



Teaching and Learning Policy

Approved by Teaching and Learning Committee

Date 9th March 2023

Signed Dr Ward

Review Date March 2024

This policy extends past school to Post 16 and will be reviewed in line with the changing curriculum and current needs of the pupils.

Where in the policy it says Stone Hill School, we are referring to Stone Hill School and Post 16.

1 Introduction

Stone Hill School believes in the concept of lifelong learning and in the idea that both adults and pupils learn new knowledge and skills every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, pupils gain the knowledge, skills and understanding necessary to be able to make informed choices about the important things in their lives. We know that appropriate teaching and learning experiences help our pupils to become good citizens and live rewarding lives in Britain in the 21st Century.

We share a real passion for reading and a love of books. We recognise that the development of reading skills is crucial to the progress that pupils make across the curriculum. We are intent in supporting the pupils to become confident and effective readers. We have high standards for our readers and expect them to make sustained progress throughout their time in school. We do this by setting challenging goals and by putting extra support in place when needed. In addition to equipping pupils with functional reading skills, we also introduce them to reading for pleasure, with the aim of fostering a lifelong appreciation and enjoyment of literature.

Reading helps pupils to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. Reading is a multi-strategy approach to absorb meaning. It is not simply the decoding of black marks on the page but involves the ability to read, with understanding a wide range of different types of text. These include fiction, non-fiction, real world texts such as labels, captions and lists, and print in the environment, alongside text accessed via computers and portable devices.

Competence in reading is the key to independent learning and therefore the teaching of reading is given high priority by all staff. Success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing pupils' self-confidence and motivation.

2 Aims and objectives

- 2.1 We believe that pupils learn best through different teaching styles. We provide a rich and varied learning environment that allows everyone to develop their skills and abilities to their full potential.
- 2.2 Through our teaching, we aim to:
 - enable pupils to become confident, resourceful, enquiring and independent
 - promote learning and the acquisition of knowledge by pupils
 - show respect and positive attitudes for a diverse range of cultures
 - promote the pupils' spiritual, moral, social and cultural development

- raise achievement
- enable pupils to understand their community and feel valued as part of it
- help pupils to grow into reliable, independent and positive citizens for life in Britain in the 21st Century
- develop self-respect, encouraging understanding of ideas, attitudes and values of others and teach them to respect other people's feelings
- foster self-esteem and help to build positive relationships with other people.

3 Effective learning

- 3.1 Research tells us that people learn in many different ways, and respond best to different teaching strategies. We must therefore deliver engaging teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, and musical) when planning our teaching.
- 3.2 We ensure the best possible environment for learning: developing a positive atmosphere in which pupils feel safe and feel they belong; in which they enjoy being challenged; in which they enjoy learning; know that they will have every chance to succeed because the challenge will have been set at the right level.
- 3.3 All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:
- build on previous learning: review existing knowledge and skills, teach a new skill, consolidate learning and/or apply new learning in a different context
 - the teacher should explain the learning objectives, and why the lesson is important
 - the lesson should be presented in a range of styles where appropriate
 - allow opportunities for the pupils to build understanding through various activities
 - allow opportunities for pupils to review what has been learnt
 - have built-in opportunities for feedback to pupils, celebrating success and reviewing learning strategies
 - the teaching should also indicate the next steps in learning.
- 3.4 We offer opportunities for pupils to learn in different ways. These include:
- investigation and problem-solving
 - asking and answering questions
 - research and discovery
 - whole-class group, pair, independent learning
 - use of ICT
 - outdoor learning and visits to places of educational interest (See Educational Visits Policy)
 - creative activities
 - watching media clips and responding to musical or recorded material
 - debates, role-plays and oral presentations
 - designing and making things
 - participation in athletic or physical activity
 - learning remotely, for example, from home, where appropriate (see Appendix 1).

3.5 We encourage pupils to take responsibility for their own learning: to be involved as far as possible in reviewing the way in which they learn and to reflect on how they learn – What helps them learn and what barriers to learning do they experience?

3.6 Unless absolutely necessary, Stone Hill School does not place pupils on part-time timetables. Should a part-time timetable be required, it is implemented in line with local authority support and guidance.

4 Effective Teaching and Learning

4.1 When we are teaching, we focus on motivating all the pupils and building on their skills, knowledge and understanding of the curriculum so that they reach the highest level of personal achievement. We use the National Curriculum to inform our teaching. This sets out the aims, objectives and details of what is to be taught to each year group.

4.1.1 Teaching is observed and measured against the Teaching Standards, using our school's observation format.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

4.2.1 Teachers make on-going assessments (based on Sheffield STATS via the Educater platform and our bespoke subject assessments) of each learner's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their learners as well as ensure that learning is progressive. Our prime focus is to further develop the knowledge and skills of all pupils in order for them to reach achieve their potential and contribute meaningfully to their communities.

