



Jockey Club Sarah Roe School  
賽馬會善樂學校

# Learning and Teaching Policy

## **Key Principle**

Teaching at JCSRS is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with the aim to maximize opportunities for learning.

At JCSRS we believe students learn best when:

- Learning activities are well planned, ensuring progress in the short, medium, and long term
- Teaching and learning activities enthuse, engage, and motivate students to learn, and foster their curiosity and enthusiasm for learning.
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.
- The learning environment is ordered, the atmosphere is purposeful and students feel safe.
- There are strong links between home and school, and the importance of parental involvement in their child's learning is recognized, valued and developed.

## **Key Principle**

Students learn best when learning activities are well planned, ensuring progress in the short term, medium and long term.

There is evidence in the learning environment of:

- Focused learning activities with clear objectives and outcomes
- A clear understanding by all practitioners involved and the students (as appropriate) of the method and purpose of the activities they are engaged in
- Records of progress in learning (in students' portfolios and books, on the walls, in conversation, in their learning behavior)

Teachers ensure that:

- Work is planned, via Individual Education Plans (IEPs) and additional termly and weekly schedules with targets set, tracked and monitored via our web based portal as appropriate
- Annual termly and weekly plans adhere to the development of skills and knowledge as defined in the JCSRS curriculum
- Planning is holistic, recognizing connections between areas of learning and therapy needs. The learning and teaching process promotes the students' spiritual, moral, social and multi-cultural development

Implications for the whole school are:

- To provide a whole school curriculum that ensures continuity and progression
- That it provides a Curriculum Map that is broad and balanced
- Curriculum documents are dynamic and are regularly reviewed and updated to ensure we continue to meet the needs of the student population
- A monitoring cycle is in place to support the progress of individuals and groups of learners: IEP meetings, Instructional coaching, collaborative planning and moderation sessions

### **Key Principle**

Students learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster curiosity and enthusiasm for learning.

There is evidence in the learning environment of:

- Creative teaching and focused learning
- Teaching that supports the construction of skill and knowledge structures, ensuring that learning is accessible and motivating
- Learning activities that engage students so that they persevere when faced with challenges
- A pace of learning that facilitates progress and high quality outcomes
- Students' home-learning being valued
- Students developing skills in independence and interdependence
- Students collaborating and interacting with peers and adults
- Students enjoying their learning

Teachers ensure that:

- Well-judged and effective teaching strategies successfully engage students in their learning
- They provide a point of engagement and a learning journey that enables high quality outcomes
- They use their expertise, including their subject knowledge, to develop knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- Well framed questions and challenges are provided in accessible forms where the use of differentiated multi-modal strategies (augmentative and alternative communication AAC) promotes deep learning
- They ensure an appropriate ratio of instruction to learning activities in their teaching

- Appropriate home-learning is set to nurture enthusiasm and curiosity, and develop understanding and transferable skills
- They work collaboratively with educational assistants, therapist, and support staff

Implications for the whole school:

- Learning and teaching outcomes, both within school, at home and in the local community are celebrated regularly in public forums such as assemblies, newsletters and on boards
- Whole school themes provide points of shared activity and motivate students across the school

### **Key Principles**

Students learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

There is evidence in the learning environment of:

- Students being provided feedback from teachers, therapist, EAs and support staff
- Students motivated to learn through access to differentiated learning and teaching activities that build on their prior attainment
- Teachers, therapist, EAs and support staff providing challenges for students that are pitched appropriately
- Students receiving support at the time and level it is required to optimize their learning
- Students supporting one another where appropriate

Teachers ensure that:

- The pace and depth of learning is maximized as a result of monitoring of learning during lessons and assimilating feedback from associated professionals, parents, and the students
- Formative and summative assessment is frequent and consistent with appropriate parties notified accordingly
- They have high expectations for all students, and plan, resource and direct differentiated learning and teaching activities that scaffold learning

Implications for the whole school are:

- There is an assessment policy in place that ensures consistency of practice
- There is an efficient system of student data tracking in place
- Data is scrutinized by teachers, therapist, EAs, associated colleagues and members of the senior leadership team with the information used to direct the development of resources

### **Key Principle**

Students learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

There is evidence in the learning environment of:

- An atmosphere of mutual respect between adults and students
- Students who feel secure, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to individual needs, sexual orientation, gender, race, religion, and belief
- Students being valued and provided with safe places to learn
- Students taking risks in their learning, and learn from their mistakes
- Students' learning outcomes displayed around the classroom and the school for others to appreciate and admire
- Organization of classroom routines and resources to optimize learning

Teachers ensure that:

- They teach and support students how to behave appropriately
- They employ positive strategies for managing student's behavior that help learners understand the school's expectations
- That positive behavior strategies are understood and applied according to the school's Positive Behavior Support (PBS)
- Appropriate behavior is modeled by teachers and support staff at all times in their interaction with students and other
- Students are encouraged in their learning and their efforts are acknowledged and reinforced. Reinforcement is constructive and student's self-esteem is protected

Implications for the whole school are:

- A clear PBS policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently

- High expectations of behavior, are communicated to, and shared by all stakeholders
- Safe guarding procedures are in place and are adhered to

### **Key Principle**

Students learn best when there are strong links between home and school. And the importance of parental involvement in their children's learning is recognized, valued and developed.

There is evidence in the learning environment of:

- Student's home-learning being valued, both that resulting from tasks and activities set by the teacher and that which occurs outside the school environment

Teachers ensure that:

- Useful feedback about students' learning is given regularly to parents, both informally, and formally, through regular parent-teacher meetings, IEP reviews and an annual written report
- Parents know how they can support their child's learning at home or in school
- Teachers and therapist are approachable and available to parents (by appointment if necessary)
- Information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email
- Parents are welcomed to help in their classroom and/or around school and on trips
- Teachers and therapist set appropriate home-learning activities to develop student's learning and independence

Implications for the whole school are:

- Ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, home-school diary, notice boards and the school website
- Home visits are arranged as necessary
- Facilitate parental involvement through formal and informal meetings and through support for a vibrant parent teacher association (PTA)
- The maintenance and development of a strong partnership with the School Council