

DOVE HOUSE SCHOOL ACADEMY TRUST

Teaching and Learning Policy

Policy Title	Teaching and Learning Policy		
Author / Reviewer	Interim Head of School and Teaching and Learning Lead		
Trustee Committee	Delegated to the Interim Headteacher		
Signed by Chris Toner (Interim Headteacher)			
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Our Vision

Our vision is for all the students to become well-rounded young adults, who go on to lead as independent lives as possible. Preparation for adulthood and employment play key roles in all that we do at Dove House School Academy.

The purpose of this Teaching & Learning policy is to promote a consistency of practice, ensure clarity of purpose and promote staff awareness of current educational research and evidence-based practice.

It is important that we recognise the role of the teacher as an expert and build upon this. The following information should be viewed as a guideline for staff to work within and beyond.

Aims for students:

- For each student to develop their knowledge, skills and experiences so that they mature to their full academic and social potential.
- For each student to grow into an independent young adult who will live an aspirational and happy life.
- For each student to have personalised targets, designed to help them to access the school's curriculum and build their social communication skills. This is focussed in our Embedding Positive Interaction and Communication (EPIC) which is integral to the entire school community.

Aims for Teaching and Learning

- To provide high quality teaching and learning experiences which allow each individual student, to reach their full potential.

- To provide a personalised approach to learning in recognition of the fact that all students have different needs, abilities and starting points. Every student at Dove House School Academy has an Educational Health Care Plan, (EHCP) detailing their specific needs: cognition and learning; communication and interaction; social, mental and emotional health and sensory/physical.
- To ensure that the learning experiences for each pupil are relevant and personalised, with reference to the outcomes on their EHCP and the way they present in the classroom.
- To provide a bespoke curriculum, with additional targets, if students have specific additional needs. Therapies and interventions available include: Learning Support Base (LSB), Pupil Additional Literacy Support (PALS), Occupational Therapy (OT), Physiotherapy, Speech, communication and language needs (SCLN), Individual Education plan (IEP) and Individual behaviour plan (IBP).
- To provide a curriculum, which goes beyond the classroom and prepares the student for the adult world of work, leisure and potential parenthood.

Our School

Collectively Dove House school is a place, which is:

Calm. It has a noticeably quiet atmosphere where the emphasis is on learning.

Caring. Where the students and whole school community care for and respect each other and the environment in which they all work.

Positive. A place which students and the whole school community are proud of and want to be.

Successful. Where all students achieve, recognise and celebrate their own success and that of others.

Confident: Where students feel confident to try things, to be able to make mistakes and learn from them and, ultimately to become as independent as possible.

Supportive: where students can communicate their concerns and anxieties to staff and these are listened and responded to in a timely and appropriate way recognising the emotional and communication needs of each student.

QUALITY OF EDUCATION

INTENTION

- To provide a curriculum which is ambitious and designed to meet the needs of all of our students. Dove House offers a full suite of National Curriculum subjects (with the exception of a modern foreign language), together with personalised programmes to support individual needs.
- To provide a curriculum which is coherently planned and sequenced, so that students cumulatively gain sufficient skills and knowledge for the next step in their education.

- In Key Stage 4 to provide a learning pathway that suits the individual needs of each student e.g. academic, vocational and foundation pathways.

IMPLEMENTATION

Understanding the content - Subject knowledge, pedagogical subject knowledge, pedagogy (Teaching standards 3 and 4)

- Teachers are enthusiastic and confident about their subject, demonstrating deep theoretical knowledge and understanding of the subjects they teach.
- Subject curriculum maps will be in place and form the basis of schemes of work, sequences of lessons and individual lesson plans. There will be evidence in students workbooks, and across year groups, of a clear learning journey and individual student progression.
- Teachers are encouraged to keep up to date with current subject and pedagogical knowledge, through being members of specialist subject associations and through training and guidance from the Teaching and Learning Lead.
- Teachers have a thorough knowledge of relevant curriculum tasks and activities and have a range of pedagogical strategies that can be used to ensure learning outcomes are met across all abilities.
- Teachers encourage students to be independent learners, wrong answers are valued as part of the learning process. Teachers are able to identify misconceptions accurately and provide clear, direct feedback.
- Students are offered a wide variety of experiences both inside and outside of school. These opportunities contextualise and consolidate their learning allowing them to apply their knowledge and skills in real life situations.

