Teaching and Learning Policy Reviewed September 2016

All policies at GSSC are written to reflect Statutory Requirements or National Guidance and updated in accordance with this. There are times when the Government or Local Authority provide updates to policies that are outside of the policy review schedules. In such instances, an appendix will be added to policies to reflect these updates until the Governing Board can ratify these amended policies. These appendices will supersede previously issued Statutory Requirements or National Guidance.

Policy Written by/date:	Signed/Date: Chair or Vice Chair	Policy due for review:
Tracy Phillips September 2016	*Jane Brand 3/10/16*	September 2017

This Policy is linked to the following School Policies and/or Procedures

Curriculum Policies	School Policies	School Business/Finance Policies
• Curriculum • SEN • English (incl Library) • Art • DT • Forest Schools • Humanities • Maths • P.E • PSHE • ICT/Computing • R.E • Collective Worship • Science • Sex and Relationship Education (SRE) • Careers • Post 16 (inc Consortium) • Communication • ASD • Music • School Council • Spiritual, Moral, Social and Cultural/British Values • Teaching and Learning • Conductive Education	• Child Protection and Safeguarding • Inclusion • SEN Report • Appraisal • Positive Intervention • Prospectus • Pupil Attendance • Anti—Bullying • Designated Teacher (LAC) • Exclusions Policy • Volunteers • Animal Visits • Educational Visits • Exams/Accreditation • Staff Dress Code • First Aid Health and Medications • Intimate Care • Manual Handling/Mobility • Initial Teacher Training • Planning, Preparation and Assessment • Continuing Professional Development • Teaching Assistants • Well-Being of Staff and Student • SEF • SDP • Bereavement • Management of Incident Involving Drugs • Use of Video and Photography • Acceptable Use • E-Safety • Non-Smoking Policy • Complaints • Assessment, Recording and Reporting • Parental Involvement • Student Participation • Home School Agreement • Healthy Eating • Transition • Pupil Premium	• Data Protection • Confidentiality • Pay Policy • Register of Business interests of HT and Governors • Accessibility Plan • Charging • Freedom of Information • Publication Scheme • Staff Grievance • School Companies • School Income • Lettings • Code of Conduct • Governor Allowances • Allegations of abuse against staff • Health and Safety • Retention of data • Recruitment and Selection Policy (Safer Recruitment) • Governing Board Succession Planning • Whistleblowers • Instrument of Government • Staff Discipline, Conduct and Grievance procedures • Equal Opportunity Policy • Equality Duty • Staffing Structure • Staff Attendance Planned • Staff Attendance Unplanned • Anti-Harassment • School Emergency Plan • Critical Incidents • Transport • Pool Safety and Procedures

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Teaching and Learning Policy

Introduction

This reviewed policy was written in September by the Deputy Headteacher in conjunction with the Curriculum Committee. It was approved and adopted by the Governors ……………. This policy was written with guidance to the National Curriculum Framework for Key Stages 1 to 4 https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4 It will be monitored and reviewed annually as part of the school's monitoring cycle or sooner if required.

Rationale
At GSSC we aim to enable all students to achieve their full potential in life, and in the community, through the application of relevant education programmes.

We recognise that teaching does not necessarily lead to learning and that other factors influence learning potential.

There are three main identified strands to learning:-

- by observing others – (role models)
- by first-hand experience (by active participation or experiences such as the sensory curriculum)
- by instruction and guidance – (direct teaching of skills and knowledge)

Our capacity to learn relates to factors including:-

- our individual capabilities
- our age and maturity
- our backgrounds
- our attitudes and confidence

The process of providing adequately for all individual learners needs to be:-

- informed by assessment
- based on clear learning objectives
- structured around different learning styles
- appropriately resourced
- include homework opportunities and parental I.E.P. support
- manageable

Through the curriculum we endeavour to encourage the following skills:
Observing, experimenting, recording, patterning and inferring, predicting, communicating, questioning, evaluating and applying what they have learned. We also aim to foster the following attitudes: confidence, self-respect, respect for others, care and compassion for all living things, curiosity and co-operation.

Curriculum Development

All our pupils and staff at GGSC are treated equally regardless of race, age, creed, gender religion or sexual orientation.

As part of Whole School Curriculum Development at GSSC, we are continuing to work collaboratively with other Special Schools to develop a 'skills based curriculum' for all of our pupils.

At Greenfields our curricula for Key Stages 3, 4 and 5 are intended to be broad, relevant and age appropriate in order to meet the individual needs of our students. We aim to develop communication, independence and social, moral, cultural and spiritual awareness of self in order to achieve full potential, through a differentiated and personalised curricula.

The quality of teaching and learning involves Teachers, Higher Level Teaching Assistants, Teaching Assistants, Governors, Therapists, Ancillary Staff, Parents and other professionals. (Ref: Parental Involvement Policy). Teaching and learning takes place in a variety of situations including our school, other schools and colleges, the community, work placements and home.

Entitlement, Access and Equal Opportunities
All our pupils have equal opportunities to access to a broad and balanced curriculum regardless of race, age, creed, gender or sexual orientation. The balance of the curriculum may, however, vary to respect their individual needs and priorities.

Aims and objectives
At GSSC, we aim to provide a rich and varied curriculum in all subjects that will challenge and channel pupils' natural curiosity, encouraging them to explore and make sense of the world in which they live. Our principal aim is to develop pupil's knowledge, skills and understanding across the curriculum.

Staff Development

All staff will be offered appropriate training to support the implementation of this statement, as identified in the School Improvement Plan and/or Personal Development Plans from Performance Management and Appraisals.

Implementation

We use a variety of processes to ensure that teaching is matched to the needs of the learners:-

- Students are grouped to suit differing needs but mainly by Key Stage but also by specific primary need – M.S.I./ Autism/ Communication needs
- The quality of teaching and learning is monitored by School Leadership Team by the monitoring of planning and classroom observations - as part of the school monitoring cycle, Performance Management and Appraisal procedures and by Subject Coordinators through classroom observations and monitoring of planning.
- A range of teaching and learning styles are employed to meet individual needs :-

TEACHING STYLES	LEARNING STYLES
Whole class	Independent

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Group	Collaborative
Individual	Co-operative
Ability groups	ICT assisted
Target grouping	Role play
Mixed ability	Cross-curricular
	Problem solving
	Enquiry based
	Sensory
	V.A.K.

Individual learning targets are set:-

- by Subject Teachers for curriculum areas
- by Literacy and Numeracy group teachers
- by Class teachers for cross curricular elements
- by SaLt for communication
- at Annual Reviews from EHC Plans and Statements of SEN
- by Subject Teachers through summative and formative assessment

Assessment is used to inform teaching and learning and is systematically built into the teaching processes to meet the needs of differing learners (see: Assessment, Recording, Planning and Reporting Policy)

Recording, Reporting and Assessment

Assessment is an integral part of the learning process and we use a variety of methods including

- National Curriculum Teacher Assessments
- 'P' Scale Teacher Assessments
- OCR/AQA Accreditation (as applicable)
- B² Assessment
- CASPA
- MAPP
- Classroom Monitor/2Build (from September 2016)
- Professional judgement

Recording and reporting methods used include:-

- Teacher files/planning
- TA Assessment (Post it Notes to inform planning)

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- Home/School communication books
- Homework (as appropriate)
- Individual Pupil Learning Journey Files
- 2Build
- Parents' Evenings
- Annual Review reports
- Subject Coordinators' Monitoring
- Lesson Observation

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