



## Teaching and Learning Policy 2024-25

This policy gives guidance to staff on Teaching and Learning and should be read alongside the Marking and Feedback Policy.

### **Introduction and Rationale**

At Northumberland PRU, Quality First Teaching is at the heart of everything that we do. Our teachers talk about teaching, our teachers observe each other teach: our teacher's plan, organise and evaluate together: and our teachers talk to each other. Our curriculum offer is targeted to the young people who walk through our doors, to ensure the best chance of success and a positive destination after Northumberland PRU. Our aim is simple: to give students a broad and balanced curriculum that also recognises their need for a more personalised curriculum. This includes therapeutic strategies and excellent pastoral support and care.

### **Effective Teaching at Northumberland PRU is:**

#### **1. When we show knowledge of children we are aware of their**

- stage of development as a learner, e.g. skills, knowledge, learning techniques and maturity
- interests
- prior knowledge
- individual needs, e.g. academic, physical, emotional
- preferred learning styles

#### **This knowledge is used to improve teaching by informing**

- planning for differentiation
- effective use of resources
- teaching strategies
- grouping
- targeted classroom support

#### **2. When we are well planned, whether in the long term, medium term or short term, we will have considered**

- learning objectives and success criteria
- prior assessments
- National Curriculum requirements and issues of progression
- appropriate resources
- the role of other adults in the classroom
- tasks that will allow access for the full ability range
- time allocations
- the range of teaching strategies

- assessment opportunities

### **3. When we have developed an environment conducive to learning we will**

- have systems in place which enable pupils to access and manage resources independently
- praise pupils for achievement
- have high expectations
- base relationships on mutual respect
- have attractive classrooms which show pupils' work valued through interactive display
- have appropriate seating arrangements
- ensure a behaviour code exists, is understood by all, and is well managed
- use strategies to promote self-esteem and confidence

### **4. When we use resources and time effectively we**

- have well maintained resources and systems for management that are understood and used by all
- use resources that facilitate access to learning for all
- ensure readability levels of texts are appropriate for pupils or they have support to access more difficult texts
- use a wide range of media
- ensure appropriate pace of lessons

### **5. When we have selected tasks which will effectively develop learning we will ensure that they**

- develop the intended learning
- provide progression for all
- challenge all ability ranges
- are appropriate to individual needs

### **6. When we ensure pupils know what is expected of them we will**

- clearly share learning aims with pupils
- Use a standardised starter slide, displaying the learning aim, a retrieval activity and tier 2 and 3 vocabulary

#### **When we ensure pupils know how to be successful we will**

- give pupils opportunities to identify success criteria
- occasionally differentiate success criteria, e.g. must, should, could
- use learning aim and success criteria as a focus for plenary sessions

### **7. When we use a variety of teaching strategies we include**

#### **whole class teaching where –**

- pupils are involved and are interacting
- teacher language is understood by all
- effective questioning moves pupils on in their thinking (questions may need to be differentiated to ensure involvement by all)
- pupils feel confident and able to ask questions

#### **collaborative group work where –**

- pupils are grouped appropriate to the task, e.g. ability, mixed ability, friendship, prior knowledge
- group size has been considered
- the task is a group task
- pupils are clear about the learning aim and the success criteria
- teacher and additional adult roles have been identified

**other teaching strategies could include –**

- paired/individual work
- peer tutoring
- practical demonstrations
- outside visitors
- use of ICT and other media

**8. When we show subject knowledge we**

- keep abreast of current developments and initiatives
- use subject specific vocabulary appropriately
- are competent in teaching the content of the National Curriculum and occasionally beyond
- show skill in asking and responding to relevant questions and providing accurate information
- are able to provide demanding tasks for the more able
- develop key skills of numeracy, literacy, ICT, and oracy within the subject

**9. When we use a variety of assessment techniques we could include**

**formative day to day strategies based upon learning objectives and success criteria within the plenary session such as:-**

- pupils acting as response partners to other pupils
- teacher giving feedback to class or individuals
- self-assessment
- marking – of work against success criteria
- questioning
- target setting
- concept mapping
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**More formal strategies such as**

GCSE  
 NFER/Lexonic/Reading+ Reading Assessments Baseline  
 External Exams

Results of assessment will be used to determine what we do next with individual pupils, groups and the whole class (see assessment policy)

**10. When we use additional support we ensure that**

- support is planned into differentiated provision
- support staff are included in planning
- support staff are clear about their role
- support staff know the learning objectives and success criteria of the lesson

- support staff are given relevant training
- support staff know they are valued

### **11. When we have high expectations we ensure that pupils**

- understand what they are expected to learn and how to be successful
- pupils are given opportunities to evaluate their own work and the work of others
- understand the importance of accuracy and good presentation
- are appropriately challenged
- are praised for achievements
- have negative attitudes/behaviour challenged
- expect and are expected to progress
- can articulate their learning

### **12. When we use homework effectively we ensure that it is**

- set regularly
- followed up in class
- relevant
- differentiated
- it adds value

### **Overcoming potential barriers to learning and assessment for individual and groups of learners:**

For learners whose needs are not adequately supported through the teaching strategies outlined above, more intensive strategies may be necessary to overcome potential barriers. Some of our pupils may need intensive support from our learning support assistants or even individual lessons/sessions from specialist staff, including one to one tuition or alternative provision.

### **13. Monitoring and Evaluation**

The Headteacher and Deputy Headteacher will conduct reviews of teaching and learning by distributing surveys to teachers, asking:

- How they feel the practices benefit pupils.
- How practices can be improved.
- Whether the workload associated with teaching and learning is proportionately reflected in the positive impact on pupils.

The Headteacher and Deputy Headteacher will conduct reviews of teaching and learning by distributing surveys to pupils, asking:

- Which teaching and learning strategies are used successfully.
- If they find the teaching and learning helpful.
- How practices can be improved to help them make progress.

Following these surveys, the Headteacher and Deputy Headteacher will create a teaching and learning improvement plan.

The Headteacher will circulate any plans to improve practice to the Senior Leadership Team, who in turn will distribute these plans to members of staff within their department.

The Headteacher and Deputy Headteacher will meet to discuss any issues that have arisen in regards to teaching and learning, as appropriate.

Teachers will pass any concerns regarding the school's teaching and learning practices to the Assistant Headteacher.

Teachers' teaching will be reviewed by the Deputy Headteacher on a half-termly basis to ensure that practices are consistent and effective through:

- teaching and learning walkthroughs
- Formal observations
- CPD
- Book looks (Conducted by both SLT and also as a full staff group across the academic year)

#### 15. Monitoring and review

- This policy is reviewed annually by the Headteacher.
- Any changes or amendments to this policy will be communicated to all staff members by the Headteacher.

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| <b>Approved by the Headteacher, Mr R Carr</b> | <b>Date: August 16th 2024</b>          |
| <b>Approved by the Management Committee</b>   | <b>Date: Friday 6th September 2024</b> |
| <b>Last Reviewed On:</b>                      | <b>Date: August 2024</b>               |
| <b>Next Review Due By:</b>                    | <b>Date: July 2025</b>                 |

# Appendix 1

All teaching and learning staff and support staff have worked together and agreed what 'Quality First' teaching at Northumberland PRU should consistently be and look like in every lesson.

These principles will be used to develop teaching and learning and all CPD will target the below areas:

## Routines for all lessons

### 1. Start of lessons: entry routines

- Teacher welcomes students at the door and manages entry into classroom. Students must enter the room quietly.
- Standardised starter activity used to ensure a purposeful and focused start to the lesson (Slides shared, must include retrieval activity)
- Teacher addresses class and signals for full attention, setting expectations and explaining starter task.
- Lessons objective/s to be made clear to students prior to main learning (Blooms).

### 2. Data and planning for progress

- There must be a seating plan on paper/online including: PP/SEND/EAL/MA status and current, forecast and target grades.
- Teachers should be able to demonstrate their knowledge and relevant planning for each class/group of learners (Progress File)
- Lessons should build on previous student progress. Work should be varied, challenging and focused on learning objectives rather than task completion.
- Lessons should include: starter activities/main learning/consolidation/assessment/plenary
- The topic/s studied must be interesting, relevant and exciting for students.

### 3. Homework

- Homework should be set regularly.
- Students must be clear about the work, expectations and where it is to be recorded/stored.

## Behaviour Management

### 4. Behaviour for Learning

- Students are thinking hard and challenged by the work, including the starter activity.
- Reward points are awarded to students demonstrating enthusiasm for learning. P points should only be given for work/BFL which is praiseworthy - not basic expectations.
- De-escalation, restorative approaches and behaviour management techniques should be used to keep students engaged and on-track with their learning.
- Points are issued for persistent non-compliance. Once strategies from 2c have been used, further disruptions should result in formal sanctions. Points should be logged on school behaviour system.

## Achieving Consistently <sup>A</sup>

### Effective Lessons <sup>shortstay</sup>

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### 5. Main Learning Activities

- Modelling and Practice:**  
Where new ideas/new skills are being introduced, teachers should always model the work. This could be through worked exemplars or demonstrations.
- Questioning:**  
Questioning should involve all students who are expected to respond when selected by the teacher. Questions should be probing, challenging, encourage deeper thinking and delivered in a planned manner.
- Feedback:**  
Feedback will take many forms: verbal comments, written comments, peer and self-assessment. It should be purposeful and add value. Misconceptions/mistakes should be addressed and rectified to eliminate reoccurrence.

## Assessment for learning

### 6. Showing Progress Over Time

- Students should receive regular, prompt, written and oral feedback.
- Marking should show both areas of strength and areas that need to be improved with suggested ways forward.
- Presentation should be marked and challenged to include 'beautiful books'.
- Lessons should regularly include 'time to improve' where students interact with the marking, set new targets and expand depth and sophistication into their answers.

### 7. Showing progress in lessons

- During a lesson, students should make progress towards the stated learning outcomes/objectives.
- In every lesson, activities should be included which provide formative and summative opportunities for students to demonstrate mastery of knowledge, concepts and skills.
- Students should be encouraged to reflect on their learning in terms of what they need to do next.

### 8. End of lessons: exit Routines

- Exit tasks and questions to be used.