



φύσις

Physis [fie-sis] a Greek word meaning the natural energy for growth, change and development.

2018

Teaching and Learning Policy



The Quantum Leap Programme

at

Physis Heathgates Academy

*Physis Quantum is a specialist provider of exciting and innovative services to
Children and Young People in a variety of different settings.*

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Physis Heathgates Academy

(Part of The Physis Group)

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Teaching and learning will be founded on the principles that:

Every learner is entitled to experience a variety of teaching and learning styles, enabling them to achieve their full potential.

All staff have a responsibility to deliver lessons of the highest quality and where the learning needs of all students are met.

All teaching & learning opportunities will be underpinned by specific objectives, based on learner's individual needs and activities will be personalised activities to match interests and needs.

Through our teaching and learning we will:

Raise levels of attainment for all learners, enabling them to achieve their personal best
Develop confident and enquiring learners who are able to make informed choices.

Make teaching and learning an enjoyable experience

Build on children's natural curiosity and enthusiasm for learning

Promote self-esteem and self confidence

Involve and stimulate learners through active learning

Set achievable and high expectations for all learners and provide appropriate support

Create a climate of praise and positive reinforcement

Planning for Learning will take place for each semester, led by the Head Teacher, via Long, Medium and Short Term planning. All teaching and learning opportunities will be underpinned with specific Learning Objectives, based on the students' individual needs. Teachers will:

Be prepared for each lesson

Be flexible in organisation of the classroom and groupings

Plan to provide young people with inclusive, meaningful, purposeful tasks, related to the National Curriculum and programmes of study

Focus on the development of key skills namely Communication, Social skills, Literacy, Numeracy and IT in order to improve access to the wider curriculum

Use IT wherever possible to support and promote effective learning

Take account of learners' interests

Enable children to learn in a variety of ways

Produce teaching materials which meet all students' needs

Take account of prior knowledge

Use resources in such a way to encourage students to become more independent learners

At regular intervals, evaluate the impact of teaching and course content on children's learning and progress,

Share all aspects of the teaching and learning process with everyone involved, acknowledging the importance of a team approach in breaking down barriers to learning and promoting all strands of the curriculum
Maintain purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.

Quality of teaching will match or exceed the following:

All learners make good progress and show good attitudes to their work
Planned activities enable students to develop their knowledge, skills and understanding
Teachers demonstrate good subject knowledge which lends confidence to their teaching style and resources used
Children are engaged and encouraged to work independently
Children's behaviour is managed positively
Teachers have high expectations and set challenging but achievable outcomes based on the knowledge of their children
Work is based on accurate assessment that informs next steps of learning,
Work is appropriately based on a good understanding and identification of needs

Record-keeping and assessment: Regular assessments are made of children's work in order to establish levels of attainment and to inform future planning. Children's work will be monitored three times per year in each of the core curriculum areas by the Deputy Head Teacher. Regular review of this monitoring will be held with all members of the teaching staff during Professional Development meetings. The Head/Deputy of School will observe each teacher in a specified curriculum area twice per year with a peer observation also taking place once per year.

Classroom Management and Organisation will reflect a range of learning environments which facilitate different styles of learning and the personalised timetables of each student. This will include:

An individualised learning programme
Small group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
Themed and topic work
One to one teaching
Collaborative learning in pairs or groups when this is considered to be appropriate
Independent learning

The classroom will be organised to facilitate learning and the development of independence. This will require flexibility in the organisation of furniture and learning environment to suit individuals.

Each teaching space will be equipped with a basic set of resources appropriate to the subject taught. Children will be taught how to use appropriate resources correctly and safely, with care and respect; and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all students have equality of access.

Teachers will:

- Ensure that daily schedules are in use at all times and that individual schedules reflect the needs of individual students
- Vary their teaching styles
- Always give clear instructions
- Build opportunities for reinforcement and consolidation into units of work
- Build in opportunities for one-to-one interaction
- Where young people require augmentative alternative communication system ensure these are deployed
- Set achievable short-term targets and make clear the criteria for success
- Make clear to learners how they can improve
- Acknowledge, reward and celebrate achievement
- Teach the technical vocabulary linked to each subject
- Promote the use of new and constantly changing technologies that increase and enhance the learning opportunities of students with SEN
- Encourage students to take an increasing responsibility for their rate of progress in order to promote active learning and increase engagement
- Undertake professional development through training and accept support from colleagues in order to ensure a high level of teaching, learning and support expertise

LESSON STRUCTURE

Schemes of Work

Each teacher compiles a scheme of work for each subject taught to each individual child or small group of children. This scheme of work is both medium term planning in its nature but also serves as an on-going short term planning document. It includes previous learning on the chosen topic, opportunities for assessment, lesson title and content, learning objectives

and resources. It also has a section for notes on how the lesson has progressed and how future learning can develop from that point.

In developing their learning, children need to:

- have explicit learning expectations delivered in a way that reflects their preferred learning style.
- understand the relevance and context of their learning
- be set demanding but realistic short-term targets
- be engaged in evaluating their learning where this is possible
- understand what is expected in terms of their behaviour
- be rewarded for achievement
- have opportunities to share and celebrate their work and achievements
- have high levels of consistency in terms of those working with them and routines
- be able to express their individuality

A strong emphasis on core skills continues through Key stage 4 along with themes and projects that particularly promote opportunities for teaching & learning in areas of accreditation chosen by young people, including GCSE, Functional Skills and ELC.