
LEARNING & TEACHING POLICY



RAEDWALD
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RATIFIED BY THE TRUST BOARD IN:
OCTOBER 2018

NEXT REVIEW DATE: SEPTEMBER 2019

LEARNING & TEACHING POLICY

Person responsible for this policy:	Angela Ransby
Policy author:	Angela Ransby
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Date to be Reviewed:	September 2019
Policy displayed on website:	Yes

CEO Signature:	Angela Ransby
Trust Board Signature:	Roger Fern

Rationale

The purpose of the Raedwald Trust is to provide an enriching, inspiring and aspirational education for all our pupils which is matched to their age, stage and individual needs. We tailor our pupils' learning experiences so that each individual is provided with a rich and varied learning pathway providing for the attainment of outstanding achievement.

Curriculum Organisation

Our curriculum is driven by our unfaltering commitment to personalised learning. Putting the children and young people at the very centre of all that we do, our timetables, allocations of staffing and resources is determined by individual needs. Pupils are frequently taught in small groups or 1-1 either in classrooms, in homes, at bedside in hospital or at approved locations in the community across Suffolk. Larger group learning programmes are programmed to develop collaborative learning behaviours: our pupils frequently come together for workshops and projects which often inspire and challenge our learners to develop further. The National Curriculum, relevant exam specifications, and the Trust specific curriculum are delivered through a sound and reflective pedagogy that underpins all the learning across the Raedwald Trust.

The Raedwald Trust curriculum aims to follow direction from the home school for dual registered pupils, to ensure continuity of education and teaching staff liaise closely with other professionals to make sure that planned learning is as seamless as possible. Subject teachers plan lessons taking account of information from school as well as information gathered through the initial assessment on entry process and ongoing assessment processes. A full range of resources are used, including online and other technology based materials. Where possible, accredited courses are used e.g. the AQA Unit Award Scheme, to recognise and celebrate short and medium term progress. Recording processes help staff to monitor (on a daily basis) student progress against learning objectives. Curriculum balance is monitored by the Head Teachers and Heads of School who liaise closely with the Trust Pedagogical Lead. Faculty leads may also be deployed to have a key role across the school sharing their experience and supporting subject developments.

Teaching & Learning Principles

Through our 6 principles, we aim to:

1. Create safe, supportive, inspiring and purposeful learning experiences *in order to enable our children and young people to become confident, resourceful, enquiring and independent learners.*
2. Promote independence, collaboration and self-motivation *in order to help our students grow into reliable, independent and positive citizens, to help them build positive relationships with other people and to develop self-respect and respect for the ideas, attitudes, values and feelings of others.*
3. Ensure students' needs, backgrounds, perspectives and interests are reflected in a flexible and responsive personalised learning programme.

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4. Ensure students are challenged and supported in developing deep levels of thinking, application of knowledge and skills, creativity, confidence and resilience and are encouraged to take advantage of new opportunities.
 5. Ensure on-going assessment practices are an integral part of learning and teaching *in order to build confidence that learning experiences stay challenging and well matched to student need.*
 6. Ensure learning is enhanced by opportunities to connect strongly with communities and practice beyond the Raedwald Trust which strongly supports a successful onward transition for our students *and enables our students to understand their community and help them feel valued as a part of this community.*

Pupils support the school aims by

- Participating in lessons, routines and events.
- Engaging with staff
- Taking responsibility for their learning and behaviour.
- Participating in feedback processes e.g. questionnaires

Parents support the aims of the school by

- Working in partnership with the school
- Assisting in the home school liaison process
- Communicating with school staff
- Participating in feedback processes eg questionnaires and forums

Other professionals support the work of the school by

- Engaging and involving school staff in the overall care plan for the pupils
- Understanding the roles and responsibilities of a hospital school
- Supporting School Development Plans and any OFSTED action points.
- Taking part in school questionnaires by giving their views on the provision that the school makes
- Supporting continuity of education

Effective Learning: *Where learning is effective, students ...*

1. Are motivated to:

- Take an active interest in their studies through encouragement and support from their parents/carers
- Improve their performance and are willing to learn from any areas for development as well as strengths
- Enjoy lessons and readily respond to the challenge of the tasks set
- Remain on task and focused as far as their medical condition allows
- Demonstrate that they are performing at least as well as can be expected, according to standards for their age and ability and their medical condition
- Care about the presentation of their work
- Look after resources

2. Take responsibility for:

- Their own learning
- The impact that their behaviour can have on others and accept the consequences of their behaviour in the context of their capabilities and treatment programmes
- Evaluating their own achievement through learning objectives/outcomes
- Concentrating on the tasks set and listening attentively when appropriate
- Developing the confidence to raise questions, to try to find answers and asking for help when needed
- Helping each other and working collaboratively as well as independently when working as part of a group
- Developing over time the ability to work independently and to take responsibility for their learning

