Teaching and Learning Policy
Context and Rational

The education and care of children is a responsibility we take very seriously, and we are committed to providing the best in learning and teaching.

The SILS focus is re-engaging young people with their learning, with the outcome of narrowing the gap for students in low attainment groups, across subjects, through teaching and Learning.

Our approach to teaching and learning at SILS is student centred, and to provide quality learning experiences for the variety of students placed in our care.

We aim to deliver high quality teaching and learning and, tailored curriculum programmes to meet individual need incorporating the four provisions in our service:

Sils3 offers a short stay provision for students at risk of exclusion alongside a provision for permanently excluded students.

Sils4 provides individualised learning packages for permanently excluded students at Key Stage 4.

Sils6 provides full-time education from the sixth day of any fixed period exclusion.

The teaching and learning policy is to be implemented in conjunction with other related SILS policies; Assessment, Positive behaviour, Equality, SEN etc....

Aim

• To state how learning and teaching should take place at SILS.
• For consistency by developing a shared understanding of the quality and type of learning and teaching expected at SILS.
• To provide a framework for lesson planning, staff development and strategic planning.
• To support school values and an approach to inclusive education.
• To work alongside and support professional development undertaken at SILS that helps to develop and sustain an effective learning environment.

Objectives

At the heart of this lies the intent to ensure that students are provided with a consistently high standard of teaching that enables all students to achieve their best and where stimulating, engaging and enjoyable learning can take place.

At SILS we understand that effective teaching and learning permeates all that is done within the service and that a safe, healthy and disciplined learning environment must be sustained

that enables our entire student body to maximise their potential and support them in the next steps of their educational journey.

Outstanding teaching takes place when:

• Students make exceptional progress
• Students are inspired and learn extremely well
• Excellent subject knowledge demonstrated
• Resources including new technology make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults
• Teachers and other adults are acutely aware of their students' capabilities and of their prior learning and understanding, and plan effectively to build on these
• Marking and dialogue between teachers, other adults and students are consistently of high quality
• Students understand in detail how to improve their work and are consistently supported in doing so.
• Teachers systematically and effectively check students' understanding throughout lessons, anticipating where they may have

Outstanding learning takes place when:

• Students acquire knowledge, develop understanding and learn and practise skills exceptionally well
• Students demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult
• They have developed resilience when tackling challenging activities in a range of subjects
• Their keenness and commitment to succeed in all aspects of school life and ability to grasp opportunities to extend and improve their learning are exceptional
• Progress is at least satisfactory but largely good in most lessons.

Key features of good lessons at SILS:

• Is part of a clear sequence which has a well understood objective
• Is linked to prior learning
• Has explicit lesson objectives which are understood by all
• Is interesting and relevant
• Is well structured
• Uses a good variety of resources and activities
• Checks student understanding at every stage
• Is clear about what is expected of students and what they have to do
• Has good pace
• Is differentiated according to students' IEPs and individual targets
• Takes account of different learning styles
• Offers plenty of feedback to students both oral and written
• Plans to use teaching assistants appropriately
• Uses the school's agreed behaviour management policy and techniques
• Has a contingency plan ready
• Provides evidence of student engagement and progress.

SEAL Principals

"Emotional Intelligence" refers to our ability to control those aspects of our lives which are associated with emotions.
We at Sils encourage the ability to read and be sensitive to other people's feelings and encourage the development of emotional competences. We believe that emotionally healthy children are happier, more cooperative and learn more effectively.
Our work specifically targets students who's social, emotional and behavioural skills has impaired their educational progress.
In order that all our students and young people to achieve their full potential, We endeavour to recognise and cater for the emotional needs of the students.

Special Educational Needs

A small number of students currently referred to the PRU have a statement of Special Educational need – some of these children are awaiting specialist provision. Our teaching has to ensure that these needs of all our are met. Statements are used to inform IEP targets and planning, until a suitable school placement has been found for these students.
Students who do not have a statement of special educational needs have nevertheless been at the SA+ stage at their last or existing school. Our teaching and learning policy reflects the diverse needs that all students have.
Care is also taken to identify and meet needs that may not have been previously recognised. We are committed to working closely with colleagues from other services in order to ensure that each student has the opportunity to make maximum progress and has access to an appropriate curriculum.

