

# Teaching and Learning Policy



**RIVERSIDE BRIDGE SCHOOL**  
'EXCELLENCE FOR ALL'



Partnership Learning



*Riverside Bridge School*

## **TEACHING AND LEARNING POLICY**

Review Frequency: Every two years

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Scope of Policy: This policy applies to all staff, students, governors and volunteers at Riverside Bridge School

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## **1.0 INTRODUCTION**

- 1.1 At Riverside Bridge School, we strive to ensure Teaching is of the highest so that Learning is a rewarding and enjoyable experience for all our pupils. We aim to equip our pupils with the skills knowledge and understanding necessary for them to be able to make informed choices about the important things in their lives. We believe that appropriate Teaching and Learning experiences will help our pupils to lead more independent and rewarding lives.
- 1.2 All staff share a responsibility to contribute to the development of our broad, challenging and appropriate Growth curriculum as well to strive individually to deliver lessons where the Teaching and Learning is of the highest quality and where the learning needs of all pupils are met.
- 1.3 Through successful Teaching and Learning, we aim to develop the whole young person, enabling them to become lifelong learners and achieve their highest level of independence. We recognise that all pupils have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. As well as this, every pupil is entitled to experience a variety of Teaching and Learning styles appropriate to each pupil's level of development, which address their learning needs thus enabling them to achieve their full potential. At Riverside Bridge School, staff are fully aware of the strong link between Teaching and Learning and understand that pupils can only achieve well if the quality of Teaching is high.
- 1.4 Through our effective Teaching and Learning, we aim to:
- raise levels of attainment for all pupils, enabling them to achieve their personal best;
  - develop confident and enquiring learners who are able to make informed choices;
  - make learning an enjoyable experience;
  - build on the pupils' natural curiosity and enthusiasm for learning;
  - promote self-esteem and self-confidence;
  - involve and stimulate pupils through active, multi-sensory learning;
  - set achievable goals and have high expectations for all pupils;
  - provide appropriate support;
  - provide opportunities for pupils to apply acquired skills, knowledge and understanding in new contexts;
  - create a climate of praise and positive reinforcement which enables pupils to experience success and feel a sense of achievement

## **2.0 AIMS OF THE POLICY**

- 2.1 To ensure the school vision, "*Riverside, a Bridge to Success*" is realised for our pupils through effective Teaching and Learning.
- 2.2 To constantly improve the quality of teaching throughout school in order to raise the level of pupils' achievement by ensuring they are supported in achieving their best through the application of effective pedagogy.
- 2.3 To provide staff with clear indications of the school's expectations.
- 2.4 To establish a range of good practices in respect of Teaching and Learning.
- 2.5 To provide support and guidance to all staff on what constitutes effective Teaching and Learning.
- 2.6 To ensure that we meet the needs of all pupils effectively through a consistent approach to Teaching and Learning.
- 2.7 To ensure all resources support effective Teaching and Learning.

- 2.8 To emphasise the importance of creating a school culture and ethos which is sensitive to the diverse social and emotional needs of our pupils and which is promoted through our differentiated pedagogies.
- 2.9 To provide a focus for the monitoring and evaluation of Teaching and Learning.
- 2.10 To promote a reflective school culture that regularly evaluates practice in order to improve outcomes for pupils.

### **3.0 EFFECTIVE TEACHING**

3.1 All teachers are responsible for:

- ensuring clarity of intentions in terms of precise and clear lesson objectives, personal learning objectives for individual pupils and learning outcomes;
- ensuring that expectations are made clear to pupils and the focus on what is being learned is maintained;
- identifying the most appropriate and effective activities for the pupils to achieve the learning objectives;
- providing differentiated resources that take into consideration the needs of individual pupils;
- providing of activities that extend pupils and promote good progress and independence;
- providing a lesson structure which gives pupils opportunities to focus on and revisit the learning objectives - Teach, Practise and Apply approach.
- maintaining pace throughout lessons;
- encouraging pupils to develop and practise new learning in order to achieve the learning objective;
- ensuring accurate and purposeful assessments are created in order to inform future planning and monitor progress;
- planning effective use of their co-educators and working collaboratively with their team sharing ideas and good practice continuously.
- maintain positive relationships with all pupils and ensure that positive role model attitudes and behaviours are adopted;
- planning opportunities for pupils to learn in out-of-school contexts, such as school visits and employment-based settings, with the help of other staff where appropriate.
- enable pupils to access all aspects of the Growth curriculum in line with their needs, aptitudes and abilities

