



Aspris Children's Service

Local Procedure 32 Teaching and Learning



**Aspris Ridgeway
School**



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1 Teaching and Learning Intention

At Ridgeway School, teaching and learning is designed to ensure that all pupils make progress within a safe, structured and supportive environment. Our approach reflects

the principles set out in the Aspris Teaching and Learning Policy and is rooted in high expectations, strong relationships and a deep understanding of our pupils.

Teaching at Ridgeway is personalised and responsive. It recognises that pupils arrive with a wide range of experiences, needs and barriers and therefore requires a flexible and adaptive approach. At the same time, teaching is deliberately structured and sequenced so that knowledge and skills build over time, enabling pupils to experience success and develop confidence in their abilities.

Through high-quality teaching, we aim to develop independent, resilient pupils who can reflect on their learning, communicate effectively and apply their skills in a range of contexts. Teaching also supports pupils in preparing for adulthood, equipping them with the knowledge, confidence and personal skills they need for the next stage of their education and beyond.

2 Teaching and Learning: Core Expectations

At Ridgeway School, all lessons follow the agreed instructional sequence to ensure consistency and clarity.

Teachers will deliver lessons using the following structure:

- **Retrieve and recap** - revisit prior learning and check understanding
- **Share learning objective and key vocabulary** - clearly communicate purpose and expectations
- **Model new learning (I do)** - deliver content in small, manageable steps
- **Guided practice (We do)** - support pupils through structured practice
- **Independent practice (You do)** - enable pupils to apply learning independently
- **Review and assess** - check understanding and address misconceptions

This sequence is consistently applied across all subjects and key stages.

Ref "Steps to Lesson Success: A Practical Guide for Teachers"

3 Planning

Planning at Ridgeway School ensures that teachers have a clear understanding of what pupils need to learn (Ref Curriculum Maps) and how best to support them (Ref Provision Maps).

Teachers plan sequences of learning through medium-term plans, ensuring that learning is logically structured and builds over time. Learning objectives are clearly identified and informed by assessment information, including pupils' starting points, prior attainment and individual targets. (Ref The Teacher Standards)

Planning considers the needs of each pupil, including outcomes from Education, Health and Care Plans (EHCP) and Individual Learning Plans (ILP). Where appropriate, advice from therapy and pastoral teams is incorporated to ensure that learning is accessible and meaningful.

Teachers consider how learning will be scaffolded, where additional support may be required and how pupils will be challenged. Planning remains responsive, with adjustments made throughout the term to address gaps in learning and respond to emerging needs.

4 Teaching of PSHE, SMSC, British Values and Careers

Personal development is a key aspect of the curriculum at Ridgeway School. PSHE and Citizenship are delivered through structured programmes that support pupils in developing knowledge, skills and understanding of themselves and the world around them.

Spiritual, Moral, Social and Cultural development, along with British Values, is embedded across the curriculum and reinforced through assemblies, discussions and wider school experiences.

Careers education is integrated into the curriculum, with opportunities for pupils to explore future pathways, develop employability skills and understand the relevance of their learning. This includes curriculum-based learning, work-related experiences and individual guidance.

(Ref LP 31 Curriculum for full details of the curriculum)

5 Adaptive and Inclusive Teaching

Teaching at Ridgeway School reflects the needs of autistic pupils and pupils with social, emotional and mental health needs. As such, it is essential that teaching is both adaptive and inclusive.

Teachers will:

- use a range of evidence-based strategies
- break learning into manageable steps
- use visual supports and structured routines
- adapt communication for individual pupils
- use scaffolding to support access and independence
- integrate sensory regulation and therapeutic approaches
- maintain calm, predictable and structured environments

At all times, teaching promotes equality, inclusion and high expectations. Every pupil is valued and supported to achieve their potential.

6 Expectations of Pupils

Pupils at Ridgeway School are supported to engage positively with their learning and to contribute to a respectful and supportive environment. (Ref ACS LP04 Positive Behaviour Support) Clear routines and consistent expectations support pupils in understanding what is expected of them. Effort, resilience and a willingness to try are valued and supported.