The Involvement of Parents and Carers

We recognise that many parents / carers exert a large influence upon the progress of their children.
We therefore endeavour to work in a collegiate and mutually supportive way with parents / carers and communicate with them on a regular basis- either via daily contact at the end of the day or telephone contact during the day if necessary.
Termly meetings are organised and parents/carers are invited to reviews /meetings. Parents /carers are also encouraged to attend end of term achievement assemblies.
During the initial interview, parents/ carers are informed of the role they have to play in the education of their child whilst at the PRU and a home-school agreement is signed.

Implementation

To help sustain a high standard of effective teaching and learning SILS will:

• Provide a safe, stimulating learning environment for all learners and teachers
• Enable learners to achieve their full potential by learning in a variety of ways and through challenging learning experiences

- Provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that will motivate, engage and challenge learners whilst also equipping them with the skills required on leaving school
- Set high expectations for all learners in order to raise their aspirations
- Enable learners to achieve positive outcomes.

Teaching

All members of staff delivering lessons at SILS will aim to provide excellence in the classroom that provides students with the necessary challenge, motivation and support to produce their best work. In order to support this idea all staff must adhere to the following:

a)Bench mark – SILS 10 See appendix

b) Planning and Preparation

Key principles of planning are those...
- Which allow learners to progress in their learning
- Where the objectives are stated clearly and there is a focus on student outcomes
- Which use a clear three part structure, namely starter, development of learning objective plenary, when appropriate
- Which use plenaries to summarise learning, and help learners to understand how to improve – in particular the use of mini plenaries to assess progress during lessons.
- Which allow learners to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application
- Which are differentiated for varying needs by task, resources, outcomes and/or method
- Which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the learners
- Which provide pace and challenge for all learners
- Which use effective questioning to direct and challenge learners
- Which incorporate the school's Literacy, Numeracy and ICT Policies.

c) Teaching styles

Teachers should use teaching strategies which:
- Allow learners opportunities to learn in their preferred styles i.e. visual, auditory or kinaesthetic;
- Allow learners to work both independently and collaboratively, and which contribute to one another's learning
- Use positive behaviour management and encouragement for learners to achieve, including praise and rewards according to school policy
- Use topics which are relevant and within learners' experience
- Use enrichment activities to 'bring learning to life'
- Develop independence and the ability to learn how to learn.

c) SEAL practices in teaching and learning:

- We recognise that the articulation of feelings within the classroom by teacher and/or students can improve the emotional atmosphere. This can also help defuse conflict situations.
- When the teacher understands the students' feelings, and vice versa, good relationships are easier
- Teachers can talk about their own feelings to help open up communication
- The positive and negative aspects of emotions can be discussed
- The teacher gets to know and understand each individual student
- Teaching listening skills is important

- Students should be asked their feelings about a subject/topic – eg by creating 3 lists: positive thoughts, negative thoughts and interesting ideas
- Students should be encouraged to share with the class an enthusiasm for an aspect of a subject/topic
- Role-playing, discussion and drama activities etc offer opportunities for expressing emotions

- Aspects of SEAL is be taught separately, but is also be incorporated into the day-to-day curriculum
- Other aspects of learning and teaching should contribute to an environment in which students feel happy, secure and able to control their emotions

d) Assessment, Recording and Reporting
Teachers should:

- Assess learners' work regularly according to the school assessment policy
- Use analysis of assessments to inform their teaching and support learners' progress
- Use data to ensure learners are working at their full potential and set targets to achieve this; and Inform parents and appropriate staff within school of learners' progress or underachievement.
- Follow the guidelines with regard to Assessment for Learning (see section- aims of AFL) that ensures students receive adequate feedback on their progress in learning and what they need to do to move forward. This includes both written and verbal feedback.

e) Teachers and Teaching Assistants should refer to Marking Policy

f) Learning Support

Teachers and Teaching Assistants should:

- Be aware of the specific learning needs of their learners e.g. literacy, dyslexia, gifted and talented
- Consult about the needs of individual learners when appropriate
- Work with other adults to ensure learners are best supported in their learning
- Use l.E.P.s as working documents to help identify student needs in learning.

g) Continuous Professional Development

We aim to encourage our workforce to:
• Continuously update their subject knowledge and teaching practice in line with current developments and initiatives
• Discuss teaching and learning at Curriculum Meetings in order to share good practice
• Contribute to their own Continued Professional Development.

Responsibilities
Learning

Students at SILS will be encouraged to:

• Be prepared for lessons
• Take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work
• Make positive contributions to class discussions
• Follow the School Code of Conduct
• Take responsibility for improving their own learning
• Ask for help if required and be confident to ask questions about any aspect of work.