4.2.2 All learning tasks set are appropriate to each pupil's level of ability and are adapted accordingly. When planning work, we give due regard to information and targets contained in their Short Term Outcomes (STOs). Teachers modify teaching and learning as appropriate for learners with additional needs (e.g. VI). We value each unique individual and teachers are familiar with the relevant equal opportunities legislation.

4.2.3 We will meet the needs of all our pupils to ensure that we meet all statutory requirements related to matters of inclusion.

4.3 We set academic targets for all pupils in each year and we share these targets with them and their parents/carers. We review their progress and set revised targets annually.

4.4 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. Our long and medium term plans, as well as lesson plans, contain information about the learning objectives, tasks to be set, the resources needed, individual pupil support and the way in which we assess the pupil's learning. Information also includes links to the Gatsby Benchmarks, other subjects and curricular areas, literacy and numeracy and includes tier 3 vocabulary essential to the subject and topic.

4.5 All teachers and TAs make a special effort to establish good working relationships with the whole class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs and give them equal opportunity to take part in class activities. All staff follow the school policy with regard to behaviour and classroom management. As a class, we set and agree the class code of conduct and we expect all pupils to comply with the guidelines that we jointly devise to promote the best learning opportunities for all. We praise them for their efforts which help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times.

- 4.6 We ensure that all tasks and activities are safe. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety through Exeant: the venue is visited, risk assessments are completed and various permissions are obtained. We inform parents/carers and obtain their permission, before the visit takes place in line with our Educational Visits Policy.
- 4.7 We deploy Teaching Assistants effectively, ensuring they are clear about their roles. Their understanding of the needs of the pupils they are supporting is a priority.
- 4.8 Our classrooms are attractive learning environments. We change displays to reflect the pupils' learning. We ensure that they all have the opportunity to display their best work at some time during the year. Displays also are used to enhance independence, prompt learning and celebrate achievements. All classrooms have a range of dictionaries, fiction and non-fiction books, as well as displays relating to literacy and numeracy and subject-specific displays. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources which results in high-quality work. We recognise that the classroom environment must promote learning and so all staff are encouraged to maintain a low stimulus environment for our pupils.
- 4.9 All of our staff reflect on their strengths and weaknesses and plan their professional development accordingly through Performance Appraisal. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. We place high value on the continuing professional development of all staff and invest in this to ensure high quality learning and teaching.

5 The Role of Governors

- 5.1 Our Governors determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning
 - seek to ensure that our staff development and our performance appraisal both promote good-quality teaching
 - check teaching methods in the light of health and safety regulations
 - monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the Headteacher's report to governors, and a review of the CPD training sessions attended by staff.

6 The Role of Parents and Carers

- 6.1 Parents and carers have a fundamental role to play in helping their children to learn. We inform parents/carers about what and how their children are learning by:
- holding Parents meetings to explain our school strategies for literacy, numeracy and health education. Alternative arrangements will be made if face to face meetings are not possible (via Seesaw and Microsoft Teams)
 - holding Parent Support meetings relating to different areas of the curriculum.
 - sending information to parents and carers, at the start of each term, which outlines the topics that their children will be studying during that term at school
 - sharing their child's learning and progress via Seesaw
 - maintaining regular communication between school and home via Seesaw and email

- sending parents/carers regular reports in which we explain the progress made by their child and indicate how they can improve further
- explaining to parents/carers how they can support their children.

6.2 We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents/carers to ensure:

- that their child has the best attendance record possible
- that their child is equipped for school with the correct uniform and PE kit
- they do their best to keep their child healthy and fit to attend school
- they promote a positive attitude towards school and learning in general
- they fulfil the requirements set out in the home–school agreement to inform school if their child is absent
- they tell us about matters outside of school that are likely to affect their child’s performance or behaviour.

7 Monitoring and Review

7.1 We monitor the school's teaching and learning policy and review it regularly so that we can take account of new initiatives research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy annually or earlier if necessary.

Appendix 1: Remote Learning Plan – to be updated and implemented as required.

STONE HILL SCHOOL REMOTE SCHOOL LEARNING PLAN

What are the aims of this plan?

1. To outline our remote learning approach for individual pupils who will not be attending school. See the following link for an outline of good practice <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>
2. To outline our remote learning approach for groups of pupils who will not be attending school.

Who is the plan applicable to?

- This plan is applicable to all stakeholders including pupils, staff, and parents and carers.

What is ‘remote school’ and ‘remote learning’?