6.1 Pupil Independence and Ownership

Pupils at Ridgeway School are encouraged to take an active role in their learning. Over time, they are supported to develop independence, resilience and self-awareness.

Teachers provide opportunities for pupils to reflect on their progress, understand their strengths and identify next steps. Pupils are encouraged to make choices, take responsibility and approach challenges with confidence.

This focus on independence helps pupils to develop the skills they need for future education, employment and adult life.

7 Assessment and Feedback

Further information in LP 30 Assessment for Learning

Assessment is an integral part of teaching and learning at Ridgeway School. It is used to inform planning, support progress and ensure that teaching remains responsive to pupils' needs.

Teachers use formative assessment continuously during lessons, drawing on questioning, observation and discussion to check understanding. This allows misconceptions to be identified and addressed promptly, ensuring that learning remains on track.

Feedback is provided in a timely and accessible way, helping pupils to understand what they have learnt and what they need to improve. Pupils are encouraged to reflect on their work and engage with feedback as part of their learning process.

In addition to day-to-day assessment, summative assessment provides a broader picture of progress over time. Assessment considers not only academic outcomes, but also communication, independence and personal development.

7.1 Celebration of Achievement

Celebrating achievement is an important part of life at Ridgeway School. Recognition of effort, progress and success helps to build confidence, motivation and a positive attitude to learning.

Achievement is recognised in lessons through feedback and praise, as well as through wider school systems such as assemblies and awards. Success is also shared with parents and carers, ensuring that achievements are acknowledged both in school and at home.

8 Reporting and Partnership with Parents and Carers

Ridgeway School recognises the importance of strong partnerships with parents and carers in supporting pupil progress and wellbeing.

Communication between school and home is regular and purposeful, ensuring that parents and carers are kept informed about their child's progress and achievements. Teachers contribute to formal reporting processes and attend review meetings, including annual reviews of EHCPs.

Parents and carers are encouraged to engage with the school and to work collaboratively with staff to support their child's learning.

9 Teaching Assistants

Teaching Assistants are an integral part of the teaching and learning team at Ridgeway School. Their role is to support learning in a way that complements and enhances the work of the teacher.

Teaching Assistants work closely with teachers to understand the intended learning and the needs of the pupils. They use agreed strategies to support access to learning, providing prompts, scaffolds and encouragement where needed.

A key focus of their role is to promote independence. Support is carefully balanced to ensure that pupils are not over-reliant on adult assistance, enabling them to develop confidence and autonomy over time.

(Ref EEF Guide to effective use of TAs)

10 Learning Environment and Resources

The learning environment at Ridgeway School plays a key role in supporting effective teaching and learning. Classrooms are carefully organised to provide a calm, structured and predictable space in which pupils can feel secure and focused.

Resources are selected and adapted to meet individual needs, ensuring that all pupils can access learning. Visual supports, assistive technology and practical resources are used to enhance understanding and engagement. Sensory and regulation resources are available where appropriate to support pupils in managing their emotions and maintaining readiness to learn.

The environment is designed to promote independence, with pupils encouraged to access resources and manage their learning with increasing autonomy.

11 Monitoring and Quality Assurance

The quality of teaching and learning is regularly monitored to ensure consistency and continuous improvement. Leaders gather evidence through a range of activities, including lesson visits, work scrutiny and analysis of assessment information.

The views of pupils and parents are also considered as part of this process. Findings are used to identify strengths, address areas for development and inform professional development.

12 Impact

Through this approach, teaching at Ridgeway School is consistent, inclusive and effective. Pupils make strong progress from their starting points, develop independence and resilience and are well prepared for the next stage of their education and future life.

Contents Checklist (Local Services may add additional items - this is a core list)			
Teaching and learning aims and principles linked to school aims			
Teaching and learning - specifically tailored to your cohort.			
Local strategies used			
How are the following taught in your setting: RE, PSHE and Citizenship, British Values, SMSC and Careers			
Overview of assessment (detail in the AfL procedure)			
Overview of resources			
Expectations of students			
Reporting and partnership with parent/carers			
Celebration of achievement			

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions