

# Learning and Teaching Policy

1 January 2017 Version Number:4

Review Date: Summer Term 2017



This policy is based on a 'Southfield School' policy, which closed on 31 December 2016. This policy has been adopted as far as possible following the sponsored conversion to Northern House Academy Trust. The policy is due for full review and will be done so at the earliest opportunity by the Local Governing Body of Northern House School (Wokingham), within a period of 6 months.

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Inside the Black Box  
Black and William (1998)

## **Learning and Teaching: Why we exist as a school**

### **Introduction**

**This is the most important of all school policies. It reminds us of the reasons for the existence of the school and it is the criteria by which we are also judged.**

**It is focused on the needs of our pupils and allows us to build on the excellent practice which we have in this school.**

Northern House School (Wokingham) is a high achieving special school whose contextual value added places it firmly in the top quartile of schools of this type. We can and do make influential changes in the lives of our pupils. This success is not accidental but comes from the high quality interactions between teaching and non-teaching staff and the importance that we all as supporters of the school, place on learning, teaching and achievement.

### **Key Learning Headteachers**

- There is no known ceiling to achievement – intelligence can be developed.
- Each student must know what to do in order to improve and how to do it!
- High expectations on their own are not enough
- Consistency of experience is fundamental. We are a team and consistency makes us greater than the sum of our parts.
- Every student has the right to be successful and the ability to achieve.
- Our job is to create learning: not simply process and record what we find!

Please read this policy carefully. Discuss it with your colleagues, debate its merits, think about how it applies to individual pupils, groups and years.

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## Learning and Teaching

- Students should be taught how to learn and how to reflect on their learning.
- Learning objectives must be shared and reviewed.
- Clear structural lessons promote learning.
- Teachers must create and maintain a purposeful learning environment.
- Achievement must be recognised and rewarded.
- Underachievement must be challenged, not ignored.

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## Learning and Teaching

**Learning and teaching are interactive. It is important that we teach pupils how to “learn to learn” in order that their dependency on us is reduced and that they develop skills for life-long learning.**

### Learning to Learn

- It must be made explicit to pupils what they need to do to be successful in their learning. This could include:
  - Discussion with pupils about their learning.
  - Explanation (by teacher, between pupils, by pupils to the whole group).
  - Scaffolding (writing frames sentence starters etc.)
  - Modelling (sharing students' work, working through examples, guided writing, sharing, planning and demonstrations).
  - Developing effective study skills (for example vision teaching lists to record notes, how to summarise).
  - Formative feedback and target setting on how to improve.

### Learning Objective Must Be Shared and Reviewed

**If pupils are to take responsibility for their learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows pupils to engage with the process of learning.**

- Teachers must make the learning objectives explicit to all students. This should usually happen at the beginning of the lesson but could happen at other stages in the lesson. This can be done in a variety of ways:
  - Written or projected onto the board/interactive white board
  - Orally
  - Written by students in their books/folders
  - Printed on hand-outs
  - Laptops