

## Ravenswood School

### Teaching and Learning Policy

Pupils at Ravenswood School deserve high quality teaching which promotes learning, progress and enjoyment for all pupils in all curricular areas.

#### **Our expectations of securely good teaching with much that is outstanding.**

The model below shows clearly our expectations around using formal and informal assessment to plan and teach every child, and then to assess, record and report on their progress.

Formative Assessment - feedback in lessons and through marking means pupils	REVIEW – previous learning, check understanding/misconceptions
	TEACH – through modelling the new content; knowledge or skills and using <b>agreed teaching strategies</b>
	PRACTISE – pupils are learning, having a go and with feedback improving their knowledge, skills and understanding
	APPLY - checking pupils can use their knowledge and skills in other contexts, developing their knowledge and enable them to tackle unfamiliar challenges.
	SUMMATIVE ASSESSMENT, RECORDING and REPORTING - includes guidance for parents on how to support their child to improve.

#### **All staff and pupils have consistently high expectations**

- Pupil’s are challenged and supported to have high ambitions.
- Every pupil makes at least good progress over time.
- Staff are taking risks in their teaching and making sure that all pupils feel safe to try new challenges.
- Pupils know their targets.
- In each lesson pupils make progress towards their learning outcomes (WILF) and lessons are re-shaped to secure that pupils achieve well over time.
- Pupils demonstrate they are interested and show high level of commitment to learning, and show pride in their work.
- Adults are quick to challenge stereotypes and use of derogatory language in lessons.

#### **Lesson planning aims to deepen pupils’ knowledge and understanding**

- Planning enables all pupils to learn exceptionally well across the curriculum.
- A hard copy of teacher’s planning must be available in the classroom for other adults to access.
- Teachers plan lessons well, maximizing use of lesson time and coordinating resources well.
- Subject content is introduced progressively.

#### **Questioning informs assessment and leads to re-shaping of tasks**

- Adult to check pupils understanding systematically and effectively, offering clearly directed and timely support.
- Questioning is well-targeted for individual pupils or groups and they are confident to answer, their responses shape and reshape the teaching.
- Teachers provide incisive feedback about what pupils can do to improve.

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- Pupil's responses are listened to carefully and they are given opportunity to extend and explain their ideas.
- Pupils are confident to question adults and their peers.

#### Teaching strategies to be applied across the curriculum

- ASD friendly learning environment, with resources stored safely and well-organised for pupils to find.
- Visual timetables
- Review prior learning.
- WALT and WILF that are in child accessible language.
- Tasks are modelled to pupils, so they know what success looks like.
- Review Teach Practise Apply.
- Pupils have time to practice and succeed in tasks before they apply learning.
- Literacy policy
  - Overview of the programme for phonics and early spelling
  - Guided Reading
  - Spelling homework
  - Teaching of spelling, punctuation and grammar
  - Interesting sentences
  - Handwriting
  - Purpose Audience and Format of writing
- Maths policy
  - Calculation Procedures
  - RUCSAC
- Communication Strategies
  - Child/student led play
  - TACPAC – sensory integration
  - Picture Exchange System (PECs)
  - Makaton
- Personal Social Development
  - Improving Feeding
- Assessment, Recording and Reporting
  - My Learning Targets
  - TEACCH
  - End of Year Reporting
  - Annual Reviews of Statements of SEN/ or
  - Annual Review of Education Health Care Plan (EHC Plan)
- Assessment Framework
  - English
  - Maths
  - Computing

#### There is good use of resources

- Adults are directed to provide well targeted support and intervention matched closely to pupils needs in and out of lessons.

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- Interactive resources enable pupils to engage with and enjoy learning.
- Working walls used to enable pupils to engage with and enjoy learning.
- Resources are age appropriate and are of a high quality.
- Start and finish lessons on time.

#### **Behaviour management is effective**

- All adults and pupils follow the behaviour management policy at all times throughout the school day.

#### **Homework is purposeful**

- Teacher sets challenging homework that closely matches age and stage of pupils'.
- Spelling Homework.
- Parents are given guidance on how to help their child complete homework

#### **Assessment and Feedback**

- Consistently high quality questioning in lessons, checking pupils understanding and adjusting teaching to ensure they succeed.
- Consistently high quality marking including next steps ensures that pupils make significant and sustained gains in learning.
- Pupils know what they do well and what they need to do to improve.

#### **Subject knowledge is good**

- Adults enthusiastic and motivate learners.
- Teachers are knowledgeable and share this authoritatively.
- Links are made across the curriculum.
- There is clear planning of sequences of lessons which build on pupils prior learning.
- Technical and subject specific language is used with confidence by staff and pupils.
- Adults are clear about their role and knowledgeable about the pupils they support.

#### **Monitoring and Evaluation**

The Headteacher, with Senior leaders has a duty to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. Evaluation of standards of teaching and learning are informed by:

- Talking with pupils about their learning
- Analysis of progress of individual and cohorts of pupils
- Scrutiny of pupils' work
- Learning Walks by Senior Leadership Team
- Lesson observations as part of Performance management
- Peer observation of lessons
- Checking that planning follows schemes of work which are planned to ensure pupils make a good progress in a broad and balanced curriculum
- Moderation of teachers' assessment
- Talking with parents about their child's progress.

