



Teaching and Learning Policy

Reviewed June 2022

Ratified by Governors Summer 2022

Due for Review Summer 2024

Introduction

Middleton School is a primary provision for Children aged 4 -11 years with learning difficulties, and speech language and communication difficulties.

The school's mission is to ensure that children feel safe and happy. At Middleton School we believe that our role in educating children goes beyond the limits of the National Curriculum and encompasses a whole range of skills, knowledge and understanding which will support the children in becoming independent members of society, able to make informed choices about the important things in their lives. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. The concept of positive self esteem is at the core of all teaching and learning opportunities. We believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day.

Aims and Values of Middleton School

Middleton School Will provide:

- ✚ A safe, happy, fun and secure environment in which children learn through their own experiences and develop their individual interests and strengths;
- ✚ A supportive partnership with parents/carers which encourages positive involvement in all aspects of their child's development and effective management of their child's particular special needs;
- ✚ A full and balanced curriculum appropriate for every child's needs enabling each individual to develop their potential;
- ✚ An environment in which each child feels confident enough to take risks and recognise that making mistakes is implicit in the learning process.

Will develop in children:

- ✚ Independence, self-confidence, self-esteem and lively, imaginative and enquiring minds;
- ✚ Understanding, tolerance, respect and empathy for social, moral, spiritual and cultural diversity;
- ✚ Self awareness, social skills, a set of moral values, internal discipline, the ability to know what is right and what is wrong and the understanding that rules and laws protect us and keep us safe;
- ✚ The capacity to work, play and socialise to enable each individual to become good citizens, take their place in society in an informed, positive and active way and contribute positively to the lives of those working in the locality of the school and to society more widely.
- ✚ Questioning, thinking and problem solving skills;
- ✚ The necessary life skills, understanding and knowledge for each key stage within school which will be relevant to transitions, adult life, employment and the wider world.

Will encourage:

- ✚ Each child to be independent, confident and able to apply themselves appropriately to tasks and physical activities;
- ✚ Positive relationships between parents/carers and staff, parents/carers and their children.
- ✚ Respect for democracy and for public institutions and services

Key Principles

Teaching and learning at Middleton School is 'child-centred' meaning that each element of whole school and classroom practice is designed with an understanding of how each of our children learn as individuals at its heart. In order to ensure that all children are able to access the broad, balanced and relevant curriculum the additional difficulties of children will need to be taken into account, this will include considering: the learning environment, planning, teaching and learning approaches.

At Middleton School we believe children learn best when:

- ✚ learning activities are well planned, tailored to meet individual needs, build on existing skills, and ensure progress in the short, medium and long term
- ✚ we use an eclectic range of teaching and learning approaches that are varied to; enthuse, engage and motivate children to learn and foster curiosity and enthusiasm for learning
- ✚ assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at individual levels of attainment
- ✚ the learning environment is ordered, the atmosphere is purposeful and children feel safe and **indeed** are safe
- ✚ there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed
- ✚ professionals work together as a multi-disciplinary team to further support children's individual needs.

Key Principle (i)

Children learn best when learning activities are well planned and tailored to meet the need of individual whilst ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✚ Effective exposition and focussed learning activities with clear objectives and outcomes
- ✚ Clear differentiation and the implementation of a range of approaches
- ✚ A clear understanding by the children of the expectations and purpose of activities in which they engage
- ✚ Progress in the children's learning and development in their learning behaviours, social interactions, independence and communication skills
- ✚ A flexible class structure in each department that allows for learning groups organised on the basis of need and level of attainment where appropriate.

Key Principle (ii)

Children learn best when we use an eclectic range of teaching and learning approaches that are varied to; enthuse, engage and motivate children to learn and foster curiosity and enthusiasm for learning

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✚ Creative teaching and creative learning opportunities
- ✚ Children following individualised timetables
- ✚ The learning environment being organised in to different areas to meet the needs of individuals (group areas, leisure areas, sensory areas, quiet areas)
- ✚ The use of a range of teaching approaches and interventions
- ✚ The use of a range of strategies and approaches to gain and maintain children's attention
- ✚ Teaching that takes account of the need for appropriate scaffolding of tasks, making learning accessible and motivating for children. This includes the use of learning-activities that enthuse children so that they persevere when faced with difficult problems and are keen to succeed and to learn more

- ✚ A pace of learning that is differentiated and optimised for progress and high quality outcomes
- ✚ Opportunities for learning independently, in small groups and on a 1:1 basis
- ✚ Opportunities for children to be supported to work alongside and collaboratively with peers
- ✚ Children enjoying their learning and being motivated to achieve and engage in adult directed tasks for extended periods.

