



SHEFFIELD INCLUSION CENTRE

Building Brighter Futures

Teaching & Learning Policy

| | |
|---------------------|-------------|
| Date of policy | Oct 2021 |
| Date approved | Nov 2022 |
| Date of next review | Nov 2023 |
| Signed | Rhona Dodds |

Teaching & Learning

Excellent Teaching and Learning is at the heart of unlocking a pupil's potential, placing them firmly on the path to future success and brighter futures, whilst nurturing and supporting their wider development.

At the Sheffield Inclusion Centre our teaching and learning model is based on 4 intentions:

1. Removal of barriers
2. Developing skills for learning
3. Fostering personal attributes
4. Enriching pupil experiences and broaden their horizons

Implementation

- Quality first teaching of sequenced learning activities.
- A life skills curriculum that promotes personal development
- Targeted interventions for those requiring additional support.
- Activities that support the development of social skills and social communication
- Use of restorative practice to develop empathetic and caring pupils

Literacy

Literacy is fundamental to all areas of learning. Being literate increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning. Competence and confidence in literacy are essential for progress in all areas. Because of this, all teachers have responsibility for promoting language and literacy development.

At SIC we recognise that the development of literacy is an entitlement for all pupils and the responsibility of the whole school community. We recognise that Literacy is a central part of the whole curriculum and underpins the curriculum by developing pupils' ability to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise.

All staff at SIC are committed to developing the 4 key strands of literacy skills in all pupils.

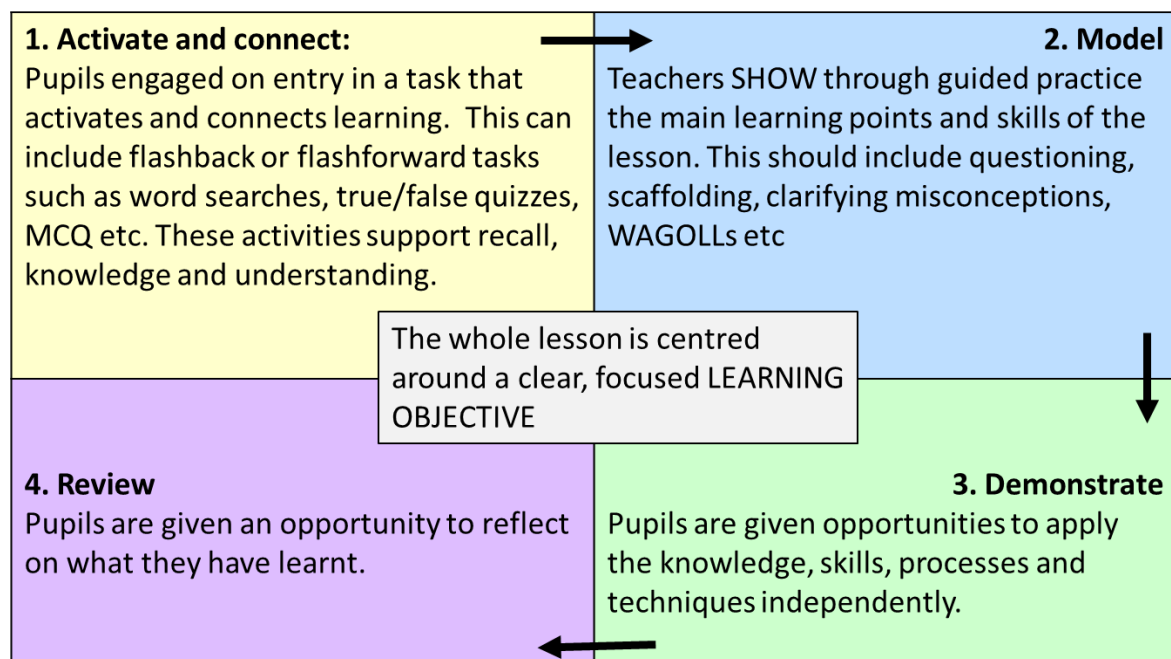
1. Model good talk (oracy)
2. Develop reading fluency, competence and confidence.
3. Model writing
4. Teach key vocabulary and demystify spelling

At the Sheffield Inclusion Centre we believe pupils learn best when in every lesson:

1. High expectations of learning and behaviour are made explicit and built on strong nurturing relationships.
2. Lessons include a starter task to activate which recaps prior learning (flashback) or introduces new learning (flash forward), modelling of skills or learning and an opportunity for pupils to demonstrate their knowledge and skills.
3. A range of effective teaching strategies and approaches (utilising the SEND Toolkits and QFT resources) to engage and support individual needs are in place.
4. Scaffolding is used to break up the learning into chunks, providing a tool, or structure, with each chunk.
5. Questioning is used to support and challenge.
6. There are high levels of positive engagement and interactions between peers and teachers.
7. Opportunities for learning through talk are provided.
8. Ongoing reflection and review are used to inform future lessons and a pupil's IEP.
9. Effective feedback is used to enhance future learning.
10. Encouragement and praise are used effectively to engage and motivate students.

As a result of the above all pupils:

- Show high levels of engagement with learning
- Take ownership and responsibility for their learning
- Are motivated and enjoy learning
- Become increasingly independent
- Make progress, demonstrating new knowledge, skills or understanding.



Quality Assurance of Teaching & Learning

The aim of classroom observations, drop ins, coaching & mentoring is to ensure all pupils across the school have access to excellent and consistent learning opportunities. Collectively they support improvement of individuals, the whole school and provide evidence for appraisal, self-evaluation, reflection and accountability. These activities form a professional dialogue that builds on the strengths and needs of the individual. Targeted training and support is closely linked to the outcomes.

