

# The Levett School



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Positivity | Determination | Reflection | Integrity

## Teaching and learning Policy

<b>Policy agreed on:</b>	13 <sup>th</sup> November 2018
<b>Ratified by full Management committee:</b>	
<b>Review Date:</b>	November 2020
<b>Agreed frequency of Review:</b>	Every two years
<b>Allocated Group/Person to Review:</b>	Annali Crawford
<b>Signed by Chair:</b>	
<b>Signed by Head teacher:</b>	

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB

Upper School, Barnby Dun Road, Clay Lane, Doncaster DN2 4RG



Doncaster  
Council

## Statement of intent

The Levett School is committed to placing the learner at the centre of the school's day to day operations. It is our aim to create a learning environment in which students develop into responsible and self-disciplined learners who thrive on challenge.

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, special educational needs (SEN) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

# **1. Roles and responsibilities**

## **1.1. The role of governors**

Governors will receive reports from the headteacher and curriculum coordinators and act upon areas identified as requiring improvement.

The curriculum sub-committee will meet regularly to monitor progress against targets.

Governors will visit the school to increase their knowledge of classroom activity. When visiting, governors will:

- Observe lessons.
- View recordings of lessons as appropriate.
- View samples of pupils' work.
- View records of achievement.
- Talk to pupils about their experiences.
- Talk to teachers about their experiences.
- Report their findings to the entire governing body.

## **1.2. The role of the senior leadership team**

The senior leadership team will:

- Take a general overview of the atmosphere in school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaise with parents to ensure needs are being met.
- Carry out focussed classroom-based observations.
- Review and comment on planning, including termly targets.
- Discuss all annual reports with staff.
- Complete a self-evaluation.
- Report on the quality of teaching and learning in the governors' report.
- Act as role models for teaching staff.

## **1.3. The role of the Curriculum Managers**

Curriculum Managers will:

- To lead, manage and develop the curriculum across the relevant key stage.
- To impact on the educational progress of all pupils in the relevant key stage.
- To lead, develop and enhance the classroom practice of teaching staff and teaching assistants.
- Use national, local and school management data to monitor standards of achievement.
- Monitor the progress made towards achieving targets and use this information to plan future developments.
- Collaborate with staff on short, medium and long term planning to develop the curriculum
- Report on the effectiveness of the curriculum to the senior leadership team and the governing body.

## **1.4. The role of teachers**

Teachers will:

- Monitor and evaluate their teaching.
- Seek professional dialogue and constructive criticism from their curriculum manager.
- Review and evaluate their planning regularly.
- Set appropriate and challenging targets for pupils based on ability.
- Collaborate with colleagues to moderate pupil achievement.
- Involve parents and other professionals in the monitoring process.
- Complete an annual review assessing the progress of their pupils.

## **1.5. The role of pupils**

Pupils are expected to:

- Be on time for school.
- Be prepared to learn.
- Place coats and bags in the appropriate area.
- Store personal belongings in the area provided.
- Be attentive.
- Listen to and follow all reasonable instructions.
- Treat everyone with respect.

## **1.6. External monitoring**

- A Local Authority StEP advisor will work with school leaders to ensure a robust quality assurance process for teaching and learning is adhered to.
- The StEP will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it.
- The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and joint lesson observations.
- Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

# **2. Self-evaluation**

## **2.1. Discussion with senior leaders**

Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?

- Are strengths and weaknesses in teaching and management identified?
- What strategies do teaching assistants employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

## **2.2. Discussion with pupils**

The following questions should be discussed with pupils to assess the quality of teaching at the school:

- Do you know your targets? What are they?
- What subjects do you have targets for?
- How do you know your targets? How often do you work on them?
- How do you know when you have achieved your targets?
- Who helps you to achieve your targets? What sort of things do they do?
- Do your parents know your targets? How do they know?
- When do you get new targets?
- What happens if you can't achieve your targets?
- How does having targets help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are really proud of. Why?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your maths/English homework? What do you think the school could do to make maths more enjoyable/interesting for you?
- Which aspect of maths/English do you find challenging/difficult?

## **3. Learning environment**

### **3.1. Setting the tone**

The teacher will set the tone for the morning and afternoon sessions by taking the register. If no formal register is taken, the teacher will call out the names of the pupils to catch their attention and to indicate that the session has begun.

### **3.2. Seating arrangements**

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan should be available for those providing cover when the teacher is absent.

