Teaching and Learning Policy

From little rivers mighty oceans grow

Rivebank Academy is an outstanding broad-spectrum special school for students aged 11-19 within the Sidney Stringer Multi-Academy Trust.

Through our policies and practice we aim to help all Riverbank students uphold the school’s core values of being Motivated, Creative and Caring.

September 2019

Date of next review: September 2020
Rationale and Aims

Our vision at Riverbank Academy is for all students to make exceptional progress and to lead happy and fulfilled lives. We offer a personalised journey, with outstanding and good teaching and learning. We ensure learning is challenging, rewarding and engaging. Our school motto embraces our philosophy: ‘From little rivers mighty oceans grow’. Our core values: Caring, Creative and Motivated underpin teaching and learning at Riverbank Academy.

Context.

Riverbank Academy is a Broad Spectrum Special School for 11-19 year olds, with a range of Special Educational Needs, including Moderate Learning Difficulties, Severe Learning Difficulties, Autistic Spectrum Condition, Profound and Multiple Learning Difficulties and Speech and Language Communication Disorders.

Roles and Responsibilities

All staff have high expectations and a growth mindset. All staff will use total communication strategies as appropriate, to ensure all students can access learning and communicate their understanding.

Head Teacher / SLT –
- Overall responsibility for teaching and learning standards and impact in the school through rigorous monitoring and quality assurance.
- To provide high quality CPD to ensure all staff provide outstanding / good education.

MLT –
- To have excellent subject and curriculum expertise.
- To lead and organise quality subject specific CPD.
- To quality assure teaching and learning in their subject.
- To lead CPD in their subject and promote their subject.
- To monitor student progress, challenge underachievement and co-ordinate interventions.

Teachers –
- To have excellent subject and curriculum expertise.
- To plan engaging, differentiated learning appropriate to each student, ensuring good or exceptional progress.
- To record and report rigorously on progress in adherence with the school calendar.
To plan effectively, with differentiation and personalisation at the heart of planning.
To take ownership of their professional development, enabling students to thrive and achieve.
To be a reflective practitioner.
To plan for learning from prior attainment, informed by data.
To teach explicitly, providing feedback to students.
To use subject specific strategies to enhance learning and further student progress.
To liaise with LSAs on lesson planning and student progress.

LSAs –
To support teaching and learning in lessons and use knowledge from CPD.
To use and promote strategies to scaffold learning.
To liaise with teachers on student progress.
To take ownership of their professional development, enabling students to thrive and achieve.
To use total communication to support learning.
To engage with students at break / lunch times.

Students-
To engage in learning and be an active learner.
To behave appropriately so everyone can learn.
To respond to feedback at their cognitive level.
To work collaboratively to improve their learning.
To be an inquisitive learner.
To communicate their learning.

Effective Teaching and Learning, 10 Core Standards.
At Riverbank Academy, we have established 10 Core Teacher Standards, which we expect to see in every lesson, ensuring consistency in approach.

<table>
<thead>
<tr>
<th></th>
<th>Learning objectives clearly displayed.</th>
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<tbody>
<tr>
<td>2</td>
<td>Students understand what they are learning.</td>
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<td>3</td>
<td>Clear match between objective and activity.</td>
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<td>4</td>
<td>Differentiation, support and stretch is apparent.</td>
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<td>5</td>
<td>Use of Assessment for Learning toolkit.</td>
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<td>6</td>
<td>Use of open questions.</td>
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<td>7</td>
<td>Students are engaged.</td>
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<td>8</td>
<td>Effective deployment of LSAs.</td>
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<td>9</td>
<td>Marking clearly follow school policy</td>
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<tr>
<td>10</td>
<td>Appropriate communication tools in lesson</td>
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The core standards are monitored by lesson observations, work scrutiny and learning walks. They are displayed in all classrooms.

**Characteristics of effective teaching and learning**
- Use of Assessment for Learning strategies: lesson objectives, success criteria, questioning, feedback, peer and self-assessment.
- Target setting and monitoring.
- Quality interventions for underperforming students.
- Use of data to plan challenging learning.
- Supportive relationships between staff and students.
- Use of total communication.
- Effective and creative use of resources.

**Learning Environments.**
We aim to have engaging, enabling learning environments, which support the needs of the students. The classrooms are safe and enable students to learn, progress and communicate.

**Monitoring and Evaluation:**
Teaching and Learning is quality assured by the SLT, our MAT consultant, Governors and the MLT through:

- Learning Walks
- Work Scrutiny
- Lesson Observations
- Student progress data
- Student progress meetings
- Triangulation of Teachers’ Impact
- Student Voice
- Key performance indicators

**CPD**
High quality CPD is provided by the school and Multi-Academy Trust on all aspects of Teaching and Learning. All staff continue to develop their professional expertise by undertaking effective and developmental training.