



Document C-71

TEACHING & LEARNING POLICY
for ARNFIELD INDEPENDENT SCHOOL

Document created by J Wager, Head Teacher,
And approved by P. Knowles,
Head of Education & Outdoor Education, in May 2019.

Next review due in May 2020.

1. The role of the teacher

- All teachers have a responsibility to uphold the Aims and Vision of the school as set out in the Curriculum Policy.
- Teachers are expected to know each students' level, expected progress and recent attainment.
- Differentiation should be appropriate to the task and provide the best opportunity for students to achieve targets with minimal support
- Lessons should always have the students' safety, engagement and progress in mind.
- Flexibility and an awareness of the context within which our school operates is paramount.
- Reporting of student progress and engagement should be frequent, concise and robust.
- Teachers may be required to liaise with relevant agencies to support student progress and create opportunities for learning (PEP, PPG, LAC reviews, EHCPs).
- Teachers are encouraged to share student successes, good classroom practice and new strategies with education and care staff when given the opportunity.
- Communication with other staff is crucial for good relationships with students and to ensure their success in education. Teaching staff are expected to attend morning handovers and do the necessary research to ensure they know the students' backgrounds, experiences and preferences in enough detail to provide a personalised education.

2. Teaching

a) Planning

Teachers should plan lessons:

- With clear learning objectives and outcomes that allow students to progress to the next stage of their knowledge, skills or understanding.
- That fit into the relevant assessment framework – whether this is an externally accredited course or the school's own frameworks.
- That allow students and staff to assess and highlight where progress has been made.
- That are differentiated to allow for students' age, ability, aspirations and learning styles.
- Which incorporate the school's Literacy and Numeracy Policies.
- That provide a breadth of opportunity and experience in order to maximize student engagement and enjoyment of lessons.
- That, when relevant, promote progress towards externally accredited courses.

b) Teaching craft

Teachers are expected to:

- Create a positive environment for learning through the use of consistent routines, rewards and consequences.
- Balance high expectations of students with a flexible and nurturing approach.
- Make the classroom a stimulating and pleasant environment through displays, organisation and by encouraging students to respect their resources and equipment.
- Use techniques to manage their tone, language and own behavior to avoid conflict, pre-empt issues and deescalate challenging behavior.
- Take responsibility for their own CPD and attend company training and any other course as appropriate.
- Consider the 'learning journey' of any lesson or task, and how this can be managed or adapted to suit the needs of different learners.

c) Assessment, Recording and Reporting¹

Teachers should:

- Assess pupils' work regularly according to the school's assessment policy and key progress indicators (English, Maths, attendance, Reading Age and SDQ score).
- Use assessment and formative data to inform their teaching and maximise student progress. This data should be communicated to all relevant parties, including students, carers, care staff, outside agencies and the Head of School.
- Be aware of the specific learning needs of their pupils, especially those with an EHC Plan, and report to the school SENCo or Head of School if they feel these needs have changed or are not being met.

3. Learning

Pupils should:

- Take pride in their work.
- Approach new experiences positively.
- Take responsibility for improving their own learning and developing independence.
- Feel confident to ask for help or suggest different approaches/topics.
- Participate in discussions about their learning aspirations and strategies.

. 4. Quality Assurance of Teaching and Learning

4a. Teachers and Teaching Assistants

Classroom teachers along with the School Leadership Team are collectively responsible for the progress of pupils in the school and for self-evaluating their own professional development. This will be reflected in Performance Management targets and CPD opportunities provided by the company.

This is achieved by:

- Reflecting on personal practice and training needs.
- Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally.
- Keeping up to date with education policy and professional developments.
- Participating in the development of the school's provision and sharing successful strategies and good practice.

¹ C-73: Assessment, recording and reporting

4b. School Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Development Plan. Quality assurance takes place through staff reviews, observations of teaching and learning in all areas and comparison of progress data to prior achievement and similar groups nationally.

4c. Reviewing Provision

The School Development Plan² informs the focus, regularity and form of quality assurance each year. The targets in the SDP are written and reviewed based on the following aims:

- To identify and share good practice.
- To evaluate the quality of provision in line with OFSTED criteria and set targets for improvement.
- To identify key areas for development in each area of education.
- To standardise monitoring procedures to ensure a consistent and supportive environment for staff and students that allows maximum opportunity for development and growth.

J Wager (Head Teacher)

P Knowles (Head of Education & Outdoor Education)

Arnfield Care Limited

² Arnfield Independent School Development Plan 2018-19