



The
Westminster
School

Teaching and Learning Policy 2017-2018

Safe Happy and Learning Together
*Building foundations and providing
opportunities to create confident,
aspirational and independent members
of our community.*



Approved by Governing Body on: 07/12/17

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07/12/19

Rationale

Safe Happy and Learning Together

Building foundations and providing opportunities to create confident, aspirational and independent members of our community

The purpose of our Curriculum at The Westminster School is to provide an inclusive learning experience which addresses the needs of all learners, regardless of special educational need, ethnicity, gender or ability. We promote our core values of Safe, Happy and Learning Together at every opportunity. We also believe our Curriculum should be reflective of the community that our pupils live in, and responsive to the changing priorities both nationally and internationally.

We provide our pupils with opportunities to develop;

- Communication skills
- High quality basic skills
- Engagement, intrigue and ownership of their learning
- Teamwork skills, valuing diversity and connecting with others
- Opportunities to develop independence including how to stay safe
- The ability to see mistake or failure as a learning opportunity
- Reflection and ability to share and celebrate their work and their peers

We believe it is essential for there to be clear aims and structures with regards to the planning and delivery of the curriculum for all pupils, both in and out of the classroom. This document sets out the methods for ensuring that the curriculum is broad based, balanced and delivered in the best possible learning environment with the highest expectations.

In order to achieve the above we recognise that all staff should

- strive to achieve the highest standards through effective learning and the highest quality of teaching.
- develop appropriate differentiated approaches to teaching that engage all pupils.
- provide learning opportunities that allow pupils to individually fulfil their potential through sharing, valuing, being challenged and stimulated by curriculum activities and working with others.
- create learning environments that are safe and allow pupils to make good progress in relation to their age and ability.
- ensure that all pupils have access to a wide variety of learning opportunities including Learning Outside the Classroom, Life Skills and person-centred learning opportunities.

Supporting policies and documents

1. The School Prospectus, Staff Handbook and Curriculum Statement.
2. Subject Policies and Schemes of Work.
3. Whole School policies for, Continuing Performance Development and Learning, Assessment and Feedback, Home Learning, Learning Outside the Classroom Policy.
4. Other structures for Curriculum balance - entitlement and school organisation, equal opportunities, Spiritual, Moral, Social and Cultural - redevelop as Safe, Happy Learning Together (SHaLT), British Values and Home/School Partnership Agreement.
5. The School Development Plan and SEF.
6. Behaviour Policy

7. Careers, Education Advice and Guidance Policy.

Responsibilities

All members of the School community, staff, parents, pupils and governors work together to foster and promote good relationships in an ordered environment to achieve each person's sense of belonging to the school as a learner.

We respect the rights of individuals, their values and beliefs offering equal opportunity in all aspects of School life, and recognising the importance of different cultures.

Specific responsibilities

Pupils

- Attend regularly and be punctual to School and for lessons.
- Work to the best of their ability at School and in home school learning opportunities.
- Take responsibility for their own learning to achieve targets for improvement.
- Show a caring and courteous attitude to others within the school community.
- By being organised, follow the School rules.

School staff

- Helping to establish links with parents and the local community to enable the school to prepare all pupils for the opportunities, and experiences of adult life.
- Being good role models, punctual, well prepared and organised.
- Have a positive attitude to the school to the school community and to their own professional development and learning.
- Recognise the academic and pastoral needs of each individual pupil based upon ability, aptitude and attainment and plan for their learning appropriately.
- Provide a challenging and stimulating curriculum designed to enable all pupils to reach the highest standards of personal achievement.
- Maintain an up to date knowledge of the National Curriculum and other local and National initiatives, to ensure that learning is progressive and continuous.
- Use analysed data to inform planning.
- Report to official bodies, staff, and parents on an informed formal and informal basis.
- Professional attitudes towards other school rules and all policies will be a necessity in order to maintain and uphold school improvement in learning and teaching.

Parents/Carers

- Are expected to support the school in the Standards it seeks to achieve.
- Take an interest in their child's work and play an active role in their progress and development by monitoring the student planner, work/homework and attending parents' evenings.
- Ensure that pupils attend in good health, regularly and punctually. Support their children to be organised, wear school uniform for appropriate activities and to support school rules and discipline.

Curriculum

We recognise that in order for our pupils to achieve their potential, all staff at The Westminster School should endeavour to employ current pedagogic styles and ideas. We work with agencies and training centres to establish best practice and curriculum development. This is especially true in light of recent national changes and reviews (eg Rochford Review). The Westminster School delivers a Curriculum based on feedback from pupils, parents, staff and Governors. This ensures that all pupils access a relevant

program at the appropriate level of learning. Whilst doing this we ensure that, through cross-curricular links, pupils are supported to develop their own learning and map subject knowledge in order to deepen their knowledge and application of higher level thinking and independent skills.

Personal Priority Needs

We recognise that our pupils have personal needs which are central to their learning and for some present additional challenges to their success. Daily provision must be responsive to these needs and curriculum balance and design be reviewed on an on-going basis to enable the holistic needs of pupils to be met.