3. Have developed or are developing the following skills:

- Persevere with tasks they find difficult
- Respond positively to opportunities given to extend their learning
- Able to modify and redraft work
- Retain knowledge, apply it in unfamiliar contexts and make connections with other work

4. Understand the implications of social learning by

- Talking to staff and students in a respectful way, being aware of their feelings and emotions
- Being able to adapt to different ways of working
- Being able to listen to other pupils and their teachers
- Evaluating their own work and making realistic judgements about it
- Gaining the appropriate level of skills, knowledge and understanding, given their age, ability, medical condition and time available
- Communicating information and ideas, offering comments and explanations
- Feeling that they are valued by their teacher(s) and that their achievements are recognised

Effective Teaching: *Where teaching is effective, teaching staff.....*

1. Make their lessons purposeful

- Through carefully planned, well-structured and paced lessons
- By making aims and objectives explicit to students at the beginning of each lesson, task or topic and referring to them throughout
- By involving students actively in their evaluation of learning achievement so it is not just a passive process
- Through explicitly checking understanding and reviewing work

2. Make lessons interesting and stimulating

- By having high expectations and making them clear
- By challenging students to step outside of their comfort zone whenever possible

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- By consciously showing enthusiasm for and about a subject area and the possible learning opportunities
 - By devising imaginative and creative approaches to develop the student's knowledge and skills
 - By varying teaching styles, pace of learning, learning activities and the learning environment to maintain students' interest and take account of individual learning styles
 - By structuring lessons which connect with prior learning and have explicit learning objectives shared with students
 - By using praise and positive reinforcement to foster self-esteem, motivation and confidence
 - By regularly displaying examples of students' work
 - By allowing students to demonstrate their skills through active learning
 - By using technology when and wherever appropriate to enhance the learning experience and outcome

3. Create an orderly environment and manage classes efficiently

- By setting and achieving high standards of behaviour and motivation
- By matching the teaching style to the lesson objectives and the changes in both individual and group dynamics resulting from students medical conditions
- By organising all physical resources in ways which will promote orderly and safe classroom management
- Where relevant - by setting and marking homework regularly, consistently and usefully
- By keeping up to date and accurate records and assessment data in line with the academy based assessment policy

4. Match learning activities/opportunities to all (PERSONALISATION)

- By using recent evidence of prior attainment or our own assessments to gauge students' individual capabilities and track performance
- By being aware of individual student's preferred learning styles (**V**isual, **A**uditory, **K**inaesthetic Learners)
- By testing understanding and acquisition of knowledge through a range of assessments
- By using appropriate differentiated materials and tasks which ensure active participation in lessons for all students - including the most able and those with an SEND need
- By setting high expectations for all students, rewarding achievements with praise
- By encouraging students to evaluate their own performance and develop an awareness of areas that could help them progress further

5. Develop positive and productive working relationships with students

- By encouraging students to interact where possible with each other, with adults and the wider hospital and community, fostering mutual respect
- By providing opportunities for students to work in groups as well as individually
- By using language in a way that builds relationships and raises pupil self-esteem
- By understanding and promoting the value of speaking and listening

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- By ensuring that students feel safe, given their medical condition and learning venue
 - By developing appropriate professional skills through lesson observations, discussions, and planning relevant INSET opportunities
 - Through promoting equal opportunities through the teaching and learning process (ref: Equal Opportunities Policy)
 - By actively encouraging parents/carers to support pupil learning
 - By communicating clearly with students and parents/carers regarding the quality of learning
 - By efficiently responding to any concerns from parents/carers and making sure that appropriate follow up is maintained

6. Use a range of assessments to evaluate progress and to inform future teaching plans students

- By using effective assessment tools
- By ensuring that students have a clear understanding about their study programmes and relevant success criteria
- By giving regular effective feedback and helping them set achievable “SMART” targets for improvement
- By encouraging and trusting students to take responsibility for their own learning
- By involving self-assessment and peer assessment (where appropriate) in the drive to improve

7. Create further opportunities for learning

- By encouraging and supporting students to develop an interest in a subject area
- By taking opportunities to experience a range of learning environments beyond the hospital premises e.g. trips
- By providing a variety of high quality curricular enrichment opportunities that encourage students to get involved and extend their learning
- By offering students time for reflection
- By allowing students the opportunity to have their say and to be able to communicate their ideas
- By giving students the skills and support to prepare for future career aspirations
- By matching accreditation opportunities to students’ learning needs.