



Teaching and Learning Policy

This policy reflects the consensus of opinion of a cross section of both teaching and non-teaching staff across the school and has the full agreement of the Governing Body.

Reviewed February 2022
Tracey Smith

Introduction

At Rigby Hall School we believe in the concept of lifelong, meaningful and contextual learning and the notion that learning should be a fun, engaging, rewarding and an enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

This teaching and learning policy is intended to promote consistency and high standards of achievement across the school. At Rigby Hall School we aim to provide a caring, supportive, nurturing, safe and stimulating environment with high quality teaching through which to foster the confidence, skills and positive attitudes to be successful life-long achievers.

The Aims and Objectives of our Policy incorporates key points and a collaborative consensus in order to promote high quality teaching and learning across the school:

In order for our pupils to be in a position to be taught and for them to learn effectively, we ensure that our ethos and provision promotes a strong sense of:	In order for our pupils to effectively learn whilst retaining knowledge, we teach them utilising:	In order for us to ensure our pupils achieve their full potential and can be as independent as possible, we foster the following approaches that the children reflect in their learning:
<ul style="list-style-type: none"> *A love for, and of learning *Belonging *Aspirations *Identity *Challenge *Happiness *Good health *Comfort *Confidence *Good self-esteem *Good mental health and well being *Resilience *Enjoyment *Respect *Pride *Safety *Inclusion *Positivity *Support *Success 	<ul style="list-style-type: none"> *Different environments – both indoor and outdoor; library, specialist rooms, life-skills village, forest school *Communication that is accessible and effective – signing, symbols, objects and photos *The best possible opportunities and experiences *Skills for life in order to prepare for life beyond school *Personal interests leading to the most appropriate pathways and provision *Any strategies required in order to make learning and understanding accessible to all 	<ul style="list-style-type: none"> *A good attitude where the emphasis is on ‘can do’ and ‘give it a try’ with the ability to make mistakes safely *Strategies to manage their emotions and behaviours with the ability to self-regulate *A nurturing environment that celebrates achievements *An understanding and appreciation of differences *A sense of pride – around themselves, their achievements, their work and their role in the world. *A positive mental health and well-being and the ability to recognise when this isn’t the case *A sense of being able to thrive in all areas; mental, physical, spiritual and academic *A feeling of being valued

Effective Learning

We acknowledge that our pupils learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We offer opportunities for children to learn effectively and in different ways. These include:

<p>Embracing Forward Thinking: creating the best possible learning environment in which to thrive, taking into consideration skills needed to prepare for the future.</p>	<p>Child led opportunities: exploring their style of learning through play, physical, practical, sensory, interests and strengths</p>	<p>Positive experiences: Stimulating and empowering the pupils to excitedly develop confidence whilst feeling safe in order to take risks</p>	<p>Accessibility: Communication is a vital part to every child being a part of their learning; through speech, signing, symbols, objects of reference, photographs; total communication.</p>
<p>Harnessing Curiosity: encouragement to 'try' gaining confidence in abilities, thought provoking activities, engaging learning experiences.</p>	<p>Targeted support: Differentiated work that considers barriers to learning and is tailored to need</p>	<p>Real life skills: Using what they have learnt in the classroom and applying these skills outdoors, in the Life Skills Village and outside of the school environment in the community</p>	<p>Stage appropriate consideration: ensuring that meaningful and relevant opportunities are available for every stage and pathway presented across the school</p>
<p>Encouraging Independence: investigating, interacting, risk taking in an environment where pupils feel safe and secure to make mistakes</p>	<p>Meaningful opportunities: Activities that spark interest and make clear links to life beyond school and the world of work; linking the classroom to wider life</p>	<p>Environmental factors: Strong sense of feeling safe and secure in a nurturing environment where the pupils are involved in the rules and boundaries applied. Making sure equipment is labelled and accessible to promote independent learning. Teaching, and expecting, children to respect and care for their environment Ensuring classrooms are inviting and all areas are clear and</p>	<p>Reflection: Consider what went well, how to improve; repeat, recap, remember.</p>

		clutter free. Providing an inviting book corner. Creating role play areas (where and when relevant)	
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We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn. Review strategies are used, as well as planned plenaries during and at the end of lessons to review the key learning objectives and to assess the level of understanding, working on misconceptions at the earliest point.

