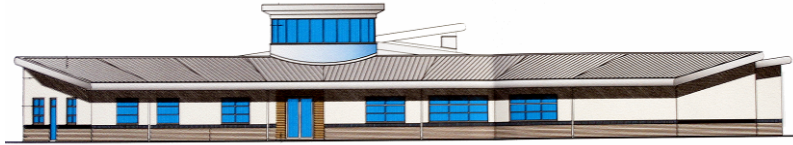


WINDLESTONE SCHOOL



POLICY AND PRACTICE

FOR

TEACHING & LEARNING



POLICY & PRACTICE FOR TEACHING & LEARNING

INTRODUCTION

Windlestone Hall School is committed to promoting a broad range of teaching and learning styles, and recognises the range of processes through which students learn effectively.

This policy statement deals with all curricular areas within the school. It should be read in conjunction with school documentation on:

- Aims, Objectives and Indicators of Achievement
- Curriculum Statement
- Assessment
- Baseline Assessment
- Special Educational Needs
- Case Co-ordinating

RATIONALE

The majority of students are, on admission, educationally under-functioning. Although there exists research which emphasises the links between under-functioning and emotional/behavioural difficulties, interrupted schooling, frequent changes of school, and rejection from school have also played a role in exacerbating the gap between ability and functioning to the extent that many students have, at a comparatively early age, become disaffected with schools and the educational process.

Traditionally schools like Windlestone have relied heavily on didactic teaching as a means of control. Many students apparently feel comfortable and emotionally secure with a process which is often unchallenging in that it is always the responsibility of the teacher to control the pace, content and volume of teaching and learning.

However, more active teaching and learning styles which include, for example, problem solving, role play and simulations, in open ended projects and independent learning enhances education ownership among students; assists them in developing a range of skills which are transferable to life beyond school; and raises attainment.

Every student is entitled to good teaching. It is important that the elements of good teaching are understood and practised by all. It is essential that all teachers and learning and student support staff are committed to the continuous development of their skills. Students who experience good teaching will enjoy learning and are likely to become independent life long learners.

It is the purpose of this policy to:

- ensure that all students receive consistent quality teaching;
- ensure that all staff know what is expected of them;
- provide a framework against which provision can be monitored; and
- ensure consistent practice.

AIMS

It is the aim of this policy to increase educational ownership, raise attainment, and develop transferable skills by adopting a wide range of teaching and learning styles.

School Objectives

- to create a school community where the emphasis is on support;
- to create high expectations from year 7 upwards;
- to create a suitable environment for learning which includes classrooms, corridors, public and outside areas, in respect of tidiness, decoration, furniture and display;
- to establish and maintain a library of books and resources of the highest quality school funding permits;
- to establish and maintain a resource of audio/visual equipment of the highest quality school funding permits;
- to establish and maintain ICT facilities and e-learning resources in all teaching areas and maintain a dedicated information technology centre;
- to establish and maintain a central resource where teachers and students can be enabled to present their work professionally - by providing, for example, binding, laminating and duplicating machinery; and
- to enable teachers to attend a wide range of courses developing teaching and learning styles.

Teachers' Objectives

- to use a variety of methods for organising learning, e.g. peer tutoring, pairs, groups, carousels, supported self study;
- to use a variety of participatory/active learning methods e.g. simulations, problem solving, role play;
- to enable students to take responsibility and ownership of their learning;
- to develop students study skills;
- to be actively involved in promoting cross curricular issues and inter-subject collaboration;
- to use oral expression as part of the assessment of achievement;
- to encourage students to internalise their grasp of concepts, issues, and problems by putting them into their own words;

- to negotiate learning programmes with students;
- to resolve conflict and reduce stress within the classroom; and
- to pay considered attention to the physical environment of teaching spaces by making them an attractive working environment.

Students' Objectives

- to assess and evaluate their own work, and take part in group evaluation;
- to ask questions of the teacher, other adults and other students and answer questions about their work;
- to examine alternative ways of solving a problem by exploration and investigation;
- to talk about their work to others;
- to draft, re-shape, and edit their work;
- to select their own assignments from time to time, making appropriate choices and decisions;
- to be responsible for their work;
- to collaborate with teachers, other adults and peers in respect of assignments; and
- to accept increasing responsibility and initiative for their learning.

