



Hazelbeck School

Teaching and Learning Policy

Last update October 2017

Review of this Policy

This policy will be reviewed bi-annually or sooner if legislative changes or good practice guidance dictate.

At Hazelbeck School our work is motivated by a common purpose driven by our strategic vision: to ensure that all pupils are enabled to learn as well as they possibly can. Our core value is 'Enjoy – learn – succeed' and we aim to inspire and excite each Hazelbeck learner to have a thirst for learning so that they can strive to make outstanding progress and succeed.

The staff believe that:

- For every pupil: learning is discovering their world.
- Teaching is enabling the pupils to learn and experience relevant skills and knowledge to use in their lives, as functional skills.
- Pupils make progress in their academic, life and social skills

This is achieved when:

- Pupils' primary needs are met and they are engaged and interested in the lesson.
- All staff lead learning- they know and understand the needs of the pupils and follow the schools' systems and procedures.
- Teachers and leaders of learning are fully prepared, know the curriculum, know the pupils and are interested in and excited by the learning.

And when the following are in place:

- Thorough preparation
- Excellent differentiation
- A repertoire of teaching styles are in use
- Knowledge of each pupil as a learner
- Excellent communication and listening between staff, staff and pupils and pupils themselves
- Good relationships in the classroom
- Sound subject knowledge
- Excellent records of progress over time are kept

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- Reflection on practice
- Self-evaluation of teaching
- Excellent classroom management and organisation

Effective teaching is enabling the pupils to learn and achieve (more than they thought they could)

An effective learning environment is one that is well organised and can be adapted to accommodate the needs of the pupils.

We know that at Hazelbeck School: **Good learning happens when it is interesting, enjoyable, fun, achievable and the learners feel at their best.**

Planning for learning:

Planning for learning should build on prior attainment and be informed by data, the staff knowledge of the pupils' preferred learning styles.

Planning should make clear the direction in which the teacher is going to take the pupils' learning.

Planning lessons for groups should include:

- Learning objectives that make clear what the pupils will know, understand or be able to do at the end of the lesson and how they will show this.
- Any cross-curricular links
- The sequence of the lesson.
- Clear roles for the staff team throughout the lesson.
- How progress will be assessed and what evidence will be gathered.
- Resources required
- Relevant AST or iASEND target(s) and, if applicable, be guided by the behaviour support plan.

Assessment:

Assessment for learning:

- Building on prior learning
- Questioning
- Annotation on written work
- Progress over time files
- Observations
- Opportunities to test learning in the course of lessons

Assessment of learning:

Results of summative assessments (in the form of iASEND) will be used to inform planning the next steps.

Stretching targets will be set for all pupils.

Recording and Reporting:

Day to day:

- Records and marking of progress towards objectives for each pupil including next steps (**see marking policy**)
- Evaluations of lessons
- Annotated samples of work
- Photographs and video material
- Records of incidental learning

Class records: individual pupils' evidence files containing:

- Formal assessments made in line with the assessment cycle.

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Reporting:

- Annual review/EHCP
- Progress reports
- Parent consultation meetings