Effective Teaching

When teaching we focus on motivating children and building on their existing skills, knowledge and understanding of the curriculum area previously covered and taught. We use a range of resources to provide a well-balanced and broad curriculum plan. We expect all of our Teachers to adhere to and perform in accordance with the Teacher Standards.

We believe children learn effectively when the teacher provides:

<p>Clear Planning: Well-structured, thoroughly prepared, engaging, innovative and inclusive programmes of work, displaying good subject knowledge allowing for the flexibility to change and adapt as and when required</p>	<p>Learning outside of the Classroom: taking the learning beyond the classroom making clear the links between the knowledge and key skills, and the transfer and application of these to real and relevant activities of personal interest, either on site, in the community or within off site visits</p>	<p>Relevant Feedback: Positive feedback that is relevant to pupil's levels encourages further development of understanding and high-level open questioning checks understanding at different points to enable movement through skills to happen at opportune and correct timing, whilst encouraging pupils to reflect on their work</p>	<p>Appropriate Groupings: Ensure beneficial pairings, partnerships and groups that are supportive and encourage the development of social and listening skills</p>
<p>Positive Relationships: meeting the basic mental health and well-being needs of the individuals, knowing the pupils and their profiles,</p>	<p>Accessibility for all: clearly differentiated work, displaying and sharing Learning Outcomes with the pupils, considering adult support and interventions,</p>	<p>Good Classroom Management: Respect, high expectations and boundaries help the pupils to feel involved in their learning with a clear understanding of</p>	<p>Suitable Challenge: Motivational and thought provoking activities to ensure achievement in line with target boundaries, ensuring high expectations with</p>

showing respect and dignity at all times, nurturing a sense of belonging and importance in an environment where pupils feel safe to take a risk and 'try'	prioritising pupils communication needs and strategies to ensure engagement, inclusion and participation	right and wrong through a universal ethos that Behaviour is communication, consistent behaviour management and strategies, rewards and time for processing through pace of lesson and opportunities for regulation if needed.	realistic approaches that make the pupils feel a sense of success and attainment through suitable challenge, ambition and their individual targets.
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We base our teaching on our knowledge of our pupils' levels of attainment and prior experiences. Our prime focus is to further develop their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning activities and opportunities we give due regard to information and targets contained in the children's Education Health & Care Plans (EHCPs).

We have high expectations of all pupils.

All teachers work hard to establish positive working relationships with the children that they are teaching. We treat them fairly, with consistency of approach, respect and dignity, and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to behaviour and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We teach to the children's needs.

Teaching Assistants have an integral role in the teaching and learning of our pupils. They are deployed where they are needed most.

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

Marking

We believe in the importance of feedback to pupils as it is key to rewarding pupil progress and achievement. Constructive feedback, where appropriate, gives pupils the opportunity to learn and develop. Written feedback to pupils is regular and purposeful.

It is the responsibility of all staff to ensure:

Expectations are non-negotiable: All work is dated, with a title, the required Learning	Relevant Information can be shared: Positive feedback is given to provide information around
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Outcome that is relevant to the child's level is clearly displayed. There is a comment that states the support given with a next step to support improvement and development. Unfinished work is completed.	the need for interventions and further support, help future planning in the sequence, evidence of learning and the gaps that may be appearing, considering alternative methods and routes and overall progress over time. Marking informs monitoring exercises and gives information to staff teams and parents.
Marking is purposeful: Pupils are given time to recognise what they have done well and acknowledge their work and efforts matter and will be celebrated. Marking is relevant to each phase and pathway throughout the school and is done regularly and in accordance to guidance.	Raised standards for pupils: Pupils recognise their achievements from a start to finish point by knowing what they need to do through sharing success criteria, celebrating their efforts and reflecting on what they have done well, and what they need to improve on in order to build confidence and a sense of pride.

Display

The school believes that the purpose of displaying pupil work is to both support and celebrate learning through various means:

Engaging pupils: Displays are sympathetic to pupil needs, focusing on current and up to date topics ensuring they are meaningful through ownership and familiarity in order to motivate.	Prompting & Routines: Visual Timetables, routines, key class information such as rules, rewards, photos, health and safety requirements, emotions and behaviour expectations.
Enabling learning: Displays highlighted key words, symbol support, English and Maths resources such as alphabet and number lines, offering further information to support knowledge development around different subjects. Supporting pupil's mental health and well-being.	Celebration: Pupils recognise achievements and good examples. There is a sense of pride within every display with children feeling proud to see their named work carefully presented and displayed for all to see.
Recall: Displays offer a point of recollection looking back on trips and visits, abilities and achievements. Key messages are displayed around Modern British Values, Cultural Capital information, well-being and anti-bullying.	