IMPLEMENTATION

To be able to teach well, staff should have knowledge of students:

- individual learning needs as identified on the statement
- medical background and any relevant health issues
- family background
- previous achievements/prior knowledge
- future hopes and aspirations
- preferred learning styles
- social relationships
- outside agency involvement

- personal interests

This knowledge should be used to improve teaching and learning by informing:

- IEPs
- teaching strategies
- learning activities
- resources identification
- grouping strategies
- teacher expectations
- needs assessment
- behaviour management techniques
- strategies for raising self esteem

To teach well, long term planning should include:

- the subject's context within the National Curriculum, and at Windlestone School
 - a definition of the subject
 - the rationale for teaching the subject
 - allocation of time for teaching in timetable
 - rooms and facilities available and their purpose
 - resources available, including ICT hardware and software
- Aims & Objectives
- Teaching, Learning and Assessment
- Key Issues
 - Equality of Opportunity
 - Health, Safety & Welfare
 - Special Educational Needs

- Key Skills
 - Literacy
 - Numeracy
 - ICT

- Cross Curriculum Themes
 - Emotional literacy
 - Enterprise & Entrepreneurial Skills
 - Citizenship
 - Spiritual, Moral, Social and Cultural Development
 - Healthy Lifestyles
 - French

- Educational Visits

To teach well, medium term planning should detail:

- The duration of the unit of work
- Learning objectives
- Learning activities
- Resources
- Evidence and assessment
- Links to cross curricular themes
- Key Skills

To teach well, short term planning should:

- specify learning objectives and success criteria
- identify differentiation to meet individual student needs
- identify the role of all adults involved in the lesson

- identify assessment opportunities
- allow a judgement to be made on whether learning objectives have been met

To teach well, an environment conducive to learning should ensure that:

- there is a lively learning atmosphere
- good quality resources are available to all students
- the room is organised in such a way as to allow flexibility for purpose and is physically comfortable
- wall displays are an interactive support for learning and reflect the achievements of learners
- there are adequate storage facilities for students' work
- students have a shared responsibility for the development and maintenance of all learning environments
- learning objectives are clear to students
- staff and students show mutual respect

To teach well, resources and time should be used effectively by:

- using resources in a way that facilitates access to learning for all
- ensuring readability levels of text are appropriate for individual needs
- using a wide range of media
- ensuring appropriate structure and pace in lessons
- ensuring that human resources are effectively used

To teach well, appropriate tasks which will develop the intended learning, but also take into consideration the needs of individual students, should have been identified, ensuring that those tasks:

- are in line with the intended learning
- will be challenging without being stressful thus ensuring progress
- will address the demands of the National Curriculum
- will meet the individual needs of students
- will motivate the learner

- will allow opportunities for students to make informed decisions and choices
- will reinforce and build on previous learning
- are flexible enough for learning to be extended

To teach well, staff should inform students what is expected of them and how to perform successfully by:

- telling students what they are going to learn (learning objectives)
- beginning learning objectives with: to know..., to be able to....., to understand.....etc
- making reference to the learning objectives throughout the lesson
- giving students opportunities to identify the success criteria when appropriate
- occasionally differentiating success criteria as a focus for the plenary session

To teach well, a variety of teaching strategies should be demonstrated.

Strategies should include whole class teaching where:

- students are involved and interacting
- subject specific language is understood by all
- students are encouraged to ask questions
- teachers and support staff ask questions which move students on in their thinking
- there is a balance between teacher and student contributions

Strategies should include group activities where:

- group make up is varied according to the task
- group sizes are appropriate to the activity
- the tasks are collaborative where appropriate
- learning objectives and success criteria are clear to the students
- the role of the adult is clear

Other strategies should include:

- paired or individual work including, where appropriate peer tutoring

- the use of outside visits/visitors
- experimental learning
- the use of ICT

To teach well, subject knowledge should be shown by:

- planning effectively
- identifying and using subject specific target language
- selecting and organising appropriate resources to support learning
- identifying learning objectives and designing appropriate activities what will develop the learning
- ensuring progression through a planned series of structures activities
- supporting students in the identification of success criteria and self assessment
- looking at the subject from different angles
- transferring enthusiasm for the subject to the students

To teach well, a variety of assessment methods giving feedback to students and aiding future planning should be used, including:

- observing watching students engaged in an activity e.g. drama, PE, practical science, mathematics, or playing games
- listening to students speaking/listening e.g. group discussion, reading aloud
- discussing drawing out ideas and understanding e.g. reflecting on poems or stories, or discussion issues
- questioning discovering if learners have comprehended concepts or remembered facts or instructions
- evaluating samples of students work e.g. pictures, models, technological artifacts, results of experiments
- reading samples of students written work e.g. stories, poems, notes, calculations, reports, drafts, and final copy
- reflecting upon that which has taken place after a lesson or activity e.g. making notes, revising plans
- conferencing discussing with students how they could develop/improve

their work and collating their own judgments about their work

- interpreting standardised tests results and assessment tasks

To teach well, additional support in the classroom should be used effectively by:

- planning in partnership whenever possible
- ensuring that all support staff are clear about their roles and responsibilities
- sharing knowledge of students
- ensuring that support staff training needs are identified and met
- building in opportunities for support staff to give feedback to teachers in order to inform future planning
- planning support staff into differentiated provision in each lesson

To teach well, high expectations should be held, by ensuring that students:

- are actively involved in their learning
- know and understand their IEPs and are aware of the progress they are making towards their targets
- engage in tasks that are challenging and ensure progress
- know what they are expected to learn and how to be successful
- expect and are expected to make progress
- develop thinking skills
- are aware of the School Charter and are encouraged to follow it
- experience the celebration of their achievements

To teach well, homework should be used effectively by ensuring that it is:

- in line with the agreed school policy on homework
- purposeful
- appropriately resourced
- matched appropriately to individual needs and home circumstances
- used to extend and reinforce learning

- marked
- followed by feedback

MONITORING, EVALUATION AND REVIEW

This policy will be regularly monitored and evaluated in a range of formal ways including:

- monitoring of lesson planning
- the observation of lessons
- discussion at staff meetings

This policy and practice document will be regularly reviewed.