Creating a Supportive Environment (Teaching standards 1,5 and 7)

- Staff will get to know the students well and have a detailed understanding of the implications for teaching students from their EHCP and how they present in the classroom.
- The SENCo and other specialist staff will share information appropriately with all teaching staff, which enables students to fully access learning opportunities.
- Staff will be supported by the Wellbeing Team in maintaining mutual respect, care and support of student's emotional wellbeing and presentation needs.
- Staff will promote and model a positive learning environment of student-to-teacher and student-to-student interactions, which is characterised by respect, trust, cooperation and care. (EPIC)
- Staff will have high expectations of all students regardless of their baselines and individual needs.

- Staff will create an environment that allows the learner to focus on learning by ensuring students feel safe and secure and know what is expected of them.
- Staff will welcome students into lessons which begin promptly with students purposeful from the beginning.
- Mutual respect is evident in all staff and students' interactions, for example by listening to and valuing students' contributions.
- The classroom is organised and conducive to good quality teaching and learning. Staff take account of the needs of individual students e.g. for ASD students, keeping the area around the whiteboard or teaching area free of any additional posters / information.
- Teachers are aware of extraneous cognitive load and the need to minimise this to lessen the impact on the learner.
- Teachers will communicate with learning support staff and deploy them effectively to support individual student's needs.

Maximising Opportunity to Learn (Teaching standards 1,4, and 7)

Teachers and support staff know that Behaviour is a curriculum that must be explicitly taught and modelled consistently throughout the whole school community. Staff will implement the school's agreed code of behaviour, outlined in the Dove House School Academy Behaviour Policy.

- Teachers and staff will have clear structure and routines in the school and classroom that are modelled and taught explicitly to all students. Staff will expect all students to behave well and respect others at all times.
- Staff will create a learning environment that values attendance, punctuality and involvement in lessons. Staff will reinforce to students the importance of applying these qualities beyond the classroom.
- All staff will apply the school wide ethos of Embedding positive interaction and communication (EPIC) while recognising the communication and cognition needs of individual students.
- Staff will encourage students to be committed to learning, by teaching them how to learn and study effectively (metacognition). Staff will teach students that making mistakes is part of the learning process, thereby making the students resilient to setbacks.
- Relationships between teachers and pupils will reflect a positive and respectful culture which models British Values to all members of the school community.
- Staff will use their skills and understanding of SEND to deal with issues quickly and effectively (where they occur), and act so that the issues do not disrupt the learning of others.
- Staff will be supported by the Wellbeing / Pastoral Team to ensure that inappropriate behaviour is not tolerated.

High Quality Teaching for All (Teachers standards 2, 4, 5 and 6)

- Teaching at Dove House is research based and evidence informed. The teaching and learning lead keeps up to date with current subject and pedagogical knowledge which is contextualised and disseminated to teaching and support staff.
- Teachers have an understanding of how children learn and the ten researched-based principles of instruction. (See Appendix 2 Rosenshine's Principles in Action). Teachers implement these in the classroom setting to maximise learning opportunities for all students.
- Lessons are planned so that the precise learning outcomes offer challenge to all students. These precise learning outcomes are shared with the students, so that they are aware of the learning journey and the progress they have made.
- Teachers plan not only for the development of student's subject knowledge but for their personal development. Opportunities for personal development are woven into the curriculum and individual lessons. The school wide focus of EPIC is instrumental in this.
- Teachers are well prepared for lessons, with resources and strategies used that support the learning of all students. Personalisation is evident in planning and delivery of lessons.
- All teachers develop learner's confidence and enjoyment in reading by using opportunities within lessons for students to practise phonics, word recognition and reading. This sequential approach aims to inspire fluency in reading across the school.
- Dove House recognises some students require additional support in literacy. This is delivered by a bespoke intervention- Pupil Additional Literacy Support. (PALS)