Key Principle (iii)

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✚ Children being supported to reflect on their learning and enjoyment in lessons
- ✚ Frequent, detailed and accurate feedback from teachers, both oral, visual and written, to improve their learning
- ✚ Children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- ✚ Children receiving targeted support at the time and level it is required to optimise their learning
- ✚ Children supporting one another
- ✚ Where appropriate, independent learning, where children use previously taught skills to direct their own learning activity.
- ✚ Children have the opportunity to revisit key themes and bodies of knowledge to enable both mastering skills and the embedding into long term memory".
- ✚ Children making progress in their learning and attainment, as demonstrated in termly and annual data collection.

Key Principle (iv)

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe and are safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✚ An atmosphere of mutual respect between adults and children
- ✚ Staff working collaboratively as a team to ensure consistency of approaches
- ✚ Calm and well-ordered teaching environments
- ✚ Children who feel secure to communicate and act freely, enjoying freedom from bullying related to special educational needs, gender, race and religion [or additional diversities](#)
- ✚ A nurturing environment where all children feeling valued and secure, supporting self esteem
- ✚ Children taking risks in their learning, and learning from their mistakes
- ✚ Children engaged and gaining enjoyment from learning activities
- ✚ Children's learning outcomes displayed appropriately around the classroom and the school for others to appreciate and admire
- ✚ Organisation of classroom routines and resources that take in to account the needs of individuals
- ✚ Classroom resources that are accessible and labelled visually to optimise learning opportunities.

Key Principle (v)

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✚ Parents and carers being informed of their child's school experiences on a regular basis through home/school books
- ✚ Parents and carers being regularly informed about what is going on in school via the newsletter.
- ✚ Information being shared with parents and carers at the start of each term which outlines the topics that the children will be studying in school
- ✚ Parents and carers being fully informed about their child's progress through parents' evenings and annual reports;
- ✚ Parents and carers being helped to support Children in the home;
- ✚ All information given by families being kept in confidence ;
- ✚ Parents and carers being supported with behaviour management in the home;
- ✚ Parents and carers being asked their views on the performance of the school.

Key Principle (vi)

Professionals work together as a multi-disciplinary team to further support children's individual needs

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✚ Multi-agency teams working collaboratively with school staff to ensure consistency of approaches
- ✚ Clear and effective lines of communication
- ✚ Researched approaches/interventions evident across school
- ✚ Individual education targets being incorporated in to learning
- ✚ Advice from professionals disseminated and available to relevant staff
- ✚ ✚ Staff trained in specific approaches/interventions
- ✚ ✚ Peer collaboration, role modelling and mentoring
- ✚ ✚ Monitoring and evaluation procedures carried out by members of the SLT to inform future development.

PROCEDURES FOR MONITORING AND EVALUATION

Governors determine, support, monitor and review the school's policy on teaching and learning. In particular they:

- ✚ Support the use of appropriate teaching strategies by allocating resources effectively;
- ✚ Ensure that the school buildings and premises are effective in supporting successful teaching and learning;
- ✚ Monitor teaching strategies in the light of health and safety regulations
- ✚ Monitor how effective teaching and learning strategies are in terms of raising Child attainment
- ✚ Ensure that staff development and performance management policies promote good quality teaching;
- ✚ Monitor the effectiveness of the teaching and learning policy through the school self-review processes. These include the Headteacher's reports to governors, the SEF and the work of the resources and school improvement committees.
- ✚ Take appropriate actions as necessary to ensure high quality learning for the pupils of the school.

DISSEMINATION OF THE POLICY

The policy will be given to all members of staff and is posted on the school website.

It will form part of an Induction Pack for new members of staff.

This policy is reviewed by the Governing Body every two years, or earlier if appropriate.