Examples include:

- facilitating the accurate identification and assessment of individuals
- supporting pupils so their health and well-being needs can be met and they can access the curriculum
- helping pupils to manage personal care
- promoting relaxation and support to help pupils manage stress and anxiety
- promoting independence and learning through use of specialist aids and equipment

Planning

All Teaching Staff should plan for the Medium Term from subject Schemes of Work. Wherever possible non-teaching staff should be included in the planning process. Senior Leaders will work with staff to ensure coverage over a Key Stage through Curriculum Maps, building on previous Curriculum Entitlement and matter, skills and knowledge learned and applied.

Lesson planning should use previous records to establish pupils' knowledge and skills, allow assessment to ensure that previous knowledge has been retained, a plan of the teacher input and support during the lesson and a consideration of the time plan and pace of the lesson.

A variety of groupings should be used, individual, pair, group and whole class groups should be made up according to ability, friendships, skills, personality and gender according to subject and activity, being changed regularly with a variety of groups being used and regularly evaluated for pupil development needs. Pupils should be supported to work together in order to develop social skills and teamwork.

Differentiation is at the heart of lesson delivery to ensure that all pupils make appropriate progress; it should be planned with pupils in mind, (match of work to pupils' reading age, abilities, interests and attitudes) resource needs, by outcome and response. Pupil's progress should not be based on 1:1 support from adults. Where necessary, adult support should be planned in order that learners can achieve higher level thinking (as well as independent) strategies. Staff should have a clear knowledge of pupil's prior attainment levels (e.g. P' levels) and use planning to identify learning pathway (Westminstars) in order to plan relevant and appropriate challenges for learning.

The Westminster School recognises that in order to apply learning and base it in real life experiences, it is critical to take learning beyond the classroom. Teaching staff should plan for regular opportunities to extend pupils knowledge and skills of the subject by planning for Learning Outside the Classroom, e.g. trips, visits, visitors and practical experiences beyond the classroom.

The Learning Environment

Organisation

1. Classroom organisation should be flexible reflecting the subject needs, groupings and the learning objectives of the lesson.
2. Room Layout should :-
 - a) where appropriate be a Socio-petal layout
 - b) give space to move around
 - c) give pupils a chance to be independent and encourage independent learning
 - d) encourage collaboration and shared learning
 - e) be tidy and well organised
 - f) enable different learning styles and needs to succeed e.g workstations, sensory areas
3. When managing groups within the classroom, the organisation should take account of :-
 - a) individual needs of pupils
 - b) differentiation and timetable
 - c) outside agencies and visitors
 - d) support staff
 - e) classroom monitoring visits
 - f) planned assessment
 - g) health and safety issues
 - h) resources - ICT, homework/feedback, Library or other specialist support, Forest School, eco-classroom

Atmosphere

1. There should be a positive, stimulating, welcoming atmosphere in the classroom, with a good feeling and a sense of security for all e.g. greeting the pupils as they arrive.
2. Pupils should be encouraged to be as independent as possible, this includes but is not limited to opportunities for self-resourcing.
3. There should be clear roles and expectations for both adults and pupils e.g. clear and thorough planning to enhance the learning of all pupils.
4. Pupils should be challenged to make their learning purposeful and real through engagement in opportunities for Learning Outside the Classroom.
5. There should be a consistent and fair approach to the implementation of the School Behaviour Policy including behaviour for learning and courtesy both in the classroom and when moving around theS.
6. Pupils should be encouraged to take responsibility for their own actions, communications with others and care of their own property and that of the School.
7. Pupils should feel able to ask appropriate questions of each other, the teacher and other adults in a polite manner. Lesson time should be made available for this discussion.
8. Homework will be set and marked in accordance with School policies.
9. There should be mutual respect for The Westminster School rules, rewards and consequences (displayed in every classroom).
10. Classroom display should be of a high standard reflecting current work, ongoing reminders or be a stimulant to future study. This may be in the form of Learning Walls or similar. Displays will frequently challenge pupils to further research and extend learning. It will also reflect individual, group work and all abilities showing names and the context of the work.

Pedagogic Styles & Approaches to Teaching

Presentation

1. Pupils should be made aware of their learning challenge at the start of each lesson and have a clear understanding of where the lesson fits into the whole module with a reflection from previous lessons. At all points staff should ensure that pupils know what they are learning and where their learning is taking them. Pupils should know what they need to do next in order to move forward (see Assessment and Feedback Policy)
2. Lessons should:-
 - a) be timed and well-paced
 - b) have a range of learning experiences, styles and approaches
 - c) include the use of ICT
 - d) include an appropriate range of teaching styles which fit the purpose of the lesson across a range of activities.
3. Lessons should have a balance of:-
 - a) explanation and instruction
 - b) practical enquiry, problem-solving and investigation
 - c) talk, discussion, reporting, reflecting and refining.
 - d) thinking space and time, time for summary and reflection
 - e) learning through demonstration of the best approaches and the best techniques, either by the teacher or by a pupil
 - f) whole class, groups and individual work
 - g) oral and mental work, written tasks and practical tasks
 - h) opportunities to make learning real by extending the challenge beyond the classroom
 - i) teacher instruction, intervention and independence.
4. Pupils should be actively engaged in:-
 - j) the learning process and the planning of their learning challenge
 - k) mini-plenaries throughout the lesson
 - l) oral and written feedback, which ideally will be at the end of a session.
5. The teacher and increasingly the pupils, should be using:-
 - a) challenge based learning and language to support independent enquiry
 - b) key language and meanings of the appropriate subject knowledge
 - c) the key language of the learning process
 - d) teacher directed lessons, summary and plenary sessions may include discussion, questions, showing, presentation, evaluation and celebration of success by peers and adults
 - e) teaching strategies should help to build pupils' self-esteem, independence, application of knowledge and confidence.

