

## **PEOPLE (CHILDREN'S SERVICES)**

### **DEVON HOSPITALS SHORT STAY SCHOOL**

## **Teaching and Learning Policy**

### **Introduction**

#### **The importance of this policy to the curriculum**

We are committed to raising standards and providing the best education for the pupils at the Devon Hospitals Short Stay School. This policy seeks to identify the features of effective learning and teaching recognising that learners have different abilities, preferred learning styles and different needs. This is particularly important in a hospital school setting where the underlying conditions of pupils must be carefully considered.

At the Devon Hospitals Short Stay School we aim to:

- Promote high expectations for everyone including pupils with SEND and the most able.
- Encourage the involvement of parents/carers in supporting their child's learning.
- Develop a variety of skills and learning styles across the curriculum.
- Employ a range of assessment techniques.
- Continually develop and expand the range of teaching strategies.
- Plan for and deliver personalised learning and teaching which is responsive to the individual needs of young people during their time at school.
- Provide relevant opportunities so that pupils can engage in a wide range of challenging learning experiences.

### **Teaching**

- Teachers value all pupils irrespective of their ability, race, gender, age or achievement.
- Effective and positive interaction is promoted between teachers and pupils and between groups of pupils.
- Expectations are high, linked to the pupils' individual circumstances.
- Uses a range of teaching styles.

- Promotes a broad and balanced curriculum.
- Demonstrates excellent subject knowledge which is communicated effectively.
- Uses a range of learning resources.
- Uses questioning to probe, challenge and support.
- Planning for all pupils enables them to learn the skills, knowledge, concepts and attitudes appropriate to their stage of learning. Initial planning should be based on information supplied by pupils' home schools, informal assessments here and on information provided by parents and the pupils. Planning identifies, at appropriate levels of detail, objectives, methods, learning resources and the deployment of adults.
- Follows the National Curriculum, GCSE specifications and/or syllabi relevant to the individual pupil. This is particularly the case for pupils with SEND.
- Lessons have clear objectives, which are communicated effectively to pupils.
- Uses a range of assessment strategies to identify whether learning objectives have been met. These also support the writing of summative reports for pupils who have attended for a week or more and the feedback of information to the home schools.
- Monitors progress and achievement.
- Work is marked against objectives and adheres to the Marking and Assessment policy.
- Provides feedback to pupils about their progress. It encourages, extends and challenges pupils appropriately.

## **Learning**

Pupils should be presented with experiences which enable them to acquire new knowledge and develop their understanding and skills. However, we recognise that medical conditions can affect the capacity to learn; some pupils may plateau or indeed regress during their hospital stay. Pupils have opportunities to work collaboratively with other pupils and adults.

### **Our learning environments:**

- enable pupils to develop their ideas through independent enquiry.
- enable pupils to take appropriate responsibility for the organisation and care of learning resources.
- are organised so that pupils have suitable access to learning resources of good quality.
- contain high quality, stimulating and interactive visual aids.
- enable pupils to use ICT to enhance their learning across all areas of the curriculum.

- celebrate achievement and effort.

## **Pupils:**

Our aim is that pupils will:

- be engaged, supported and challenged.
- understand the tasks set and the reasons for doing them.
- be able to acquire and apply new knowledge, skills, develop ideas and increase understanding.
- understand how well they have done, and how to make improvements.
- make sustained progress towards the learning objectives within lessons and over time (medical conditions dependant).
- feel satisfaction and pride in their work and attainment.

## **Monitoring and Evaluation**

The quality of Learning and Teaching is regularly monitored with formal and informal evaluation as appropriate to the activities.

- Teaching staff are observed at least 3 times a year by the Head teacher; this supports the Performance Management process and School Development Plan. Observations are recorded against the school's lesson observation proforma.
- English, Maths and Science coordinators monitor planning, assessment, marking and progress at least once a term; this supports the School Development Plan and informs the SEF.
- Peer monitoring to an agreed focus takes place approximately 9 times a year; this supports the School Development Plan and informs the SEF.
- SIP visits support the process as appropriate.
- Additional monitoring and evaluating activities take place throughout the year to support the School Development Plan, inform the SEF and in response to initiatives and perceived need e.g. sharing good practice during meeting time, pupil tracking, moderation activities.
- Pupil and parental questionnaires form part of our monitoring and evaluation.

All of the above are reported on to the Management Committee.

This policy will be reviewed annually.