



LVS Oxford



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LVS Oxford

Teaching and Learning Policy

Responsibility: Head of School

Reviewed: September 2020
Next Review due: September 2021

Reviewed by: Deputy Head

File location:

This policy is available:

- On the website - <http://www.lvs-oxford.org.uk/policies/10632.html>
- On request from enquiries@lvs-oxford.org.uk

Introduction

Every learner will receive an excellent education all through their time at LVS Oxford regardless of their circumstances, age, background or ability. At LVS Oxford, we believe we can make a difference. Our aim is for all our students to become healthy, empowered adults, who participate in and contribute to society.

LVS Oxford enables all young people to become;

- Successful learners, who enjoy learning, make progress and achieve. We want to ensure all our students are creative, can communicate well, as well as being able to learn independently and with others.
- Confident individuals, who are able to live safe, healthy and fulfilling lives, all our pupils are encouraged to form good relationships with others, have a sense of self-worth and identify their own needs, as well as making healthy lifestyle choices.
- Responsible citizens, who make a positive contribution to modern British society. We strive to prepare all pupils for life after LVS Oxford, playing a supportive role in helping the young people make decisions about their future.

At LVS Oxford, every learner has an entitlement to benefit from teaching of the highest quality. This policy sets out the criteria that will be the expected standard for all our teaching. Teachers will be given professional responsibility to ensure that their teaching meets this standard. The Senior Leadership Team and other key members of staff, will monitor, evaluate and review teaching and learning to ensure that this high standard is met.

AIM

To foster a love of learning that results in rapid progress and high aspirations for the future.

OBJECTIVES

1. To ensure that all learners benefit from teaching and learning that is at least good or better to ensure that progress is at least good or better.
2. To provide a basis for monitoring, evaluating, and reviewing teaching and learning.
3. To ensure that all teachers are given feedback on their strengths and areas for development within their teaching and, where necessary, set targets for improvement.
4. To improve the quality of teaching and learning to improve progress and raise standards.
5. To provide opportunities for teachers to collaborate and develop cohesive approaches across the school.
6. To instil the school values, through teaching and learning in all areas of the school.

Roles and responsibilities of staff

Teachers and HLTAs

1. Are accountable for student attainment, progress and outcomes.
2. All lessons must be planned with the level of the learners being the foremost consideration. Clear differentiation and planning to meet the needs of the individual, using a variety of appropriate teaching methodology, that enable effective learning, must be evident.
3. Lesson must be engaging and stimulating, meeting the interest of the students, providing inspiration and fostering a love of learning and intellectual curiosity.
4. Lessons must use creative teaching techniques and make use of the grounds and local community, where feasible.
5. Lessons must encourage students to take a responsible and a conscientious attitude towards their work and studies.
6. Schemes of work – long term, medium and short term must be written and meet the aims of the school's curriculum.
7. All lesson must have clear learning objectives and success criteria (displayed in classroom, written in student books for every lesson)
8. Student work must include evidence of pupils responding to written feedback given by the teacher and in accordance with the marking and feedback policy.
9. All learning environments must be safe and support the well- being of the pupils by fostering positive relationships between teachers and students.
10. All lessons must offer suitable challenge and support for all learners.
11. All learning should be regularly assessed, and future teaching adjusted accordingly.
12. Lessons should model good communication and social interactions.
13. Lessons must include opportunities to teach and reinforce basic literacy and numeracy, developing high standards of literacy in all subjects.
14. Teacher must display high quality subject knowledge.
15. Strong features of all teaching should include clear explanation; good use of language; a wide range of questioning; building on prior learning; and use of interventions.
16. Lessons should have good pace for teaching and learning.
17. Teachers must ensure that support staff and other resources, especially ICT, are used effectively to promote good progress and to achieve high standards.
18. Teachers should assess learners' work thoroughly and use their assessments to help learners overcome difficulties, through formative and summative assessment and enable them to make progress.
19. Teachers should follow the school's marking and feedback policy.
20. Teachers should allow time for students to respond to feedback set in accordance with the school marking and feedback policy. (both orally and in written form)
21. Teachers must use prior data on students to meet student's needs and ensure student progress.
22. Teachers must track student progress using the school's data management system.



23. Teachers must have a clear understanding of the students SEN needs by ensuring all EHCPs are read and strategies to meet the needs of the students are undertaken and provision is met, as laid out in the individual students EHCP.
24. Teachers must liaise with the therapy team, as required to ensure students' needs are met and progress occurs, as per the ECHP.
25. Teachers must set challenging targets for students.
26. Teachers must ensure students know their targets and how to improve their learning, with clear assessment criteria.
27. Teachers must use LSAs effectively to ensure students make progress.
28. Teachers must work with support staff, therapists and subject leaders to ensure targeted interventions are in place to ensure barriers to learning are overcome.
29. Teachers must provide opportunities for students to develop independent learning skills.
30. Teachers must create a classroom atmosphere based on mutual respect and praise.
31. Teachers must provide students with the opportunity to develop their skills of teamwork.
32. Teachers should take responsibility for their own professional development and performance reviews.
33. Teacher should be reflective practitioners, constantly developing their pedagogy to ensure the progress of the students.
34. Teachers must communicate effectively with parents, as required, developing positive relationships and a collaborative approach to ensure student success.