Subject TLRs

- Should take the lead in their responsibility area development and oversee the production of Curriculum Maps and Schemes of Work so that continuity and progression is in line with National Curriculum Programs of Study and agreed accredited courses.
- Advise Governors, the Head Teacher, senior staff and their department on national and local developments. The production of an annual action plan for their subject will be expected. This will be based on a continuous cycle of moderation and monitoring of the subject.
- Support colleagues in the development of planning for lessons and monitor quality and effective teaching.
- Assessment, analysis and record-keeping in the subject will also be a part of their role.
- Monitor the progress of their action plan in the School Development Plan.

- Conduct Monitoring Cycles as an annual program, to ensure standards of delivery and learning. This includes but is not limited to the following; book look - moderation of pupils' work, Quality of Teaching and Learning in their subject - observing the teaching of their subject and preparing reports for the Head Teacher/senior staff, planning scanning - linked to outcomes and lesson objectives
- Lead staff training and giving feedback to individuals and staff teams as well as time for consultation with staff on all aspects of their subject will be necessary.
- Accountable for the ordering, purchase and inventory keeping of resources will be part of their responsibility.
- Report on the success and validation of trips and extended learning opportunities through the evaluation system on EVOLVE.
- There will be regular review of their subject responsibilities and the subject area within the School cycles for School Development Plan, Finance and INSET.

Home and School Links (see Home Learning Policy)

The School philosophy towards learning will be shared at every opportunity both in school and with the external community.

Staff will follow the Home Learning Policy Guide (currently under review) and support pupils to extend their learning into the home environment as much as possible.

Fostering of links with parents and involving them in their children's learning through skilled verbal and written feedback, homework, student planner, School newsletter, telephone calls and, where appropriate, ICT.

Keeping parents informed of pupils' progress both academic and pastoral is an integral feature of this policy.

Curriculum planning by staff and subject TLRs should involve outside agencies so that the community can play a part in the curricular work of the school.

Report to parents in the form of Annual Review of Statements/Education, Health and Care Plans. Annual Progress Reports will be provided. Parents Evenings are held throughout the year with additional meetings as necessary.

Monitoring

The quality of learning experiences and teaching will be monitored and evaluated through interviews with pupils and parents, questionnaires and reports from senior staff and subject TLRs as part of the school monitoring policy.

INSET evaluations from internal training sessions and from external courses will be part of this evaluation of effectiveness.

The senior staff together with subject leaders will provide the evidence of the quality and effectiveness of learning in terms of standards. Lesson observations are a key to the quality of teaching and will inform the cycle of School Development Planning, for staff and Governors as to the future direction of the School's work.

Annex

Checklist for a good lesson - Expectations of Lessons

Pre-Lesson

Good Planning (to include evidence of use of)

- Flexible teaching styles
- Variety of resources
- ICT
- Support staff
- Differentiation
- Opportunities for Learning Outside the Classroom
- Evaluation and assessment of previous lesson

- Links to SHaLT and British Values
- Consider learning styles and needs of individual pupils (IEPs PSPs ILPs)
- Organisation of resources
- Pupils work marked and up to date with clear Next Steps identified
- Pace of talk and action - creative and innovative

Introduction

- Staff in room to meet and greet - set learning tone
- Set out lesson objectives and structure
- Learning objective/challenges to be identified
- Reflection on previous work and homework

- Recap on prior learning
- Engage pupils - Link to pupil's local knowledge and interest
- Starter or Early Introductory Activity

Development

- Match activity to reading age, need and plan
- Realistic time allocated to activity - Pace
- Consider learning styles
- Flexible teaching styles
- Quality of language used by adults in room
- Mid lesson reflection - share exemplar of good work

- Review time frame
- Expectations - quality of standards
- Presentation
- Extension activities
- Consideration and appropriate use of ICT
- Cross Curricular - Literacy / Numeracy / ECM

Plenary

- Shared experiences
- Confirmation of progress made for all pupils
- Self review
- Assessment records completed /shared
- Evaluation leading to next lesson planning - next steps

- Marking and Feedback
- Display of pupil's work
- Reflect on learning objectives met / IEPs / PSPs / ILPs
- Incentive offered and reward given for completion of homework / home learning challenges

End of lessons

- Tidy up
- Inform of next lesson

- Pupils to leave classroom calmly ready for learning in their next lesson
- Controlled safe dismissal of pupils