

Teaching & Learning Policy 2020



Contents

Introduction:.....	3
Objectives:.....	3
Effective Teaching & Learning:	3
Learning Processes:	5
Evaluating the Quality of Learning & Teaching in Lessons:	5

Introduction:

Learning and Teaching is the business of the whole school.

At Peak Education we recognise that some of our students may have disengaged from learning and achievement in their previous schools. We aim to re-engage them in the learning process and continually strive to meet the needs of all in our care.

This teaching and learning policy underpin the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of our fundamental principles.

Objectives:

At Peak Education we undertake to:

- Raise the levels of attainment for all students, enabling them to enjoy their learning and achieve their personal best.
- Develop confident, disciplined and enquiring learners, who are able to make informed choices, achieve economic well-being, and make a positive contribution to the school and wider community.
- Foster self-esteem and personal responsibilities linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Provide a safe and happy work place.
- Enhance and extend the curriculum through involvement of the wider community.

Effective Teaching & Learning:

The experienced and effective team of teaching and support staff ensure that learning is the clear focus of all lessons. At times individual students experience difficulty in participating in or remaining in lessons. When this occurs, staff work to keep the focus on learning, minimising any disruption and ensuring that other students can continue their activities successfully.

In effective lessons STUDENT:

- Are clear about the purpose and expectations of the lesson;
- Understand the context and have sufficient skills, knowledge and understanding to access the learning;
- Can successfully carry out activities, including appropriate use of available resources, whilst being challenged to move to the next level;
- Acquire and improve skills, knowledge and understanding across a range of subjects;
- Can listen and contribute appropriately and feel confident in responding to questions and seeking help;
- Work independently and with support. Collaborative working is actively promoted with students being taught how to work with a partner or in a small group;
- Are motivated to engage in activities for most of the time avoiding disrupting the learning of others;
- Understand what they have done well and what they need to do to improve.

Effective learning is achieved through all staff ensuring that:

- Lessons are well planned, building on and extending a student's prior achievements and with sufficient teacher subject knowledge;
- Activities relate to and extend a student's experiences and knowledge and understanding of the world;
- Expectations of lesson outcomes are ambitious with structured activities which enables high achievement;
- Students are given opportunities to acquire skills, knowledge and understanding, (including literacy, numeracy and IT basic skills), in a variety of relevant contexts;
- The learning needs of all student are met, including those identified in EHCPs, and plans are adapted to respond fully to needs as they arise and reengage any disaffected student;
- Lesson objectives are expressed in terms of learning outcomes and clearly communicated at the start and reviewed at relevant parts of the lesson;
- Opportunities are provided to practice and improve skills whilst applying knowledge and understanding in a range of contexts, including reinforcement by homework activities if appropriate;
- Resources, including the use of ICT, are appropriate for the age and level of the student, well prepared and support learning outcomes;
- Students are encouraged to contribute, are listened to and receive appropriate responses;
- There are opportunities to work individually and collaboratively with "risk taking" encouraged;
- Questioning is used to encourage discussion, challenge ideas and develop independent thinking;
- Expectations for effort, behaviour and presentation are clear with praise for success and prompt action to address shortcomings;
- Support staff are an integral part of the teaching team providing support for learning, (including 1-1 mentoring), building good relationships and reinforcing good learning behaviours;
- There is an appropriate pace and the learning focus is maintained throughout the session;
- Student's successes are celebrated at every opportunity. Strategies include verbal and written praise by all involved, work displays, performance and sharing events, reward systems and sharing good news throughout the school. Parental involvement in celebrating success is fostered through conversations when picking up or dropping off the student, and in telephone calls and letters home.

Teaching Strategies:

In order to ensure equality of access and effective matching of tasks to needs, our staff strive to employ a variety of strategies:

- Demonstrating high expectations.
- Discussion and extended questioning (open and closed, as appropriate).
- Previewing and reviewing work.
- Listening.
- Modelling – shared – independent learning.
- Mind mapping – sharing ideas.
- Providing opportunities for reflection by student.
- Providing opportunities for repetition / reinforcement / building on prior knowledge.
- Providing encouragement, positive reinforcement and praise.
- Making judgements and responding to individual needs.

- Scaffolding Learning - intervening, as appropriate, in the learning process in order to encourage development.
- Using specific praise in order to build on success and raise self-esteem.
- Using a range of positive and appropriate communication strategies verbal, non-verbal and body language.
- Paying attention to the needs of visual, auditory and kinaesthetic learners, learning through a variety of extensive pedagogy.
- Use assessment for learning to facilitate rapid progress.

Learning Processes:

We recognise that our student enters Peak Education at different stages of development and facing a variety of challenges. They learn in different ways, at different rates of progress and have a range of leaning needs. In the course of learning, student develop their skills through a variety of processes.

These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Adventurous outdoor activities
- Retrieving information
- Imagining
- Problem solving
- Risk taking
- Making choices and decision-making
- Assessment for learning

We see 'assessment for learning' as an effective way forward in helping our student decide where they are in their learning, where they need to go, and how best to get there, thus developing independent and effective learning.

Evaluating the Quality of Learning & Teaching in Lessons:

Each staff member with responsibility for teaching is observed once every term. Lesson observations and learning walks focus on the impact the lesson is having on the progress student are making. An observation will result in an action plan being produced for the staff member which is monitored by their manager through the supervision process. The starting point of the next observation will be verifying the action plan has been adhered to. In addition, managers conduct regular learning walks to verify how the staff member's performance was during their observation.