Monitoring and Evaluation of Quality of Teaching and Learning
Teachers at SILS are:

• Responsible for the progress of learners in their classes
• Responsible for evaluating the quality of their own teaching and standards of learners' achievements
• Responsible for setting student targets for improvement
• Responsible for being reflective practitioners that evaluate their own learning journey and needs for CPD.

We seek to achieve this through:

• Self-evaluation of their subject knowledge and understanding of educational initiatives
• Self-evaluation of the quality and effectiveness of their own teaching and their classroom management
• Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally
• Monitoring academic progress and attitudes of individual learners through academic tracking
• Encouraging and developing the ability of learners to evaluate and take responsibility for their own learning
• Evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement
• Ensure curriculum coverage, continuity and progress for all learners

Specific aims regarding Assessment for Learning

Assessment for learning is an informative approach, it is for learning, because the feedback provides the next step for learning. It is an activity that engages both the teacher and the learner. Students receive individual feedback to work on to move to the next step / level.

We aim to:

Ensure that students have a clear understanding of how to improve their work to step up to the next level of understanding.

• Build an open relationship between students and teacher where students are not afraid to take risks for learning and teachers provide positive feedback.
• Share the learning objectives for every lesson in a way that generates curiosity.
• Enable students to identify success criteria through ensuring that learning outcomes are clear.
• Give students the opportunity for self evaluation and peer evaluation.
• Promote teachers' questioning skills to maximise engagement and feedback for planning.
• Recognise achievement.

The aims of Assessment For Learning will be achieved through the following practices:

1. **Effective Planning**- learning experiences are varied, pitched at an appropriate level, meaningful and stimulating (refer to big picture). Self review by both teachers and students will be built into the planning.
2. **Sharing Learning Objectives** – development of skills, knowledge and understanding, not task related.
3. **Shared Success Criteria**-a verbally agreed success criteria which will help identify the steps needed to complete a task. The use of modelling and shared activities to make explicit the success criteria.
4. **Effective Questioning**-using more open ended questions, giving more thinking time, using pair/share to help student feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.
5. **Feedback**-this is essential for effective learning and teaching. Strategies such as 2 stars and a wish and providing specific positive prompts for improvement can help plan the next steps in learning.
6. **Self and Peer Assessment**-allowing students time to reflect on what they have learned and how they have learned it during plenary sessions and self assessment proformas.
7. **Modelling**: Show students exemplar work and explore the strengths and areas for improvement. Show students how to approach tasks.

Monitoring and Evaluation

Responsibilities of Senior Leadership

It is the responsibility of Senior Management to ensure that regular monitoring, evaluation and review of teaching and learning is across SILS. Such work will clearly contribute to raising the standard of education provided at SILS.

A phased and developmental approach will be needed to bring about improvements across the school and during this time close monitoring procedures for all aspects of teaching and learning will be in place.

Monitoring of Teaching and Learning will be achieved through

• A culture of self-improvement across the schools
• Involve all members of the school, in the journey of improvement including students and parents – developing teaching and learning communities across the Sils provision to share good practice.
• Closely align training provision for teachers to identified needs.
• Grow strength of staff within the school to help sustain improvement.

The Senior Management will ensure that during induction all staff will receive training and ongoing support in the areas identified below, that are linked to sustaining a culture where a high level of teaching and learning exists – such work will be developed throughout the year:

• Basic expectations and procedures for all staff in the classroom - aligned to the vision and ethos of SILS and the policies in place.
• An understanding of context and culture – aligned to where we are at with regard to Ofsted and the rigour needed to improve aspects of the education provided.
• Behaviour Management guidance and support, including some guidance on working with students with BESD
• Effective planning and lesson preparation that is consistent across the school
  to include work on objective led lessons and levelled outcomes, all staff will also use the planning template that identifies clearly the student focused activities VAK, literacy and AFL initiatives.
• What makes a good lesson – tips and strategies for delivering effective lessons, this will also include work on moving from satisfactory to good and good to outstanding.

In addition the Senior Leadership will:
• Monitor policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement
• Monitor learners' achievements through regular sampling of classwork, learners' responses and attitudes in order to ensure quality, consistency and to implement strategies for improvement.
• Implement strategies to support staff where appropriate including regular review and feedback and a programme of coaching where appropriate.

Reviews of Teaching and Learning

The termly review of teaching and learning programme focuses on particular issues or support where the need for development has been identified.

