Benton House
SCHOOL

Teaching and Learning Policy

Benton House School is safe, supportive and exciting place to be. We provide an environment that is stimulating and nurturing, balanced with structure and boundaries. This is to ensure that your child can learn and develop academically, socially and emotionally. We encourage children to have a clear understanding of school expectations and to set their own personal targets and goals. We offer a caring atmosphere where all children are valued and encouraged to respect themselves and each other.

When we come to Benton House School, we enjoy the present and we follow the following core values: Curiosity, Ambition, Respect and Empathy. This, partnered with positive relationships and nurturing principles, underpins all that we do.

We always strive to provide the very best educational environment in which the children can all achieve and experience success. We are fortunate to have a very caring and committed staff, and children who are friendly and eager to learn

Aims
This policy aims to:
- Explain how we'll create an environment of high expectations where pupils learn best
- Set expectations to make sure *all* staff have clarity and understanding about what exemplary teaching and learning looks like
- Ensure all staff understand and can identify the importance of excellent T & L
- Ensure all staff have the skills and knowledge to identify gaps in pupils' learning and to address this through their teaching.

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

Teachers:
- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Follow the expectations as set out in this policy
- Update parents/carers on pupils' progress through termly reports on progress and yearly parent/carer consultation evenings.

TA's:
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Meet the expectations set out in this policy

Subject Leads:
- Help to create sequenced, broad and balanced curricular that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject/phase by systematically reviewing progress against a range of evidence and reviewing 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

SLT:
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone

Date of Last Review: May 2025	Date of Next Review: January 2026
Reviewed By: Vincent Sinclair	

- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across 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

Pupils:
- Take responsibility for their own learning, and support the learning of others
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work

Planning
- Planning is An important process that has one purpose; to allow high quality delivery which enables all pupils to learn.
- All teachers need to be clear and precise about the knowledge/skills they want pupils to learn in every lesson.
- Teachers should spend time thinking about what they want pupils to learn first before they consider what you want them to do.

Key factors teachers must consider when planning a lesson are:
1. Where are the pupils starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

Learning Objectives
- It is important that teachers, pupils, and support staff are all clear about the key learning that will take place in a lesson.
- Teachers should make learning objectives explicit to pupils. At Benton House School we use '*I can*' statements that are written in the pupils' books. Furthermore, pupils should be able to explain what the key learning of the lesson is.

Long term planning
- The long-term plan must be in place to support the teacher's medium-term plan and should be saved on SharePoint so that it is accessible to all staff in the department.
- When planning a lesson, teachers should be clear where this fits the curriculum. Teachers will know what prior knowledge needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in a future lesson.

Medium term planning.
We do not expect teachers to produce individual lesson plans, but we do expect to see evidence of medium-term planning/

There is a medium-term planning proforma that must be used that again must include:

- The intent, implementation and impact of the unit of planning
- SMSC links
- Pupil targets (related to the subject)

Date of Last Review: May 2025	Date of Next Review: January 2026
Reviewed By: Vincent Sinclair	

- Learning intentions
- Main task and independent/ supported 4activity
- Adaptive teaching strategies (differentiated tasks)

Differentiation should be planned over time to ensure a quality first approach which meets the needs of all pupils and groups and maximises the use of any additional adults in the room. (see SEND policy)

When planning teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most pupils find learning fit most of the time.

Teaching
Teachers must be explicit about the key knowledge and skills that all pupils must use.
- Pupils must know the knowledge and key skills you want them to learn and the language they are expected to understand and use.
- We are all teachers of literacy. The quality of both pupils' and teachers' language, through instructions and questioning, are significant determinants of progress.

High quality teaching strategies
- Allow all pupils to access learning and succeed with even the most challenging content if scaffolded appropriately
- What a "typical lesson" will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge.

Challenge
- We should have high expectations of *all* pupils *all* of the time.
- It is good for pupils to struggle just outside of their comfort zone.
- All pupils must be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom and for the whole lesson

Explanation
Teacher instruction should be planned with awareness of demands on pupils' cognitive load, by presenting new material in small steps.
- Limit the amount of material pupils receive at one time.
- Give clear and simple instructions and explanations.
- Think aloud and model steps.
- Use more time to provide explanation and provide many examples.
- Re-teach as necessary.