Sequencing Concepts and modelling

- Teachers present new material in small steps with student practice after each step. Presenting too much content at once will overwhelm students short term memory. The amount of new knowledge that students receive at any one time is limited so that learning is secure before moving to the next step.
- Teachers give clear and detailed instructions and use vocabulary that all students in the class will understand. Teachers will use their knowledge of students' Literacy / Blanks levels to ensure vocabulary used is pitched at the correct level.
- Teachers will provide students with cognitive support e.g. modelling, thinking aloud, worked examples to help them learn. This will reduce the cognitive load on their short-term working memory but still ensure they can achieve aspirational learning outcomes.

Questioning and Feedback

Teachers will use questioning in order to continuously assess learning and to inform next steps. Questions help students to practice new information and connect new material to their prior learning.

- Teachers will use a range of techniques, for example, Cold calling, mini-whiteboards, think/pair/share, 'say it again' better, probing questions, process questions, to systematically check every student's understanding.
- Teachers will provide systematic feedback and corrections. For SEND students, the most effective feedback is 'in the moment'. Teachers will make sure that the student understands the feedback and that it moves the student's learning forward.
- Teachers use feedback which matches the needs of each individual learner. This may be verbal, written, annotations, post it notes, visuals or worked examples.
- Teachers will teach responsively by checking every student's understanding throughout the lesson and adapting the teaching accordingly.
- Teachers will identify misconceptions quickly and accurately and provide direct, clear feedback which is understood by the students and acted upon immediately.

Reviewing material

Teaching is designed to help students remember in the long term the content they have already been taught. Retrieval of previously learnt knowledge and skills is integral to curriculum planning.

- Teachers will explain to students, using terminology appropriate to their ability, the importance of regularly reviewing previously learnt work, in the development of their long-term memory.
- Teachers will use spaced practice and interleaving to revisit previously taught knowledge and skills to develop long term memory and to integrate new knowledge into larger concepts.
- Based on research into metacognition and evidence-based practice teachers will explicitly teach students the skills and strategies they should use to maximise their learning. The way this is done will vary on the cognitive and academic ability of the students.

Stages of Practice

Teachers will move through a progressive series of teaching episodes based on the 'I do it; we do it; you do it' model. Practice is key to students progressing in their learning. There should be a distinction between guided practice and independent practice.

- Teachers will provide opportunities for extensive and successful practice. They will guide the stages of student practice and provide scaffolding if necessary to ensure all students achieve the lesson outcomes. Scaffolding will be removed at a rate applicable to the needs of each individual student.

- Teachers will use a variety of strategies, including differentiation techniques, to ensure a high success rate. A high success rate provides a stronger platform for subsequent learning.
- After sufficient guided practice, teachers will aspire for students to achieve the lesson outcomes independently. Teachers will construct learning so that students are able to do challenging tasks, independently. For some students, the teacher will be working towards minimising the support or scaffolding required.
- Teachers will give students the opportunity to engage in increasing amounts of independent practice, aiming for the student to become fluent in their learning. Teachers will continually check for understanding and reteach knowledge and concepts if there are any misconceptions or elements that the student does not understand.

Professional Development of Teachers ('Teachers as Learners')

'Every teacher needs to improve, not because they are not good enough, but because they can be even better'

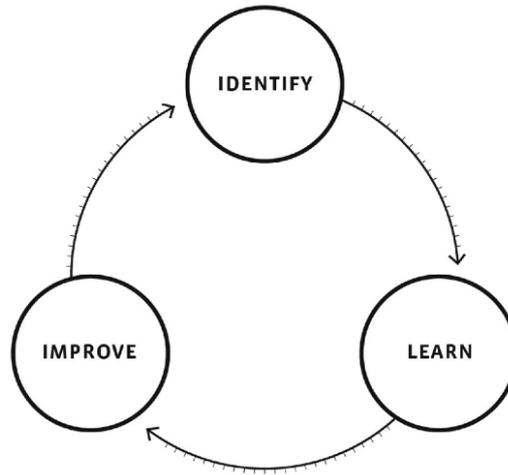
(William, D ' Every Teacher can improve' Keynote speech at SSAT conference 2009)

The aim of the professional development programme at Dove House is to encourage and support teachers to become evaluative practitioners who constantly assess their practice and professional learning based on the direct impact it is having at the organisational edge (i.e. on students' personal development and academic progress and the impact on parents/carers and the wider community).