Appendix

Classroom Management and links to the behaviour policy

'The best behaviour management is a well taught lesson'.
Good teaching and effective planning will help contribute towards sustaining an effective learning environment, however we must be aware that at SILS many students will have additional needs often relating to behaviour and that this may often be a constraint. In such cases it is important that a teacher takes a non confrontational and low emotional response to poor behaviour whilst referring to the school code of conduct which will be displayed in all classrooms.
Good behaviour sets a platform for developing effective learning in the classroom and so it is important for all staff to ensure that behaviour in their lessons is of an appropriate and acceptable standard and aligned to the expectations of the behaviour policy.
Please refer to SILS behaviour Policy for more information on behaviour expectations and procedures.

20 FURTHER TOP TIPS FOR EFFECTIVE BEHAVIOUR MANAGEMENT
1. Voice matching: Your voice should be at the volume and intonation you expect from the student. A loud and aggressive voice will usually result in a loud and aggressive response.
2. Self-calm: Practice all your self-calming skills. Remember that the first person who needs to calm down in a confrontation is you! Use low emotional responses and model expected behaviour.
3. Move in: If you are speaking to an individual student, don't shout across the room or remain rooted behind your desk; move in. Be aware of your speed of approach!
4. Move out: Once you have spoken to the student, the temptation is to remain close by, waiting for compliance. You are far more likely to see success if you move away, expecting compliance. This enables the student to make a good choice without the stress of your presence.
5. Personal space: For most of us, personal space is approximately the radius of an outstretched arm; any further away, and it is difficult to work out who is being spoken to. Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner.
6. Privately agreed signals: use non verbal signals that students know have a specific meaning within the classroom. It may be the use of a raised hand or a clap of the hands to get attention that is used consistently.
7. Positive ethos: Set a positive ethos in your classroom from the outset. Be on time, be prepared and concentrate initially on the students who are on-task and complying with the classroom guidelines.
8. Proximity: This is similar to personal space — remember that simply standing near the off-task student will be sufficient to make them consider their behaviour.
9. Proximity praise: Rather than giving random praise, spot the off-task student and make sure you praise the student nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour.
10. Non-verbal language: Be aware that more than 60% of all communication is non-verbal. What is your body language saying?
11. Tactical ignoring of secondary behaviour: Make expectations clear and

allow take up time – ignore low level secondary behaviour that occurs during compliance.

12. Meet and greet: Some students are simply not in the right frame of mind at the start of the day or the lesson. Set up a system with you or a TA to meet and greet and settle the student.

13. Using consistency: Always demonstrate consistency when dealing with poor behaviour, both with individual students and between groups – Always use the agreed school procedures consistently.

14. Refocus: Don't be verbally misled by arguing students. Refocus them on the issue by using a statement of understanding (*'Yes, I see, but that is not the point; you need to...'*)

15. Broken record: Avoid engaging in an argument, and be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response

16. Use a seating plan: Always use a seating plan, insist on these at all times and do not tolerate any disagreement. If there is non-compliance move through agreed classroom procedures. Do not ignore non-compliance

17. Refer to the rules: when dealing with poor behaviour make your expectations clear and where possible relate expectations to your classroom rules and insist on these at all times. Use 'behaviour narrative' e.g. *'I now want* you facing the front and put all pens down on the desk. I am waiting for you.... Well done ...'.

18. Rewards/Consequences: Use a ratio of 5-1 praise in comparison to consequence and use school reward procedures where possible.

19. Hierarchy of response: Have at least five levels of response and remember that your role is to use the responses to keep the student at the lowest level possible; not to escalate the problem!

20. Be consistent and persistent but do not make threats you cannot follow up: Follow through procedures with all students and be sure to see any students that do not attend detentions, who walk away etc.

SILS 10 … Expecting Outstanding

'In our lessons …'

1. All students are engaged with the learning activity – no off task talking.

2. The students know what they are going to learn and there is a clear sense of purpose to the lesson.

3. Students see the levels and how they will achieve them as part of the learning outcomes. A slide or flipchart showing exactly what the student needs to do/demonstrate in the lesson in order to succeed.

4. Learning activities and questions tasks are planned to take the students beyond the classroom - challenged through learning stretch and SMSC

5. Students are given the time and the tools/ activities to reflective, question and evaluative.

6. There are group and peer activities and feedback

7. There is independent learning and ownership of their learning and progress.

8. Enthusiastic conversations and an exchange of ideas are part of personalising the learning.

9. Plenaries, questions and tasks that Demonstrate understanding and progress.

10. A variety of planed questions that enables the students to process the information effectively and stretch the more able.

Review:
This Policy will be reviewed ………….

Date…………….