assemblies and moderation.

This policy should be read in conjunction with the following whole school documents:

- Curriculum policy
- Policy for Assessment, Recording and Reporting
- Policy for Personal and Social Education (P.S.E.)
- Home – School Agreement
- Policy for Equal Opportunities.
- PPA Policy (Safeguarded time)
- Continued Professional Development Policy
- Homework Policy
- Positive Behaviour Support Policy
- Anti Bullying Policy
- LNF and Key Skills across the Curriculum Policy
- Subject policies
- Foundation Phase Policy

Through our teaching we aim to:

- Enable learners to become confident, resourceful, enquiring and independent citizens
- Encourage pupil self esteem, wellbeing and help them build positive relationships with other people
- Develop learners' self respect and encourage them to respect the ideas, attitudes, values and feelings of others
- Use a thematic approach to learning based on a skills curriculum appropriate to learners' needs.
- Show respect for all cultures and in so doing, to promote positive attitudes towards other people
- Participate in a variety of inclusive settings as appropriate to learners' needs.

Responsibilities

It is the responsibility of all teachers to provide the highest quality teaching for our pupils.

It is the responsibility of the subject co-ordinator to work with the Senior Leadership Team to monitor the quality of the teaching and learning in their department and offer support in the development of LNF and subject skills.

The Senior Leadership Team are responsible for monitoring the quality of teaching and learning across the school and to identify development and training needs.

The Governing Body have a statutory duty to monitor that the processes are in place and that the school is meeting pupil needs and provides high quality teaching and learning experiences.

The following describes how we help pupils to learn to the best of their ability at Greenfield school, taking account of the ethos of the school, classroom organisation, relationships, curriculum, teaching skills, independent learning, display/ celebrating learning and assessment.

The Climate for Learning – School Ethos Organisation & Management of the School day fulfils statutory requirements.

Pupils learn best when they are:

- In a caring, comfortable and welcoming environment
- Secure happy and confident
- Friendly and kind to each other
- Positively praised and encouraged
- Given opportunities to show initiative
- Encouraged to share in their success
- Encouraged to be independent
- Challenged by high expectation

Success criteria

- Pupils will have a positive attitude towards learning
- Visitors / learners are treated in a friendly and caring way
- Learners will show initiative
- Learners are encouraged to be leaders
- Learners show the ability to answer questions in a confident manner

- Learners and adults will show mutual respect and an ability to work co-operatively
- Learners are able to accept constructive criticism and to show an awareness of right and wrong
- Learners will take an interest in and participate fully in school life
- Learners work to attain their highest potential

Classroom Organisation

Pupils learn best when:

- The organisation of teaching groups whole class group etc. matches learner and curricular needs.
- The room is arranged appropriately for the lesson
- There is easy access to well labelled resources which are tidily and safely arranged
- There are stimulating displays which value all learners' work
- Classroom assistants appropriately deployed to support the teaching and learning
- There are clear expectations and consistent routines for working in different areas of the school
- Additional support is appropriately targeted at learners' needs
- ICT is available in a variety of forms and used appropriately to support teaching & learning.

Success Criteria

- An ordered tidy and stimulating environment with appropriate areas such as literacy and numeracy areas
- Learners will take responsibility for accessing appropriate equipment and resources
- Learners will take care of equipment, using it safely.
- Learners will work in a co-operative manner
- Learners are on task
- All learners will show improved outcomes and self-esteem
- Learners who have had support will show progress in learning

Relationships

Pupils learn best when:

Child / Child

- They listen to each other
- They co-operate well
- They show respect and tolerance in all areas including cultural and religious differences

Teacher / Child

- They show mutual respect
- They have shared aims and objectives
- The teacher provides encouragement and agreed targets to address needs
- The teacher is approachable and accessible and willing to meet the needs of individual learners
- The teacher uses a variety of appropriate means of communication

Teacher / Parent / Governor

There is a good partnership between teachers, parents and governors with shared aims and good channels of communication

Success Criteria:

Learner to Learner

- There exists a happy, relaxed atmosphere
- Collaborative working i.e. whole class, in groups, in pairs
- Learners have confidence to share / participate in class discussion and school assemblies

Learner to teacher

- Mutual respect will be displayed in the way they communicate
- Acceptance of both praise and criticism