Therefore, as a result of specific Professional Development sessions and from other professional development opportunities we hope to achieve a cycle of **Responsive Professional Learning** as follows:

- Teachers to engage with research and evidence-based practice.
- Through collaboration, teachers discuss and share effective strategies.
- Teachers implement effective strategies within own lessons.
- Opportunities for peer assessment, discussion and feedback.
- Teachers evaluate the contextual impact of strategies that have been implemented.
- Teachers modify planning to reflect any outstanding practice.
- Teachers use the strategies identified as having direct impact on learning, routinely within lessons.

The **Instructional coaching model** is used at Dove House to facilitate continuous teacher development. Instructional coaching has a robust evidence base underpinning it and has been shown to reliably improve teaching and student outcomes (Kraft et al,2018; Sims,2019). Opportunities are regularly provided for thoughtful, consistent professional reflection.



(Knight, J 2017 The Impact Cycle)

Management of Teacher Performance

Dove House School Academy expects excellent standards of performance and is committed to supporting all staff to fulfil the requirements of their role.

The Academy acknowledges that there may be circumstances when a member of staff does not perform to the required standards. This may happen because the staff member does not have the necessary skills, knowledge and/ or experience. They may not demonstrate the appropriate behaviours that are required.

If a member of staff is unable to perform to the required standard, they will be managed under The Staff Capability Policy.

Annual Reporting Timetable (Feedback to parents/carers)

Every student at Dove house has an EHCP (Education, Health and Care Plan) which is reviewed annually. This review is initiated by the Head Teacher and coordinated by the student's tutor. Parents/Carers are invited into school to discuss their child's progress against the identified criteria. As well as reviewing progress the EHCP review also provides an opportunity to set objectives for the coming year and make any adaptations or changes necessary to the child's plan.

. Reviews of Educational Health and Care Plans are held:

- Key Stage 4 November
- Key Stage 3 February

The reporting timetable also includes an Annual Report (timescale below) with individual comments from subject specialists.

Student progress data is collected and moderated by Faculties quarterly. Summaries of progress are then issued to parents/carers. (Unless this coincides with the Annual Report, in which case the most recent data will be included with this)

Parent/Open Evenings are held throughout the year as follows: -

September	Parents Evening (new Y7 pupils) Open Evening for parents, prospective parents, friends and visitors
October	Certificate evening
November	KS4 EHCP Reviews
January	Y11 Parents Evenings
February	KS3 EHCP Reviews
March	Y10 Parents Evening
May	Y8 & 9 Parents Evening
June	Y7 Parents Evening

References:

Sherrington T (2019) Rosenshine's Principles In Action
Sherrington T and Caviglioli (2020) Teaching Walk Thrus (Vol 1)
Sherrington T and Caviglioli (2021) Teaching Walk Thrus (Vol 2)
Shimamura (2018) A Whole -Brain Learning Approach for Students and Teachers
OFSTED The Education Inspection Framework 2019
Education Endowment Foundation (2020) 'Great Teaching Toolkit Evidence Review'
Department of Education Early Career Framework 2019
Knight J (2019) The Impact Cycle

Appendix 1



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfill wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Appendix 2 Rosenshine's Principles of Instruction

Barak Rosenshine's

PRINCIPLES OF INSTRUCTION



A thematic interpretation for teachers by Tom Sherrington @teacherhead



VISUALISED BY

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REVIEWING MATERIAL

1 Daily review



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

10 Weekly and monthly review



QUESTIONING

3 Ask questions



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

6 Check for student understanding



SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

4 Provide models



8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

STAGES OF PRACTICE

5 Guide student practice



Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.

High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80%. i.e. high! Nat 95-100% (too easy). He even suggests 70% is too low.

7 Obtain a high success rate



9 Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"