Vision for learning experiences at Rigby Hall

We believe that our pupils learn well and have the best experiences when the following are taken into consideration and are embraced, embedded and promoted at every opportunity.

Nurture Our pupils learn effectively when there is a sense of trust between them and their staff, where they have positive role models and are happy and enthusiastic to learn within their	Environment Our pupils learn to the best of their ability when their environment is maximized providing the best possible resources and experiences that we can give
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<p>environment. Pupils adopt a 'can do' approach where they feel safe and confident to make mistakes, and take risks knowing they are in a supportive setting.</p>	<p>them. Pupils access the whole school environment both in and out of their classroom. The pupils take part in an inclusive learning experience where they are encouraged to lead their learning through curiosity and intrigue, and develop a love for and of learning.</p>
<p>Aspirations We believe that pupils deserve to achieve the very best accreditation and qualifications that they possibly can. We believe that pupils should experience and learn all the knowledge and skills necessary for their next steps in school, life beyond school for lifelong learning. Our pupils will be given the tools and skills necessary in order for them to lead as independent a life as possible.</p>	<p>Key support Our pupils need key and vital support from their staff to provide interventions and challenge and to nurture them , make them feel safe and secure, offering them a 'safe' place in which they can be comfortable, and feel a real sense of belonging, respect and dignity.</p>

Target Setting

Challenging targets are set in all subject areas and are based on Pupil Profiles that give minimum expectations that consider all barriers to achievement, and a maximum % of 60% over the year. %'s are reviewed and challenged termly in Pupil Progress meetings where we review attainment and reset targets, with justifications, if necessary. Data is taken from SOLAR, our assessment program where staff have input Key Skills for their subjects and highlighted Key Performance Indicators (KPI's). We look further in to the curriculum offer, and other factors such as environmental and contextual considerations, where a pupil has not reached their target.

Planning

All teaching staff in the school have long term and then weekly plans. These outline what is to be taught and how. They include plans for differentiation and teaching approaches which target a range of learning styles. Planning is audited regularly by Phase Leads.

Parent/Carers

We believe that Parent/Carers have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence. Teachers offer activities and ideas for learning. Consultation meetings with teachers are held to discuss progress and strategies for further improvement.

Parent/Carers are offered 3 opportunities throughout the year to meet with their child's teacher in a more formal setting in order to discuss progress and development; 2 parent's evenings as well as

an Annual Review meeting. Due to the nature of our school, Parent/Carers are able to contact Teachers whenever there is a need to discuss their child's progress.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work. Parent/Carers who bring their children to school are encouraged to do so in a punctual manner so learning time is not missed. Parents are asked to inform the school of any absence on the first day so that we know that they are safe at home.

Pupil voice

We encourage and respect pupil voice. We have a few councils within school that enables pupil voice around key areas such as School Council, Personal Safety, Online Safety and Anti-bullying which meet regularly and make recommendations and undertakes work to improve our school. All classes use circle time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires and discussions. During the pandemic, we introduced the 'Monday Big Question' which covered all aspects of these councils and enabled us to obtain pupil voice even at this time.

Governors

Our governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-review processes. They are kept informed by visiting the school, as well as attending meetings and reading reports by the Head teacher and other key staff.

Extended provision

We provide a varied menu of activities to support and enrich learning; these include lunchtime clubs, after-school clubs, sports tournaments and competitions. More latterly, we have sought funding to enable holiday club provision as well.

Trips and visitors

We are fortunate to be located within easy reach of a variety of motivating, culture rich, interesting, and educational places which we use to enhance the curriculum and stimulate learning. Teachers are encouraged to plan visits and opportunities for Learning Outside the Classroom.

Equal opportunities

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of specific SEND in terms of learning styles, needs and pupil needs, gifted and talented, and language stage needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential. Teachers also take in to account the 'E' and 'F' statements in a pupils EHCP to ensure that provision and outcomes are worked on and ultimately met.