Observations, drop ins, coaching & mentoring by senior leaders and subject leaders are a vital and effective part of self-improvement at Sheffield Inclusion Centre. We are committed to ensuring that classroom observation is supportive and developmental and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained.

Classroom observations and drop ins aim to meet the objectives below.

- To encourage and support staff to recognise and evidence their areas of strength
- To encourage and support staff to recognise and develop their areas of development
- To encourage staff self-reflection on their everyday practice
- To provide focused Professional Learning for all staff
- To support and develop effective teaching and learning
- To maintain a positive learning community and school ethos
- To promote a culture of fairness and equality for all
- To promote best practice.

Application

The Education (School Teachers' Appraisal) (England) Regulations 2012 revoked the Education (School Teacher Performance Management) Regulations of 2006. This removed the statutory three-hour limit to classroom observations in each appraisal cycle for maintained schools, as previously set out in the 2006 regulations.

To ensure good practice the Head teacher/ALT/Subject Leaders will:

- make available in good time the monitoring and evaluating timetable
- ensure that there will be a reasonable amount of time between observations, irrespective of the purpose of those observations
- support the development of observers by use of paired observations. Where this takes place it will be with agreement from the class teacher
- use peer coaching or mentoring as part of in-house development with agreement from all parties
- ensure that classroom observation will be undertaken solely by persons with qualified teacher status and the appropriate training and professional skills
- ensure that as far as possible, the results of observations are used for multiple purposes, in order to restrict the number of observations carried out
- make clear the purpose of visits by head teachers/SLT and subject leaders before they occur

- ensure staff are able to respond and act upon next steps
- all members of teaching staff are included in these procedures to ensure all staff are able to develop and progress in their careers.

Whenever possible the school will seek to carry out observations for a range of purposes in order to avoid overburdening teachers. These may include;

- Personal development, behaviour and welfare
- Social, moral, spiritual and cultural
- Displays & classroom environment
- Assessment
- Quality of teaching and learning
- Feedback and marking
- Quality of questioning
- Cross curricular learning

Appraisal

Headteachers are required to ensure that classroom observations arrangements are in place for Appraisal, under an agreed protocol from September 2012 and revised 2015. The Sheffield Inclusion Centre applies the notion that classroom observation for the purposes of appraisal is a maximum time of 45 minutes per teacher per academic year.

On occasions, more observations per teacher may be needed. These might include circumstances where the appraisee chooses to request a further observation, or where concerns have been raised about a teacher's performance, which require further observation to take place. (see appraisal policy for stages)

Purposes and Times of observations

- 1 formal lesson observation of 45 minutes in length, (this will also be used for appraisal purposes). These will take place in April/May and staff will be given 5 days notice identifying the specific lesson.
- A series of lesson drop ins by ALT/ Subject leads throughout the year lasting for no longer than 10 minutes. These will be identified on the school calendar (see schedule below) The drop ins will focus on the quality of education provided by the school, with particular reference to the teaching and learning focus each half term. The drop ins will not be used for appraisal purposes.

Where planned observation cycles and drop ins are taking place in school, they will be identified in the Teaching and Learning Calendar, shared with staff and also saved on Sharepoint. Leaders will also send an email reminder and email follow up from any discussions. It is the responsibility of teachers to use this calendar for information regarding when observations and drop ins will occur. Any additional observations and drop ins will be agreed with staff outside of this calendar, for example additional ECT observations.

There may be occasions when a programme of initiatives either in-house, locally or nationally require observations and / or lesson visits from an external partner (e.g. School Improvement Advisor, LA, Governor visits) Where this is the case staff will be informed in advance.

Follow up drop ins and / or observations may be required in certain circumstances where a developmental need has been identified. We are always happy to conduct further developmental observations at the request of individual teachers.

Teaching & Learning Schedule

| | |
|----------|---|
| Autumn 1 | Nick Whittaker at SL – learning walk |
| Autumn 2 | Lesson Drop ins - Wk 21st Nov – Spring Lane Wk 28 th Nov - Bases Book Look and Pupil Voice Wk 5 th Dec – Spring Lane Wk 12 th Dec - Bases |
| Spring 1 | Lesson drop ins Wk 16 th Jan– Spring Lane Wk 23 rd Jan – Bases |
| Spring 2 | Book Look and Pupil Voice Wk 20 th March – Spring Lane Wk 27 th March - Bases |
| Summer 1 | Lesson Observations Wk 24 th April - Spring Lane Wk 1st May – Bases |
| Summer 2 | Lesson Drop ins Wk 26 th June – Spring Lane Wk 3rd July - Bases |

Feedback and records

Oral feedback from lesson observations will be given as soon as possible after the observation and no later than the end of the following working day whenever possible.

A professional dialogue to ensure both parties are in agreement of the points raised from the observation will take part during this feedback session. Written feedback will be provided within **five working days** of the observation taking place.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. There will be no designation of 'grade' of the lesson, comments will focus on strengths of the lessons and areas of practice to develop. There is opportunity for teaching staff to respond to observations.

Teaching staff will have access to all written accounts of the observation after their lessons.

These provide the basis of written feedback. It is agreed that only the HT/SLT/T&L lead and the class teacher will have access to the records, unless the teacher wants it/allows it to be shared with subject leads, peers or external partners. Observations, feedback and progress reviews are an important part of the statutory induction process for early career teachers

The Head teacher and SLT have a duty to report to governors, the local authority, OFSTED and other external parties the quality of teaching and learning within the school. For this purpose the data obtained from lesson observations, drop ins and book looks will be analysed on a half termly basis and a full report written. Other than for the purposes of the Head teacher and SLT this data will be anonymised.