

Stevenage ESC

TEACHING AND LEARNING POLICY

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Date of Policy:	September 2023
Date of Review:	September 2024



Teaching and Learning Policy

Teaching and learning is the business of the whole Centre

Expectations

- Expectations of students
- Expectations of staff
- Expectations of Centre
- Expectations of parents/carers

Appendix

- Half-termly plan
- Lesson Plan
- Current whole school T&L priorities – SESC Departmental Review Form September 2020

Expectations

Teaching and Learning is at the heart of our Centre. All staff work towards supporting students to progress, whatever their starting point. In order to do this we have expectations of students, parents, staff and the Centre.

To engage in Teaching and Learning at the Centre;

Expectations of students –

- Complete initial assessments so staff are aware of ability
- Engage in Learning
- Work toward gaining stars on their rewards chart
- Read every day 1:1 for 10 minutes, gaining stars for participation
- Gain raffle tickets (KS3) or commendation slips (KS4) when work is above and beyond expectations. These will be entered into our half termly prize draw.
- Will respond to marking feedback using a purple pen
- Gain values rewards to build on life skills (KS3)
- Actively engage in online learning when learning at the ESC is not possible (e.g. during any COVID 19 enforced closure)

Expectations of parents:

Parents/carers are encouraged to support their children's learning by:

- Ensuring that their child comes to Centre feeling confident and positive.
- Ensuring that their child arrives at Centre punctually and regularly.
- Sharing with the keyworker any problems in Centre that their child is experiencing.
- Supporting their child by attending review meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Agreeing to the Parent / Teacher contract concerning their child's behaviour.
- Attending all medical and health interviews when invited.
- Responding to letters sent home from Centre.
- Informing the Centre of reasons for their child's absence.
- Informing the Centre of any significant matters at home that may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to Centre, concerts, visits and fairs.
- Supporting their child to actively engage with online learning as and when set by ESC staff.

Expectations of staff:

- Create SOW building on knowledge each lesson over the half term.
- Develop assessment points at the start and end of the unit.
- Have good Subject knowledge.
- Plan lessons carefully considering the needs and progress of all learners providing support and challenge.
- Create a stimulating environment – including learning walls including key words relevant to the topic students are studying, connective posters and values posters. Students work should also be displayed to encourage them to engage.

- Plan, taking into consideration the half termly plans provided by the Centre, to inform staff of student's needs.
- Attend student update meetings and subject curriculum meetings
- Display clear Learning Objectives in every lesson, structured using the learning stems.
By the end of the lesson I will:
 - Know that..... (Knowledge: factual information)
 - Develop/be able to..... (Skills: using knowledge, applying techniques)
 - Understand how/why..... (Understanding: concepts, reasons, effects)
 - Develop/be aware of..... (Attitudes and values: empathy, moral issue)
 These should be on the board and shared with students every lesson, differentiated when appropriate.
- Display the learning Value students will be working towards in the lesson. Each classroom has a display of the key values: Tolerance; High Aspirations; Citizenship; Resilience; Team Work and Kindness.
- Provide a menu so students know what they will be doing throughout the lesson.
- Begin each lesson with a starter; a brief opening to engage students in the learning as they arrive.
- Develop student talk around topics, Why this? Why now? What next? (yellow sheets)
- Provide Success Criteria so students can check their own learning when appropriate. This may include personalised target setting, a check list to support learning.
- Plan extension activities to challenge students.
- Make effective use of questioning such as using open questions to help students think more deeply and develop their own answers.
- Give time scales for each task to help provide pace.
- Acknowledge and give positive praise throughout the lessons when they are engaged and producing work.
- Plan differentiated tasks to allow for stretch and challenge or support when necessary.
- Provide improvement time allowing students to purple pen their work to support learning.
- Assess learning throughout the lessons – Regular mini plenaries throughout as well as at the end of a lesson.
- Incorporate different activities to cater for learning styles. This should include a variety of VAK activities, individual learning, collaborative learning in small groups, or pairs, one to one learning with an adult, or more able pupil, whole group and independent learning.
- Positive postcards – at least one card should be sent weekly by each teacher.
- Mark work in accordance with the Assessment, Recording and Reporting policy. Marking should be completed regularly, giving recommendations for improvement, as well as identifying SPAG errors. Purple assessment sheets providing next steps should be used at least 3 times during each half term. Extra marking strategies can also include Self-Marking and Peer Marking at different times.
- Ensure teaching and learning addresses identified whole school priorities.
- Set online work to facilitate curriculum continuity in the event of school closure (e.g. COVID 19 enforced closure).

Expectations of the Centre:

In order to ensure equality of access, and effective matching of tasks to needs, the centre will employ a variety of support mechanisms:

- Parents and pupil will attend an initial interview on the first day with the Head teacher to initiate contact and a relationship between parent, child and Centre staff.
- Home visits are carried out to all new starters.
- Pen portrait provided by staff.
- Initial testing.

- Weekly mentoring will help staff understand students.
- Half termly plans to support staff in lesson preparation.
- Regular quality assurance of teaching and learning to ensure school systems, procedures and priorities are adhered to.

**STEVENAGE EDUCATION SUPPORT CENTRE
HALF TERMLY SUBJECT PLANNING SHEET**

Student Name:			
Term: A1/A2/Sp1/Sp2/S1/S2		Dates:	
Subject:		DoB:	Yr Grp:
Reading. Age:	Sp. Age:	Num. Age:	Nat. Cur. Level/Score:
Learning Issues:		Strategies for Learning:	
Behaviour Issues:		Strategies for Behaviour:	
Agencies	Diagnoses	SEND	
EP	ASD	SpLD	
AIO	Sensory issues	MLD	
SC	TOU	SMEH	
CLA	OCD		
CDC	ODD		
CAMHS	ADD		
	ADHD		
How TA will support:			
Progress Target			Target Achieved

**Stevenage Education Support Centre
Lesson Plan**

Teacher	Subject	Class code:	Date and time	Lesson -
Lesson context:				
Key words/Literacy		SMSC/Britishness	Mathematics	
Differentiated learning objectives: Attach appropriate levels and grades where possible.			Assessment methods-how and when will you demonstrate progress against the objectives?	

Key Question:	TA use within the lesson:
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Lesson Plan	Collaboration	Students leading learning	Creativity	Reflection on learning	Timings
STARTER					
INTRODUCTION					
CONTENT					
PLENARY					

T&L Priority (intention)	Key elements (implementation)	Progress			Strengths (impact)	Area(s) for Further Development
Lesson objectives are clear in every lesson	Are LOs shared with learners at the outset of lessons? Are LOs measured against associated learning outcomes/success criteria?	R	A	G		
**Specific techniques to aid the retrieval/reinforcement of learning and consignment to long-term memory are implemented	Is current learning clearly linked to prior learning? Are students provided with explicit opportunities to retrieve and apply prior knowledge and skills to new work? Does assessment use 'low stakes' tests/activities to revisit recent/mid/long term learning?	R	A	G		
Consistent and more visible dialogic feedback provided to learners so that they have clear guidance on how to make further progress – they make this progress and can articulate how work has been improved and 'next steps'	Are purple feedback sheets completed? Can students articulate how work has been improved? Are there other examples of green pen and purple pen responses?	R	A	G		
Students have an increased capacity to produce extended independent work	Are opportunities provided for students to work independently? Is support appropriate when needed? Do students take opportunities for independent work?	R	A	G		
Teachers hold a single sheet for all learners in all subjects that identify their individual learning needs, preferences and bespoke teaching/engagement strategies	Are sheets completed and available to support staff? Are they updated? (new students may have joined class)	R	A	G		
Classroom display celebrates students' work and provides clear links to course/exam criteria and grades (KS4)	Do classrooms display a range of examples of students' work? KS4-linking clearly to relevant examination/assessment criteria?	R	A	G		
Key words/language are displayed in the classroom	Are curriculum specific words/language displayed with associated meanings/definitions	R	A	G		
Learning Journey Templates are present in students' folders	Is the template present in folders at the start of each topic/theme?	R	A	G		
Students can explain their learning journey (referring to template if necessary)	Can students explain why they are studying a topic and explain its links to past and future learning?	R	A	G		

***Yellow priorities require lesson observations**

**** New priority September 2022**

Date of Review: _____

Review conducted by: _____

Learning Journey Template: Subject

Current topic	
Links to past work	
Why are we doing this?	
What next?	
Useful in which careers?	

STEM Links	
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Feedback and Response Sheet

Feedback for:

TOPIC:	DATE:
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WWW:

You have shown that you can:

Evidence of working at: Step: Grade:
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NEXT STEPS:

FURTHER PRACTICE/REINFORCEMENT **EXTENSION**

Please complete the task(s) below:

Response assessed by:	Date:
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Learner comment: How have I improved my work?