Teacher / Parent / Governor

- There is a welcoming atmosphere
- Balanced communication
- Parents and governors are actively participating in school activities
- Opportunities for consultation and listening

Relationships with other schools/LA

- There are inclusion opportunities
- The sharing of good practice is natural
- LNF partnership work/steering group collaboration
- Opportunities for shared training days

Curriculum

Pupils learn best when:

- The curriculum is broad and balanced and includes PSE as part of our Person Centred Planning approach
- The curriculum is lively, stimulating and interesting
- The provision is challenging and appropriately matched to each learner's needs
- There are a variety of teaching styles
- Questioning and discussion are used as a means of effective communication
- Teacher has sound subject knowledge; learners have access to specialist expertise and quality resources
- Teacher provides opportunities for learners to be independent and active including access to a range of appropriate resources
- Appropriate homework undertaken and monitored
- Use of indoor and outdoor areas
- Learning is focused on skills
- Learning includes vocational & independent living skills as appropriate to their age and ability
- Strong learner to learner and learner to teacher/LSA working relationships are forged and maintained

Success Criteria

- Learners will achieve their full potential
- Clear planning and record-keeping
- Quality, well maintained resources
- Pupils will have interest in their learning
- Appropriate homework will be set and prompt, quality feedback given

Teaching Methods & Approaches

Pupils learn best when:

- The teacher have clear aims, objectives and learning intentions
- Success criteria are shared with the learners
- A variety of teaching styles are employed
- Questioning and discussion are used as an effective means of communication
- Tasks are differentiated, stimulating, challenging and purposeful
- They are motivated by understanding the intended learning outcomes
- Teachers have sound subject knowledge
- Teacher plan appropriately
- Teachers provide opportunities for learners to be independent and active, taking a pride in their work
- Teachers keep appropriate pupil records, using and sharing them with other teachers and monitoring progress to inform the next step
- Teachers provide quality feedback on strengths and how to improve and encourage learners to discuss and evaluate their own work and the work of others (self assessment as part of Assessment for Learning)
- Teachers build on learners' previous experiences
- Teachers have high expectations and makes these explicit
- They are given time to reflect on their experiences
- The teacher is consistent, fair and avoids making assumptions

- The teacher promotes positive attitudes to learning such as motivation, interests, concentration etc.
- Teachers make good use of outside agencies to support teaching and learning.
- Teachers utilise Learning Support Assistants effectively to promote all the above strategies
- Teachers liaise closely with parents/carers to develop transfer of skills through Individual Education Plans

Literacy Framework (LNF)

There are three strands Oracy, Reading, Writing. Learners should be given opportunities, where appropriate, in Teaching and Learning to develop and apply the three strands. Literacy Framework targets are aligned with specific IEP targets.

Numeracy Framework (LNF)

There are four strands of numeracy – developing numerical reasoning, using number skills, using measuring skills and using data skills. Learners should be given opportunities, where appropriate, in Teaching and Learning to develop and apply skills in the four strands. Numeracy Framework Targets are aligned with specific IEP targets.

How effective learning is developed

Greenfield School develops effective learning through:

- A Person Centred approach
- Individual Education Plans
- Consideration of the whole learner's development (Person Centred Planning approach)
- Pupil target setting
- Sensory development
- Assessment for Learning techniques
- Thinking and problem solving skills
- Metacognition – learning how to learn
- Nurturing principles
- Effective and imaginative use of ICT
- Learning styles

- Positive Behaviour Support

Ethos and Learning – our culture at Greenfield

- An open culture where learners feel secure in their learning
- Emphasis on developing positive outlook on life
- Encouragement of a 'can do' attitude for all
- Learners understand that mistakes are an important part of the learning process
- Effective communication using a range of approaches e.g. objects of reference, PECs, BSL, augmentative communication aids & speech
- Understanding the value of life long learning and learning in the community
- Access to water
- Use of music to support learning
- Use of a range of techniques including physiotherapy, rebound, hydrotherapy, dramatherapy and sensory experiences
- All achievements, no matter how small, are praised

Success Criteria

- Shared learning goals
- Clear learning outcomes in teacher planning showing differentiation
- Development of LNF skills where work is moderated
- Learners understand the purpose of the work they are doing
- Continuity and progression
- Improved standards

Independent Learning

Learners become independent when encouraged to:

- Develop confidence in all areas of curriculum
- Develop self-discipline
- Make choices and decisions
- Be able to justify opinions
- Be able to select and use equipment sources and resources appropriately, confidently and responsibly
- Be willing to accept challenges – to try new things and take calculated risks

Success Criteria

- Learners will use sources and resources well
- 'Feel good' factor amongst staff and children
- Learners have the self-confidence to initiate and sustain discussions and conversations
- Learners are able to reflect on, evaluate and be honest about their achievements making informed decisions about the next step
- Monitoring and evaluation of teaching & learning

Assessment

Pupils learn best when assessment:

- Is based on shared understanding of standards
- Is matched to need
- Is on going
- Is simple, helpful and easily understood by all who use it
- Involves the learner
- Has a clear purpose
- Informs teachers' planning for pupils' future work
- Is structured
- Encourages children to be successful and helps them to improve and records are:-
- Manageable

- Informative
- Useful
- Supported by evidence
- Used to inform reporting
- Is reflective
- Informs CPD and SDP

Success Criteria

- Accurate records of work assessed
- Children are praised and rewarded for success
- Clear progression and evidence that assessment informs future planning
- Children value their work
- Children are clear about how to progress and improve their standards

The Role of Senior Leadership Team and Governors

The SLT and our governors determine, support, monitor and review 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 how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policy through the school self review processes and School Effectiveness Framework. This includes monitoring, planning, curriculum and classroom observation. These include feedback from curriculum co-ordinators and the Head Teacher's report to governors as well as a review of in-service training sessions attended by staff.

Display

Children learn best when displays:

- Are stimulating, attractive, informative and relevant
- Are changed frequently
- Show contributions by all children and is used to celebrate progress
- Reflects a range of abilities
- Is used as a teaching aid
- Encourages a sense of pride
- Uses 2D and 3D
- Is interactive
- Involves the learners' ideas

Success Criteria

- Quality of children's work on display
- Evidence of appropriate labelling
- Children are aware of the display and able to talk about it
- Photographic record of past display
- Display used in teaching and learning

The value and relevance of residential visits and community visits for learners

Educational visits outside of the classroom are a well established feature of the Greenfield curriculum. It is important to consider the true value of these events to learners with a wide variety of Additional Learning Needs:

- They provide the opportunity for teachers to fully meet the needs of the curriculum, crossing many subject areas and providing hands on relevant learning
- Provide opportunities for the practical application of knowledge and skills which will continue with them into their adult life.
- Visits provide real, exciting, safe and enjoyable opportunities which encourage independence

For learners at Greenfield School educational visits improve development in a range of ways. We believe these opportunities give our students the chance to achieve many goals that would otherwise be missed.

- **Health:** Outdoor Visits help students learn about healthy lifestyles, active minds and positive lifestyle choices.

- Safety: Pupils learn how to take risks safely in safe and secure environments supported by fully trained and experienced professionals
- Independence: Development of time and money skills
- Enjoyment and achievement: Pupils learn through the process of having fun, with engaging and inspiring challenges, learning more about themselves and their peers.
- Opportunity to achieve accreditation in outdoor learning.
- Making of positive contribution: Pupils learn how to work as a team, giving and receiving support, tolerance and encouragement.
- Time away from home encourages confidence, independence and key life skills developments, including decision making, leadership initiative and problem solving.
- Learners develop valuable social skills for the future and experience opportunities that are available in the community.
- Offsite visits can establish and develop strong relationships between students, staff and the community.

APPENDIX 1

ALL TEACHERS MUST:

- Take on the challenge to make learning personally appropriate for pupils, which means offering them differentiated tasks, resources and support so that they are all likely to succeed.
- Pay attention to the physical condition of the classroom – check that there is enough fresh air, that the temperature is OK suitable and that the walls have appropriate and engaging displays.
- Check that homework is set in line with school policy
- Pay attention to choice of language
- Aim to facilitate the learning process. Use a wide range of resources to deliver the content videos, on-line resources, CD ROM, books, visiting “experts”, other Learners, posters, information sheets etc
- For every task set, ask “what will pupils learn by doing this? Avoid low level tasks that may lack sufficient challenge
- Have evidence that lessons are planned and well-prepared
- Explain to learners that lessons are interconnected and make use of prior learning.
- Give learners opportunities to ask questions
- Build visual, auditory and kinaesthetic approaches into lessons.
- Select resources that are appropriate for learners. e.g. text resources that are within the reading age of learners.
- Differentiate and have an extension task for learners to move on.
- Be willing to adjust teaching to suit the pace and depth of the learners’ understanding. Revisit the success criteria to reinforce understanding.
- Deliver both the subject-specific and general teaching requirements of the Skills Framework, National Literacy & Numeracy Framework, Foundation Phase and National Curriculum
- Use formative assessment strategies to involve pupils in their learning
- Communicate high expectations and insist on high standards of behaviour.
- Value learners’ mistakes as they can lead to valuable learning opportunities
- Take account of learners’ concentration spans
- Give instant feedback where possible
- Support pupils in their self assessment to identify the next step in the learning process