### **3.3. The classroom**

It is imperative that the learning environment maximises opportunities to learn. Displays are changed regularly and geared towards aiding learning, not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The

room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons.

#### **4. Our philosophy**

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all pupils to contribute to lessons, teachers:

- Adopt a no 'hands-up' rule, where all pupils are expected to contribute.
- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement in the following ways:

- Teachers praise more than criticise, using formal and informal approaches
- The school formally rewards pupil in the following ways:
  - Class Dojos
  - Certificates
  - Calling the pupil's parents praising the pupil
  - Sending a letter home praising the pupil
  - Inviting the pupil to see the headteacher
  - Achievement assemblies
- The school informally rewards pupils in the following ways:
  - Congratulating pupils privately or in class
  - Saying 'well done' to the whole class
  - Writing positive feedback on written work
  - Writing positive comments in a pupil's planner

The teacher will manage disruptive behaviour by:

- Using non-verbal cues such as raising eyebrows or frowning.
- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow a poor choice.
- In exceptional circumstances, calling for support from another member of staff.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.

- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

## 5. Teaching strategies

### 5.1. The curriculum

#### Lower School

Years 1-6 follow the national curriculum. All classes are mixed age. Programmes of study are adapted to fit the mixed age classes.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning, such as the development of social skills, behaviour management, sensory needs and self-esteem, also form a significant part of pupils' education.

#### Upper School

All classes are mixed age.

One class follows the National Curriculum. This curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning, such as the development of social skills, behaviour management, sensory needs and self-esteem, also form a significant part of pupils' education.

Two classes follow a Creative Life Skills curriculum. All pupils learn Functional Maths and English, Science and follow a thematic approach to other academic subjects. The focus is on practical and hands on activities. A significant amount of the timetable is dedicated to: Life skills, sensory regulation, behaviour management, social skills and self-esteem.

## **5.2. Planning and preparation**

Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all abilities are catered for. Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next. In addition, Medium Term plans clearly show how teaching assistants are used to enhance learning. Each Medium Term plan contains a list of resources to be used during the lesson and how these resources will complement teaching. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the STPCD.

## **5.3. Delivery**

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

## **5.4. Resources**

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and departments in order to facilitate good practice.

## **5.5. In-class support**

Teaching assistants are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times. In some circumstances, teaching assistants are utilised on a one-to-one basis with a child in need of additional help.

## **5.6. Pupil involvement**

Pupils are provided opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout.

## **5.7. High expectations**

The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

## **5.8. Special educational needs and disabilities (SEND)**

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Children causing concern are discussed regularly and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual children, enabling all teachers to be aware of pupils requiring support. In addition, the



school has adopted a policy containing policies and procedures for assisting our pupils with SEND. For more information please refer to our SEND policy.

## **6. Assessment**

### **6.1. Baseline assessment**

Pupils joining the school will receive a baseline assessment when they start.

Strategies for baseline assessment include:

- Use of past national curriculum tests.
- Assessing pupil progress over the first two weeks for Core subjects and six weeks for Foundation that they are enrolled.
- Assessment data from previous school

### **6.2. Formative assessment (assessment for learning)**

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment
- Assessment criteria is shared with the class.
- Teacher feedback and marking
- Pupils responding to feedback
- Peer/self-assessment
- Teachers marking to the lesson objective
- Class Track is used to RAG rate lesson objectives.

### **6.3. Summative assessment (assessment of learning)**

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress.
- Informing both parents and teachers of a child's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment include:

- Teacher Assessment of class work.
- End of year exams.
- Projects which contribute to a final grade.
- External examinations such as the national curriculum tests.
- Deeper Learning is used to log Teacher assessment.

**Further information on assessment can be found in the Assessment Policy.**

## **7. Individual learning**

### **7.1. SEN Support Plans**

All pupils at the Levett School have an SEN Support Plan. This identifies the strategies and provisions being implemented to ensure pupils are successful and can access their learning.

SEN Support Plans are reviewed termly to ensure that they are still effective.

For further information please see our SEND policy.

### **7.2. EHC plans**

Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an education, health and care (EHC) plan will be sought.

EHC plans include special educational provision, health provision and social care provision. More information can be found in the school's special educational needs and disabilities (SEND) policies.

## **8. Monitoring and reporting**

This policy will be reviewed annually by the Deputy Head for Teaching and Learning.

The governor's annual report will contain updates and analysis regarding teaching and learning at the school.