3.2 Effective teaching takes place when:

- teachers make appropriate use of a range of ongoing monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching;
- teachers monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn – Assessment for Learning (AfL). They involve pupils in reflecting on, evaluating and improving their own performance;
- teachers are able to assess pupils' progress accurately against the criteria set in the Development Profile;
- teachers ensure that assessments take place in line with the school's assessment timetables and that deadlines for submitting results are adhered to;
- teachers identify and support more able pupils, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.
- teachers record pupils' progress and achievements systematically to provide evidence of the range of the pupils' work, progress and attainment over time. They use this to inform their planning and to help pupils review their own progress;
- teachers are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

### 3.3 Effective teachers:

- know the pupils well and understand any factors that may affect their learning
- have confident knowledge and understanding of the Growth curriculum;
- use assessment to inform their planning and target-setting to meet the needs of individual pupils and groups;
- plan thoroughly and carefully;
- use a range of teaching resources, styles and appropriate pedagogical strategies;
- differentiate work and teaching style to meet the learning needs of individual pupils;
- use appropriate Total Communication strategies for different individuals or groups;
- create a stimulating environment and convey a sense of enjoyment through their lessons;
- utilise effective formative and summative assessment strategies;
- check pupils' understanding and adapt strategies to maximise pupils' learning;
- value pupils' contributions and feedback constructively to pupils, celebrating their achievements;
- manage the classroom in a manner that promotes positive behaviour and a safe and healthy environment;
- support pupils to develop good learning skills;
- recognise pupils' diversity and create an atmosphere conducive to the promotion of pupils' involvement and self-concept;
- demonstrate a willingness to examine and implement change, as appropriate;
- manage support staff and work in partnership with them;
- work productively with colleagues, parents and other agencies;
- accord dignity and respect to pupils;
- work in line with the school's equal opportunities policy and ensure the entitlement of all pupils.

### 3.4 Monitoring and evaluation of the quality of Teaching and Learning

Riverside Bridge School's Senior Leadership Team evaluates the effectiveness of Teaching and Learning through Teaching and Learning reviews which include:

- termly formal Lesson Observations and weekly informal Learning Walks;
- Work Scrutiny and Moderation;
- analysis of pupils' progress and Attainment on the online assessment platform, Earwig.

Overall teachers' judgements are made through the triangulation of these areas.

In order to continue to develop our teachers' practice so that we relentlessly continue to raise pupils' achievements, all teachers are given a Teacher Development Plans. This is to ensure teachers are able to constantly reflect and improve on their own practice and meet the Teachers' Standards.

However when a teacher's practice is deemed to not be reaching the minimum standards required of a teacher, they are supported through a personalised Teacher Improvement Plan, which clearly defines targets for the teacher to achieve within a set time scale in order to improve their practice. These, in turn, link to teacher's performance management. (for more details see the school's Appraisal Policy).

## 4.0 THE IMPORTANCE OF PEDAGOGY

- 4.1 At Riverside Bridge School the diversity of pupil needs sets a particular challenge for teachers in developing and delivering effectively inclusive lessons through attention to pedagogy (the "how of teaching").
- 4.2 At Riverside Bridge School teachers employ a wide variety of methods and approaches in different contexts, at different times and with different groups of learners.