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Reports on standards of teaching and learning are shared with teachers, classroom support staff and governors. They identify what works well and what needs to improve. Teachers are given appropriate time and support to make any required improvements.

#### Policies linking with this policy

Behaviour Management Policy  
 Anti-Bullying Policy  
 Curriculum Policy  
 Early Years Foundation Stage Policy  
 Educational Visits Policy  
 p-16 study programmes.

#### History of document

Issue number	Author/owner	Date reviewed	Approved by Governors on	Comments
1	School	September 10	10/2012	
2	School	September 13	10/10/2013	Amendments clarify adults cannot eat snacks/sweets in teaching time.
3	School	September 2014	09/10/2014	
4	School	September 2015	07/10/15	
5	School	September 2016	04/10/16	
6	School	September 2107	04/10/17	
7	School	September 2018	10/10/18	

#### References :

Ofsted Inspection Handbook August 2016

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#### Appendix 1

#### Teaching Strategies for Children at Ravenswood School

##### Aspergers

- Task/job lists – pupils know what to do next
- Clear and specific instructions – avoid ambiguity
- Reminders of correct behaviour in different situations
- Using appropriate humour to engage
- Support social skills
- Support through obsessions and anxieties
- Be aware of literal interpretation of language
- Control sensory stimuli – avoid over-stimulation

##### ASD minimal verbal skills

- PECs
- TEACCH activities, workstations
- Visual symbols/timetables
- Signing support – key words
- Consistency across settings
- Support through obsessions and anxieties
- Develop creative play, thinking
- Develop social skills
- Environment controlled in terms of visual and auditory background
- Implement SALT programmes – use of VOCAs
- Motivators as rewards first .....then.....
- CHPs
- Sensory outlets – time to stim

##### ASD – with verbal skills

- Social stories
- Reward charts
- Quiet voice, minimal language especially when anxious
- Visual prompts – especially when anxious
- Tick lists of jobs/tasks
- Small groups/paired work
- CHPs
- Structure
- Teach social skills – coping strategies
- Quiet, safe place
- Time to listen to him
- Consistency across settings
- Supporting through obsessions

##### SEMH

- Seating plan – knowing where they should be
- Responsibilities – coaching others
- Consistency -
- Use language which shows respect for them
- Clear boundaries
- Diffuse situations, ignore the small issues
- Don't highlight their challenges – address quietly
- Support through managing own behaviours
- Time out – and developing self-management.
- Behaviour Charts
- Distract to diffuse and engage
- Be alert to early triggers
- Building self-esteem - they can manage.
- Give choices – and teach them to know consequences of choices.

##### SLD

- Simple language – sign key words
- Visual timetables/symbols
- Routines and structures
- Structured teaching of social skills, turn-taking, repeating what others say, sharing another's news
- Teach small steps – Task Analysis – break it down and teach the points not achieved
- Backward and forward chaining
- Over-learning of skills – to make them a habit
- Direct teaching of skills to transfer into a new context

##### MLD

- Opportunities to transfer skills
- Clear responses to behaviour issues.
- Carefully planned paired/group work – who works with who
- Challenge to keep them motivated
- Social development through coaching and buddying others

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#### PD

- Access to building - doors, corridors, clutter free
- Access to rooms – well organised rooms
- Height adjustable furniture
- Seating – posture supports, chairs
- Fine-motor equipment – pencil grips, scissors
- Follow Physio / OT programmes
- Access to ICT – keyboards, icons, mouse, switch control
- Time to stretch
- Time to move around classroom/site
- Risk assess all activities
- Adapt activities so that can engage
- Positive images of others with disabilities

#### Speech Language Communication Needs

- Make a safe environment to communicate
- Cue/signal that it is their turn
- Time to process and respond – maintain interest in them
- Time to practice SALT programmes
- Apply SALT targets in context of all lessons
- Support communication development – gestures, signing, symbols, Voice Operated Communication Aids
- Plan to teach key language across curriculum
- Consistency between settings is important – same words, signs, symbols at school and home.

#### Specific Learning Difficulties

- Know the specific difficulties to ensure strategies meet needs
- Reading difficulties - short, positive, intensive sessions, follow very structured programmes
- Opportunities for over-learning
- Writing difficulties – use stencils, writing in air, sand, sandpaper letters

#### Visual Impairment

- Position student so they can see and hear you
- Good lighting, glare free
- Clutter free rooms and leave them consistent – everything in its place
- Follow advice of VI advisory teacher – resource
- Paper with guidelines
- Personal copy of information presented on board
- High quality presentation of texts, pictures, photos and worksheets – highlight key areas
- Background colours, coloured overlays – as advised
- Clear appropriate texts – font sizes -
- Modifications for exams
- Modify ICT access – keyboards,
- Change activities/rest breaks to avoid eye-strain
- Mobility programmes – allow time to practice
- Risk assess all physical activities and those using equipment

#### Hearing Impairment

- Speak clearly not loudly
- Position yourself so they can see your face
- Visual cues, (signing) to support language
- Follow advice from HI advisory teacher
- Background noises to be kept minimum
- Cue/signal attention before directing or instructing
- Don't assume they understand because they nod
- Clear simple instructions
- Develop awareness of deaf community/cultures
- Risk assessments – fire alarms, traffic
- Acoustic environment – minimise reverberation