- Prioritise thinking skills and promote them through teaching (e.g. questioning skills) and through the design of tasks
- Help Learners to recognise and understand a range of thinking and learning processes (metacognition)
- Plan teaching to develop the learners' creativity. Value creativity in the assessment of the learner's work.
- Check learners' understanding in the plenary
- Deploy support staff effectively
- Aim to be a reflective practitioner
- Keep up to date with current practice

APPENDIX 2

Useful Resources include:

- Learning & Teaching Scotland www.ltscotland.org.uk/index.asp
- The Highlands Virtual Library www.highlandschools-virtualib.org.uk/
- Northern Ireland www.nicurriculum.org.uk
- Mike Hughes www.mikehughes-ets.co.uk
- DfES/DCfS – www.nationalstrategies.standards.dcsf.gov.uk/
- Paul Ginnis – “the Teacher’s Toolkit” – Crown House Publishers ISBN-10:1899836764
- Shirley Clarke – <http://www.shirleyclarke-education.org/> (and various publications on

assessment for learning)

- Paul Black/Dylan William – various articles on assessment for learning
- TLRP – <http://www.tlrp.org/> - an extensive website well worth exploring)see also two

key documents on your “Links” disk)

- Nurturing – <http://www.nurturegroups.org/index.php>

APPENDIX 3

What Are Habits of Mind?

(<http://www.habits-of-mind.net/>)

A Habit of Mind means having a disposition towards behaving intelligently when confronted with problems, the answers to which are not immediately known:

Values-based Education

(<http://www.values-education.com/>)

A values-based school seeks to promote an education philosophy based on valuing self, others and the environment through the consideration of an ethical values vocabulary (principles that guide behaviour) as the basis of good educational practice.

- Persisting/Dyfalbarhad
- Thinking and communicating with clarity and precision/Meddwl a chyfathrebu gydag eglurder a manylder
- Managing impulsivity/Delio a byrbwylltra
- Gathering data through all senses/Casglu data drwy'r synhwyrâu I gyd
- Listening with understanding and empathy/Gwrando gyda dealltwriaeth ac empathi
- Creating, imagining, innovating/Creu, dychmygu, arloesi
- Thinking flexibly/Meddwl yn hyblyg
- Responding with wonderment and awe/Ymateb gyda rhyfeddod a syndod
- Thinking about thinking (metacognition)/ Meddwl am feddwl (metawybyddiaeth)
- Taking responsible risks/Cymryd risgiau cyfrifol
- Striving for accuracy/Ymdrechu tuag at gywirdeb
- Finding humor/Darganfod hhimwmor
- Questioning and posing problems/Holi a gosod problemau
- Thinking interdependently/Meddwl yn gyd-ddibynnol
- Applying past knowledge to new situations/Cymhwyso gwybodaeth flaenorol I sefyllfaoedd newydd
- Remaining open to continuous learning/Parhau'n agored I ddysgu parhaus
- Appreciation/Gwethfawrogiad
- Caring/Gofalgarwch
- Cooperation/Cydweithrediad

- Courage/Dewrder
- Freedom/Rhyddid
- Friendship/Cyfeillgarwch
- Happiness/Hapusrwydd
- Honesty/Gonestrwydd
- Hope/Gobaith
- Humility/Gwyleidd-dra
- Patience/Amynedd
- Love/Cariad
- Peace/Heddwch
- Quality/Ansawdd
- Respect/Parch
- Responsibility/Cyfrifoldeb
- Simplicity/Diniweidrwydd
- Thoughtfulness/Meddylgawrch
- Tolerance/Goddefgarwch
- Trust/Ymddiriedaeth
- Understanding/Dealltwriaeth
- Unity/Undod