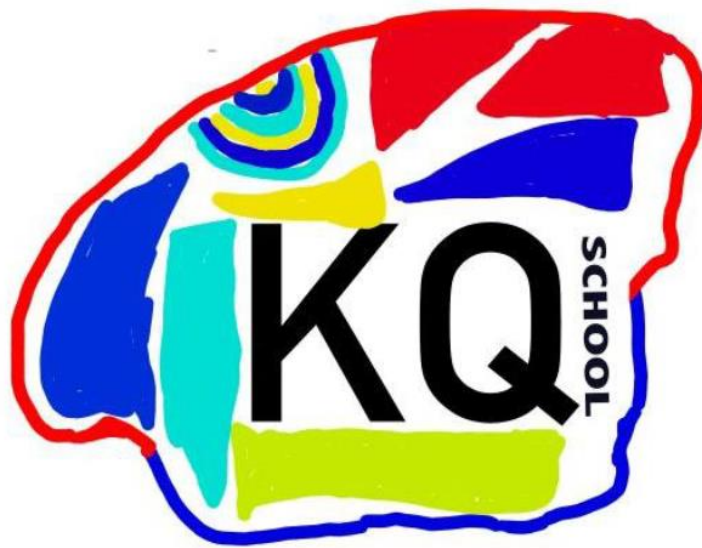


Teaching and learning policy



Approved by: LGB

Date: 23.02.22

Last reviewed on:
23.02.22

Next review due by: Feb
2023

Contents

1. Aims.....	2
2. Our guiding principles.....	2
3. Roles and responsibilities.....	3
4. Planning.....	4
5. Learning environment.....	5
6. Differentiation.....	5
7. Assessment, recording and reporting.....	5
8. Monitoring and evaluation.....	5
9. Review.....	5
10. Links with other policies.....	5

1. Aims

This policy aims to:

- › Explain how we'll create an environment at our school where pupils learn best and love to do so
- › Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- › Promote high expectations and raising standards of achievement for all pupils in our school
- › Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

All pupils at Kensington Queensmill have a diagnosis of autism and/or specific learning difference and everything we do in the school takes account of these needs. All staff receive comprehensive training in the needs of our pupils and understand how and why they access and experience the world they do. Additionally, all teams take note of how each pupil responds to their diagnosis so that we can take a personalised approach that will lead to the highest possible learning outcomes. We know that each of our children feel a great deal of stress, and we recognise that order for them to learn we need to bring them to a calm-alert state in which they are able to learn. We are led in this area of work by our Occupational Therapists (OTs) who train and support the whole staff team in Sensory Integration Approaches (SIAs).

Pupils learn best at our school when they:

- › Have their basic physical needs met
- › Feel secure, safe and valued
- › Feel a sense of belonging to the group
- › Are engaged and motivated
- › Can see the relevance of what they are doing
- › Know what outcome is intended
- › Can link what they are doing to other experiences
- › Understand the task
- › Have the physical space and the tools needed
- › Have access to the necessary materials
- › Are guided, taught or helped in appropriate ways at appropriate times

- › Can practise what they are learning
- › Can apply the learning in both familiar and new contexts
- › Can persevere when learning is hard
- › Can manage their emotions if things are not going well
- › Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- › Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- › Actively engage parents/carers in their child's learning via daily communication in the home school book, weekly phone calls (where needed), Personal Learning Plans, annual reviews of Educational Health Care Plans and regular meetings with parents and families, including clearly communicating the purpose of home learning
- › Meet the expectations set out in the Assessment, Behaviour & Physical Intervention and Code of Conduct policies.

3.2 Support staff

Support staff at our school will:

- › Know pupils well and differentiate support to meet their individual learning needs
- › Support teaching and learning with flexibility and resourcefulness
- › Engage in providing inspiring lessons and learning opportunities
- › Feedback observations of pupils to teachers
- › Identify and use resources to support learning
- › Have high expectations and celebrate achievement
- › Demonstrate and model themselves as learners
- › Meet the expectations set out in the Behaviour & Physical Intervention and Code of Conduct policies.

3.3 Phase leaders

Phase leaders at our school will:

- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Sequence lessons in a way that allows pupils to make good progress from their starting points
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Drive improvement in their subject/phase, working with teachers to identify any challenges
- › Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- › Improve on weaknesses identified in their monitoring activities
- › Create and share clear intentions for their phase

- › Encourage teachers to share ideas, resources and good practice
- › Meet the expectations set out in the Assessment, Behaviour & Physical Intervention and Code of Conduct policies.

3.4 Senior leaders

Senior leaders at our school will:

- › Have a clear and ambitious vision for providing high-quality, inclusive education to all
- › Celebrate achievement and have high expectations for everyone
- › Hold staff and pupils to account for their teaching and learning
- › Plan and evaluate strategies to secure high-quality teaching and learning across the school
- › Manage resources to support high-quality teaching and learning
- › Provide support and guidance to other staff through coaching and mentoring
- › Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- › Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- › Address underachievement and intervene promptly
- › Meet the expectations set out in the Assessment, Behaviour & Physical Intervention and Code of Conduct policies.

3.5 Parents and carers

Parents and carers of pupils at our school will:

- › Value learning
- › Encourage their child as a learner
- › Support good attendance
- › Participate in discussions about their child's progress and attainment
- › Communicate with the school to share information promptly
- › Support and give importance to home learning

3.6 Governors

Governors at our school will:

- › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- › Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- › Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- › Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Lessons will be planned well to ensure good short-, medium- and long-term progress.

All planning will take into account the unique profile and skills of the school's pupils and understand that due to their diagnosis their progress will unlikely be linear or ordinal. Instead planning will highlight potential progression points or 'next steps' for pupils whilst understanding that at any given progression point pupils may transition to a new area of learning which provides the most functional and relevant outcome and improves lived experience.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in consistently across the entirety of the school environment.

These spaces will be kept safe, clean and ready for pupils to use them.

Kensington Queensmill is a purpose-built environment designed to account for the specific needs and diagnosis of our pupils. The school environment has accommodations to reduce noise and sensory stimuli. This allows all learners to attend to learning in a calm-alert state and focus on utilising joint attention skills to attend to learning and make progress.

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- › Pupils with special educational needs and disabilities (SEND)
- › Pupils with English as an additional language (EAL)
- › Disadvantaged pupils

7. Assessment, recording and reporting

The School's assessment policy outlines approaches to assessment, recording and reporting.

8. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- › Conducting learning walks
- › Formal lesson observations
- › SCERTS (social communication, emotional regulation, transactional supports) coaching frameworks
- › Coaching using the Teacher Standards
- › Annual pupil progress meetings
- › Gathering input from the school council
- › Regular meetings and conversations with parents and families

9. Review

This policy will be reviewed every two years by the Head of School and the Chair of Governors. At every review, the policy will be shared with the full governing board.

10. Links with other policies

This policy links with the following policies and procedures:

- › Behaviour & Physical Intervention policy

- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Assessment policy
- Equality information and objectives