PM Jonson
DW Gregory
S Teasdale

Revised March 2006

Encourage Students

- Assess & evaluate own work
- Ask & answer questions
- Explore & investigate
- Talk about their work
- Be responsible and show initiative for their work
- Collaborate with others
- Draft, re-shape and edit
- Select work for portfolios
- Know & understand their

Subject Knowledge

- Plan effectively
- Identify/use specific language
- Use appropriate resources
- Identify learning objectives
- Design appropriate activities
- Ensure progression
- Seek to transfer enthusiasm
- Support colleagues in their subject development
- Identify means of improving students' literacy skills

Effective LSSA use

- Prior knowledge of lesson
- Ensure LSSAs know roles
- Individual tutoring
- Preparation
- Literacy support
- Assist with assessment
- Display
- Assist in record keeping
- Technical support
- Team teaching
- Assist in managing behaviour

The Big Picture

- Provide students with an overview of the course
- State the learning objectives
 - To know ...
 - To be able to ...
 - To understand ... etc
- Refer to learning objectives throughout
- Enable students to identify success criteria

The Main Learning

- Catering for different learning styles and abilities by providing variety, challenge & support
 - Visual learners
Posters, pictures, diagrams, coloured pens, paper etc., mind maps, flow charts, key words, video, demonstrations, OHP
 - Auditory learners
Teacher instruction, classroom visitors, debate, paired/group discussion, background music, rhymes, raps, chants, verse, mnemonics, onomatopoeia
 - Kinesthetic learners

Reflection on Learning

- Students demonstrate understanding
- Students are made aware of their progress
- Students are encouraged to identify extension activities
- Students are informed of lesson progression
- Students identify targets for improvement
- Students are encouraged to

Variety of Teaching Strategies

- Whole class, groups, pairs, peer tutoring, carousels, supported self-study
- Participatory learning e.g. simulations, problem solving, role play
- Student ownership & responsibility for their learning, including study skills
- Active promotion of literacy, numeracy and ICT skills

Classroom Management

- Gain quiet before beginning, & then establish lesson aims & objectives
- Develop peripheral vision, non-verbal cues & de-escalation skills
- Be polite and sensitive, talk quietly, & address students by their forenames
- Anticipate problems, be alert to illness, emotional upset and peer disputes

Appropriate Tasks

- Meet students' needs and support intended learning
- Challenging and motivating but achievable
- Address demands of National curriculum
- Reinforce and build upon previous learning

Positive Attitude to learning

- Enthusiasm for subject
- Planned instructional approach
- Ability to be flexible
- Consistency and fairness
- Showing understanding
- Variety of teaching styles
- Constructive feedback
- Consistent classroom procedures

Resources & Time

- Resource management understood by students
- Resources facilitate learning
- Appropriate readability
- Wide range of media
- Appropriate structure and pace to lessons
- Effective use of staff
- Educational visits
- Visiting speakers

Environment

- Good quality resources
- Stimulating environment
- Welcoming environment
- Classroom organised
- Classroom comfortable
- Good quality displays
- Students' work displayed
- Key words displayed
- Learning objectives overt
- All show mutual respect

Planning

- Schemes of work
- IEPs
- Half-termly plans
- Lesson planning
 - Learning objectives
 - Appropriate activities
 - Extension activities
 - Differentiation
 - Assessment/evaluation
 - Use of LSSAs
 - Literacy development

Knowledge informs

- IEPs
- Teaching strategies
- Learning activities
- Resource identification
- Teacher expectations
- Management techniques
- Strategies for raising self esteem

Knowledge of Student

- SEN Statement
- Previous achievements
- Prior knowledge
- Social relationships
- Personal interests
- Other agency involvement
- Preferred learning styles



Assessment Methods

- Formative – observing, listening, discussing, questioning, evaluating, reading, reflecting, conferencing, self-assessment against defined criteria, marking
- Summative – Mark Scheme, SATs, teacher assessment, baseline assessment, SEN statements, Annual Reports, Termly Reports

Windlestone School

School

- Create community where emphasis is on respect, support, & high expectations
- Good standards of tidiness, decoration, furnishings & equipment
- Maintain a library of books and other resources to support learning
- Maintain audio-visual and ICT resources to support teaching & learning
- Maintain a resource, which enables students and staff work to be presented professionally e.g. photocopiers, binders, laminators etc.