

# 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 schools 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.

1	Learning objectives clearly displayed.
2	Students understand what they are learning.
3	Clear match between objective and activity.
4	Differentiation, support and stretch is apparent.
5	Use of Assessment for Learning toolkit.
6	Use of open questions.
7	Students are engaged.
8	Effective deployment of LSAs.
9	Marking clearly follow school policy
10	Appropriate communication tools in lesson

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.