Modelling (I do)
To learn how to do something, pupils need to watch and listen to teachers guide them through the process, step by step, before they try themselves.
- Modelling supports explanation and can help pupils to make abstract ideas concrete. E.g.:
- Demonstrate the worked activity in front of pupils
- Think aloud to show the thought process.
- Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
- Integrate quick fire questioning e.g. why am I doing this now?
- Provide model answers

Date of Last Review: May 2025	Date of Next Review: January 2026
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Guided practice with scaffolding (we do)
- Worked examples and scaffolding used to all support pupils to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible etc. Effective class discussion and questioning can happen at this stage

Independent practice (you do)
- Pupils should be provided with the time they need to practice new material in several ways in order to master it. Scaffolding reduced or removed for majority of pupils.
- This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of the pupils' comfort zone.

Responsive Teaching
- Teachers should ensure that learning has stuck, by checking for understanding.
- All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has been learnt.
- If learning is not yet secure for pupils the lesson should be adapted or retaught differently

For responsive teaching teachers can use:
Questioning
- Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding.
- Teachers should ask lots of questions, to lots of pupils, and then use what they learn from this process to adapt and reshape teaching within and between lessons
- Majority of questions should be done through cold calling, with targeted questioning used to support and challenge pupils.

Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc

Retrieval Practice
- Retrieval is a learning strategy that should be used regularly in lessons to support pupils with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner.
- When used at start of lesson as a "Do now" activity it can help to recap prior knowledge needed for today's lesson and support teacher with understanding prior learning of the class.

Use effective feedback
Feedback exists in many forms (eg. teacher marking of exercise books, verbal feedback, peer and self-assessment), but what matters is what pupils do with it.

Marking and assessment (see Assessment Policy for more details)
Marking and assessment have two purposes.
1. It allows pupils to get feedback which they act on to make progress over time.
2. It informs a teacher's future planning and teaching

Effective marking should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher.

Marking must be primarily formative, may be selective, and be clear about what pupils must act upon to improve their work.

Date of Last Review: May 2025	Date of Next Review: January 2026
Reviewed By: Vincent Sinclair	

Learning Environment

In order for there to be exemplary learning, behaviour there needs to be the right classroom conditions, where all pupils feel safe, supported and valued. To ensure all pupils are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

- High expectations – teachers should always have high expectations for learning and behaviour for all their pupils
- Establish a growth mindset culture, mistakes are celebrated, use language of "not there yet"
- Focus praise on effort
- Trauma Informed approach to learning environments, with limited display on the wall where the IWB is
- Use of Widgit communication print

More specific expectations of teachers managing the learning environment are:

- Welcome all pupils into your class by greeting them at the door
- Use positive framing to remind pupils of expectations and learning routines
- Use meaningful praise and rewards as much as possible
- Have restorative conversations when necessary

Teachers have clear and consistent routines and procedures– so there is a safe, orderly learning environment and learning time is maximised

- Meet and greet pupils at the door
- Date, learning objectives and starter activity are shared on board from very start of lesson – learning begins immediately, every minute matters
- Have consistent classroom rules and expectations which are fair and reasonable, so that all pupils know exactly what is expected of them when they enter your classroom.

Monitoring and Evaluation of Teaching and Learning

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

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of pupils
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT will monitor and evaluate the impact of teaching on student's learning through:

- Conducting learning walks
- Book scrutinies
- Review of termly progress checks
- Gathering input from student voice and teacher questionnaires

Continuing Professional Development

All staff at Benton House School engage with high quality researched based pedagogical CPD. We expect staff to be open-minded, reflective and proactive at continually trying to improve their teaching practice.

Teaching and Learning CPD will be focused on what will make the biggest impact to teachers and

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pupils, and staff will be given time to work collaboratively in subject specific teams to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated.

CPD at HWS is:

- Focused on Quality First Teaching
- Underpinned by the Teaching Standards
- Developmental
- Research Informed

Lesson observations will follow a coaching model and are part of teacher's CPD. As a result they will not be used for monitoring and evaluation purposes