

“When we are no longer able to change a situation, we are challenged to change ourselves.”

Viktor Frankl



Barley Lane School

Ready, Respectful, Safe.



Barley Lane School Teaching & Learning Policy

Approved by: Governing Body

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Our vision for Barley Lane School is underpinned by a set of values-based aims which we endeavour to live out each and every day, they include;

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All children must feel they have a sense of belonging and hope. Ofsted have validated that they do at Barley Lane School. We are committed to ensuring our students leave us successful and happy young adults with the skills to successfully gain employment to support themselves and live independently.

We are committed to providing a safe, stimulating and happy environment that seeks to teach the skills and knowledge that will allow learning to be part of a lifelong process; ensuring our pupils grow into ambitious young adults who are excited about and keen to understand the world around them.

We apply the acronym COPE as a platform to live out our vision and apply the following;

Community

We have a wide network of community partners who value our relationship and are seeking to revitalise and re-establish it as we recover from the pandemic. We relentlessly seek new opportunities and our pupils access the wider community and experience numerous opportunities to be involved in the world of work, business and local initiatives and learning that enriches their core offer.

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Our staff

Staff are suitably trained and seek to continue to develop to meet a whole range of complex additional needs so that they are confident and empowered to act appropriately, legally and confidently in both delivering high quality teaching and learning. Staff abide by the schools Code of Conduct that they have created through their skilled approaches and integrity and operate in a wholly transparent and ethical way. Any concerns are immediately shared with the DSL and escalated if necessary.

Pupils and parents/carers

Relationships within and beyond our community and extended community are critical to the success of the pupils and the school. Regular contact with parents or carers and all stakeholders that keeps them informed and up to date with the latest developments is an essential part of the work and we use assistive technologies such as email and text, class dojo, ZOOM and TEAMS in order to facilitate greater communication.

Environment

Students are working and learning in a safe, welcoming, calm and supportive environment in classrooms that are well appointed and reflect the children's learning and support needs.

The pupils and staff are appropriately supported and valued and their well-being remains the highest priority.

Pupils learn best at our school when they:

- Have their basic physical needs met; they are fed, hydrated and cared for by all staff
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing and timetables are designed around the needs of the students
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task

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- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well – supported by staff where necessary
- Recognise that all learners make mistakes and mistakes can help us learn and develop our skills

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning where possible through regular contact via phone, text, email and Class Dojo. There is no expectation to complete homework, but if parents are keen to further support their children in this way, staff are happy to supply the resources including clearly communicating the purpose of home learning.
- Update parents/carers on pupils' progress informally on a weekly basis and produce an annual written report on their child's progress. EHCP's will also be reviewed annually.
- Meet the expectations set out in the school behaviour policy, and marking and feedback policy.

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3.2 Support staff

- Support staff at our school will:
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Make contact with parents when necessary

3.3 Subject leaders

- Subject leaders at our school will:
- Help to create well-sequenced, broad and balanced curriculum maps that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
- Achieve breadth and depth
- Fully understand the topic and ensure they update their knowledge and skills
- Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

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3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work

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3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child’s progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school’s approach to teaching and learning
Monitor the impact of teaching and learning strategies on pupils’ progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Our curriculum offer is reviewed annually by the Head of Teaching & Learning.

The subject intent documents are reviewed annually by subject leaders.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

Each of the Key Stages follow a 3-year cycle of planning and Curriculum Maps are reviewed on a termly basis by the subject teachers and Leaders.

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5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls, ICT suite and offsite at external college placements and outdoor learning centres such as Havenbanks.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive areas such as reading corners and quiet areas
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils.

We will do this through:

- Using support staff effectively to provide extra support
- Working with our pupils, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Placing pupils into classes within their Key Stage rather than year group to best suit their learning needs, in class groups of 8 or less students
- Providing writing frames, word banks or other relevant resources to support their learning

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7. Home learning

Students are not asked to complete homework although staff are willing to provide it if requested by students and/or parents and carers.

During required periods of home learning due to Covid restrictions, work is made available on the Class Dojo site, sent home via email and/or paper-based work packs are sent through the post or hand-delivered wherever possible to support the learning of our pupils. Staff will offer online lessons via Zoom or Teams if staffing levels allow. Additionally, support will be offered to parents via online platforms or by telephone.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work through regular marking, following the school marking policy.

Feedback will be given either verbally or in a written format.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment, and formal summative assessment at the end of each Key Stage, where appropriate.

We will provide regular termly targets for pupils, and parents will receive a written report annually.

Parents and carers will also be updated on their child's progress during the annual EHCP review. Staff will discuss the progress of their students during termly Pupil Progress Meetings with members of the Senior Leadership Team.

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10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback through book scrutinies
- Termly pupil progress meetings
- Gathering input from the school council – which we hope to have up and running by the end of September 2022
- Moderation / standardisation

11. Review

This policy will be reviewed every year by the head of Teaching & Learning and by the Governor for Teaching & Learning. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Curriculum offer document
- Curriculum Intent documents
- Behaviour policy
- Child Protection Policy
- Marking policy