

# Inspire - Enable - Achieve



## The Vale Federation Teaching and Learning Policy

Revised May 2021

This policy was adopted on

May 2021

The policy is to be reviewed by

May 2022

## The Vale Federation of Special Schools

### Policy on Teaching and Learning

Teaching and learning is central to the work of The Vale Federation. Each learner has a unique learning style and motivation which is addressed in our teaching.

#### Principles

This policy is underpinned by the following principles. Teaching should be:

- **Well planned** – with a clear structure to all planning processes
- **Interactive** – involving pupils and young people in their learning
- **Motivating** – engendering enthusiasm for learning in the pupils and young people
- **Differentiated** – to meet the needs of individuals and groups of learners
- **Informed** – by prior attainment, what the students know, understand and can do, and in addition priorities identified on the School Development Plans and School Self Evaluation forms (SEF)

Teachers recognise that:

- Each learner is unique and has a preferred learning style
- Building and maintaining learner self-esteem optimises learning
- Learners make great progress in an environment rich in appropriate language and interaction
- Learning is effective in a safe and secure environment which includes consistent approaches towards the management of challenging behaviour, and opportunities to celebrate pupil achievement
- Long term learning is aided by appropriately structured peer learning opportunities
- Learning is more effective when there are a variety of short, structured tasks with opportunities for repetition built in over time
- Formative assessment is an essential part of teaching and learning

#### Planning

Planning for teaching should include:

- Clear teaching activities, which show progression
- Activity-related vocabulary and communication strategies as appropriate to individual needs
- Activities differentiated for individuals and groups of pupils and young people
- Assessment opportunities for individuals and groups of pupils and young people
- Key questions to develop learning as appropriate to individual needs
- Resources to support and reinforce learning
- Homework that reinforces/extends the child or young person's learning, as appropriate to their individual learning needs. This can be through sharing individual targets with parents which can be reinforced through activities at home i.e. practicing skills learnt in the home context or more specific individual activities related to lessons e.g. collecting objects to bring into school for a topic

Planning for learning should include:

- Clearly identified learning intentions
- Opportunities for co-operative working in pairs or groups where appropriate
- Opportunities for supported learning
- Opportunities for independent learning
- Making cross-curricular links
- Opportunities for pupils to ask questions and contribute to peer group discussion
- Opportunities to explore, investigate and research
- Opportunities for multi-sensory learning

### **Lesson Structure**

Curriculum frameworks, topic overviews and individual learning plans are used to show the breadth of coverage.

Short term (lesson) plans should show:

- An appropriate structure dependent on the needs of pupils
- The deployment of classroom staff and any appropriate adaptations to the learning environment
- Reference to Health and Safety issues and risk assessments where appropriate
- Planned opportunities for discussion in pairs and groups where appropriate
- A variety of activities that stimulate pupils' thinking and curiosity which will encourage participation
- A mix of strategies to motivate and encourage enthusiasm for learning, including a variety of activities, a range of teaching styles and the use of resources and artefacts
- Clear indication of recording/evidence required for assessment/accreditation as appropriate.

### **Differentiation**

Teachers should employ a variety of strategies for differentiation; these should include differentiating by:

- Resources – using a variety of media, communication aids, ICT and specialist areas
- Response – using clear objectives, relevant strategies and explicit assessment criteria
- Support – using equipment, classroom staff and other pupils and young people effectively
- Task – using a variety of activities matched to pupils' abilities and levels of development

### **The Use of Assessment**

- Assessment is an integral part of the every day work of teachers within the Vale Federation. Please see the Assessment, Recording and Reporting Policy.

### **Monitoring & Evaluation**

Teaching and learning is monitored by members of the Senior Leadership Team and subject leaders.