- Remote school refers to our whole school process to ensure that all children continue to receive the best possible education despite not being able to attend school. It therefore encompasses plans made for all staff and pupils who may have to work/learn remotely.
- Remote learning is learning from a distance made possible by supporting learning at home.
- The online modes of education that will be used at Stone Hill School include:
 - Our school website
 - Email
 - Microsoft Teams
 - Oak National Academy
 - BBC Bitesize
 - Purple Mash
 - Seesaw
 - Other online learning platforms as deemed suitable by staff and SLT
- The remote learning set for children will be in line with the child's needs, prioritising the mental and emotional wellbeing of our children.
- Stone Hill School understands that it may not be possible for all pupils to engage with formal learning at home and there will be no pressure on parents and carers to complete formal learning tasks. To meet pupils' needs, we will suggest learning which is appropriate to the individual child.
- All pupils will receive a remote learning pack to support home learning. This will be updated regularly in consultation with parents and carers.

SECTION 1

What will remote learning look like for our pupils?

- Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide learning for any pupils who are unable to attend in person.
- The school will provide learning for all pupils who are remote learning.
- Parents and carers of individual pupils who are learning remotely may request additional learning resources. In these instances, staff will print off a pack of learning and the school will deliver it to the pupil's home along with any additional resources as reasonably requested by the parents or carers. Alternatively, and/or in addition to the above, learning resources will also be posted on Seesaw for pupils to complete at home.
- Teachers will have the responsibility to engage with parents and carers. This should be done via a telephone call or Seesaw. The teacher will discuss with the parent/carer what learning the child will complete while at home.
- Teachers will communicate with parents and carers via Seesaw or email. Learning as described above will be arranged for all pupils who are learning remotely.
- The teacher will maintain weekly contact with the pupil, and parents and carers to check on wellbeing and learning.
- Teachers will be available for daily support with remote learning and there will be daily learning activities for pupils to complete.
- The school will follow the advice of UK government or local authority as to arrangements for supporting free school meals.

SECTION 2

Pupil Wellbeing

- If a parent or carer becomes concerned about their child's wellbeing, they may still seek support from school by contacting school, their class teacher, a member of the senior leadership team, or via our school email address, admin@stonehillsch.co.uk.

Appendix 2: Sample Lesson Observation Feedback template



Learning Visit Autumn Term 1 2022/3

Member of staff visited		Subject		Date	
Staff visiting		Year/Class		Time	
Books reviewed		Talked to Pupils		Number of Pupils	

Focus of visit	
<ul style="list-style-type: none"> • Subject Leader visits • Prior learning, sequencing of learning, MTP and LTP • Use of Knowledge Organisers and Learning Journals • Opportunities for reading and writing across the curriculum • LTA • Curriculum, Learning, Teaching and Assessment 	
<ul style="list-style-type: none"> • <i>Where does this lesson fit into your sequence of teaching? LTP and MTP (2.2, 3.1, 4.1, 4.4)</i> • <i>Do learning objectives capture what pupils will know, do and remember? Are they reflected in learning and assessment?</i> • <i>What did pupils already know? (2.2, 2.3, 3.1, 6.1, 6.2)</i> • <i>How will this be further developed? (3.1, 4.2, 4.4, 6.1, 6.2, 6.3)</i> 	

- *How do you know that pupils are making progress - do they know more? Do they remember more? Can they do more? (2.1, 2.5, 4.4, 6.1, 6.2, 7.3, 7.4)*
- *Is assessment and feedback consistent, does it support pupils knowing, doing and remembering more? (2.1, 6.1, 6.2, 6.3, 6.4)*
- *Do pupils follow up on feedback? Are next steps reflected in future learning? (2.3, 2.5, 6.4)*
- *Is there anything you would do differently? (2.4, 4.2, 4.4, 5.1, 6.1)*

Pupil books and folders

- *Is the pupil making progress? (2.1, 2.5, 4.4, 6.1, 6.2, 6.4)*
- *Is the pupil challenged? (1.2, 2.4, 2.5, 4.2, 4.5, 5.1)*
- *Are expectations high? (2.4, 4.2, 4.5, 5.1)*
- *Are expectations of reading and writing consistent across all subjects? (3.1, 3.3, 4.4, 4.5, 5.1)*

Pupil Voice

- *Pupils can reflect on their progress and next steps (2.3, 2.5, 6.4)*

Adapted Learning

- *Pupils needs are met and learning is personalised to ensure progress (5.1, 5.2)*

Linked to the Focus and Teaching Standards, what went well?	Key Heading	Further Details

CPD recommendations . . .

Teacher comments . . .

Observer signed		Date	
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Performance Appraisal					Whole School Impact	
Shared with . . .	Head	Deputy	AHT	KS Leader	School Improvement Plan	