Subject Leaders

1. Are accountable for student attainment, progress and outcomes.
2. Must monitor the quality of teaching and learning in their subject areas and provide feedback that provides advice and guidance.
3. Must monitor the quality of student books to ensure teachers are adhering to the schools marking and feedback policy and students are being given the time to respond to feedback.
4. Ensure high quality long and medium-term schemes of work, that reflect the aims of the school's curriculum are in place and provide challenge and opportunities for assessment.
5. Initiate interventions for students who needs some extra support, to ensure all pupils make progress.
6. Responding to staffing needs by providing opportunities for high quality CPD.
7. Ensure teaching and learning meets the needs of the individual students.
8. Ensure lessons are planned effectively, with clear lesson objectives, are of a good pace and the teaching techniques used are engaging and ensure progress.
9. All lessons are clearly differentiated to meet the needs to all students.
10. Keeping abreast with any national changes to curriculum requirements and changes to accreditation.
11. Contribute to the School development plan through Subject development plans.
12. Hold regular subject meetings, to discuss student progress and schemes of work.
13. Deliver whole school cpd to staff as required.
14. Use data on students to ensure lessons match their needs and support staff to do this.
15. Track progress through the school's data management system.
16. Set challenging targets for students, in line with the school's assessment policy and monitor that students know their targets and how to improve.



17. Ensure all exam requirements are undertaken, working with the Exams officer.
18. Ensure LSAs are being effectively deployed in the classroom to maximise progress.

Senior Leaders

1. Monitor the quality of teaching and learning across the school through lesson observations and learning walks, providing effective feedback, to ensure teaching and learning is of the highest quality.
2. Provide support to staff who need it, to ensure teaching and learning is of the highest quality.
3. Monitor teacher's use of the schools marking and feedback policy through regular work scrutinises.
4. Provide high quality CPD for staff, through a rigorous training programme.
5. Provide high quality leadership for all subject leaders and teachers through robust and regular line management.
6. Monitor long- and medium-term schemes of work to ensure they meet the aims and objectives of the school's curriculum.
7. Ensure staff use prior data on students effectively and set aspirational and robust student targets.
8. Ensure all teachers set rigorous and robust targets and students are provided with feedback on how to make progress and are using the school's data management system.
9. Ensure all staff understand the needs of the students they teach.
10. The classrooms are safe environments that have a positive atmosphere, with good relationships between students and teachers that show mutual respect.
11. To ensure the teaching meets the needs of the EHCP.

OUTCOMES

This will result in learners who are :-

- Successful learners, who enjoy learning, make progress and achieve. We want to ensure all our students are creative, can communicate well, as well as being able to learn independently and with others.
- Confident individuals, who are able to live safe, healthy and fulfilling lives. All our pupils are encouraged to form good relationships with others, have a sense of self-worth and identify their own needs, as well as making healthy lifestyle choices.
- Responsible citizens, who make a positive contribution to modern British society. We strive to prepare all pupils for life after LVS Oxford, playing a supportive role in helping the young people make decisions about their future.

They will also understand what they are doing, how well they have done and how they can improve. As a result, learners' progress will be at least good or better. These intended outcomes will be achieved through the successful implementation of the above strategies as evidenced by educational researchers such as John Hattie and research groups such as the Sutton Trust and Education Endowment Foundation.

ADDITIONAL INFORMATION

GUIDANCE

The Teacher's Role is to meet individual needs through planning and preparing for stimulating learning. They should make use of prior attainment data and SEN information to inform teaching and learning. This can be seen in seating plans, differentiated tasks and resources applied appropriately. Teachers should teach lessons appropriate to the course of study. Teaching styles and classroom environments should cater for different learners. There is no preferred style of teaching at LVS Oxford and teachers should use whichever methods they find to be most effective based on the progress of students and current educational research. Opportunities to promote SMSC should be taken in all subject areas to enhance the wider learning experience of the learners. The use of ICT should be applied where appropriate with a view to allowing learners to access learning beyond school as well as during the school day. While lessons are not bound by set criteria, they should contain the following:

1. Evidence of progression over time
2. Higher level questioning where appropriate
3. Differentiation of resources, tasks and delivery
4. Consistent behaviour management techniques
5. Positive reinforcement of good attitude and progress

THE LEARNING ENVIRONMENT

The classroom and whole school environment at LVS Oxford should inspire a positive ethos and culture for learning. This environment must be based upon the following:

1. Organised and tidy surroundings
2. Promotion of behaviour for learning,
3. Modelling of high aspirations through the reinforcement of the school's values
4. Promotion of SMSC through discussion and tasks

ASSESSMENT

Work will be assessed in accordance with the school's Marking and Feedback Policy and Assessment for Learning Policy.

COLLABORATION

It is vital that whole school teaching and learning develops continually. There will be half termly subject leader meetings to share good practice and discuss progress. Each member of staff will have an opportunity to undertake peer observations to share good practice. These observations will not form part of performance management, but it is an expectation that staff take this opportunity to receive developmental peer feedback and/or support colleagues to the same end. Staff are encouraged to collaborate with other schools to enhance pedagogy and share good practice.

ADDITIONAL OPPORTUNITIES

In a pursuit of deeper learning opportunities, teachers are also encouraged to include the following whenever possible:

1. Links between prior learning and future learning pathways
2. Promotion of community awareness
3. SMSC, whenever appropriate, should be evident in lessons
4. RWMC skills should be evident in planning and lesson observations

MONITORING AND REVIEW

Teaching and learning will be reviewed through learning walks as detailed in the learning walk proforma. They should be guided by performance data and take into consideration teaching over time. These will take place at calendared points throughout the academic year. The Senior Leadership Team should conduct the learning walks. Individual feedback should be shared with teachers with action points for development.

This policy is written alongside the following policies;

- Exams Policy
- English Policy
- Maths Policy
- Science policy
- Humanities policy
- RE and SMSC Policy
- Intervention Policy
- Culture and Wellbeing Learning Policy
- Assessment for learning Policy
- Curriculum Policy and intent statement
- Marking and feedback Policy
- Teachers standards