4.3 Learners with severe learning difficulties (SLD) require many of the same teaching principles and strategies relevant to all learners although more intensive and explicit teaching may be required by pupils with different patterns and degrees of difficulty in learning. Careful consideration and expansion of a range of teaching adaptations may be required including:

- more experience in generalising knowledge learnt in one context to other contexts;
- more examples to learn concepts;
- more explicit teaching of learning strategies & reinforcement of them;
- more frequent and more specific assessment of learning;
- more time to solve problems;
- more careful checking for preparedness for the next stage of learning;
- more practice to achieve mastery.

4.4 Learners with profound and multiple learning difficulties (PMLD) have complex learning needs. In addition to very severe learning difficulties, they may have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. These learners require a high level of adult support for their learning needs and a pedagogy that:

- takes account of preferred sensory and learning channels and ways of processing information;
- focuses on those early communication, cognitive and sensory skills that are the foundation to all future learning and crucial to an improved quality of life;
- supports emotional well-being sustained by interactive approaches where learning is contingent on good personal relationships, repetition, familiarity, predictability and
- sensitivity to feedback from the learner.

4.5 Children with autism present with differences in learning style, impairments in communication and social skill development, and may in addition present with challenging behaviours. There is considerable individual variability in how these characteristics are manifested but these features have had implications for establishing a teaching pedagogy that is effective for this group.

We recognise that direct teaching conducted in groups, making use of an oral, interactive two-way processes in which pupils are expected to play an active part by answering questions, may not always be an effective initial strategy for learning with this group of pupils. Effective teaching for this group of pupils appears to be characterised by the following:

- an access to the academic curriculum in ways that do not depend only on social or communicative skills and which take account of the particular difficulties of children with ASD in learning how to learn; these may emphasise structure, visual learning and modelling of activities and behaviours;
- a programme to develop communication, regardless of the language ability of the child;
- a programme to develop social interaction, play, leisure and life skills;
- an approach to managing behaviour which involves assessing the function of a behaviour and teaching an acceptable alternative to achieve the same result.

At Riverside Bridge School knowledge about autism and the learning styles of our autistic pupils has informed, and is fundamental to, the development of effective strategies for their Teaching and Learning. The components of effective pedagogy for autistic pupils include:

- initial teaching of new skills in a one to one setting with subsequent generalisation to independent and group work settings;
- introduction of unfamiliar tasks in a familiar environment when possible;
- curriculum access supported through the use of visual, experiential and concrete learning approaches;
- use of concrete examples and hands-on activities when teaching abstract ideas and conceptual thinking;
- use of organisation aids and visual supports to assist the pupils to attend to pertinent information;
- programmes based on individualised assessment, built around the functional level of each pupil with intervention drawing on existing skills and interests;

- appropriate expectations with an emphasis on the development of skills, independent of direct adult cuing and prompting.

4.6 At Riverside Bridge School, we believe that communication is essential in human interaction and is a fundamental human right. We aim to empower all our pupils and young people, whether with SLD, PMLD or ASD diagnosis, by supporting them to be effective communicators. We celebrate the differences in communication styles within the school and value each equally. We strive for our children and young people to have their communication needs met in a consistent and functional way across the waking day.

In order to support the communication needs of pupils at Riverside Bridge School:

- we nurture a total communication approach across the school;
- we strive to support individual communication needs of each child to enable them to understand and be understood

The focus areas for Riverside Bridge School's Total Communication approach are:

- verbal communication
- Objects of Reference (OOR), visual symbols and transitions
- structured approaches to teaching
- signing
- core and theme vocabulary
- communication boards
- how we model language for development
- sensory supporting environment
- intensive interaction and adult-child interaction
- attention bucket
- pupil communication profiles and SLC plan
- language development model
- choice making and early communication

We create and promote opportunities for communication throughout the day and teachers are trained to provide a structured, engaging and stimulating Teaching and Learning environment.

## **5.0 CLASSROOM ETHOS**

5.1 The ethos of the classroom has a major impact on the quality of teaching and on pupils' behaviour.

At Riverside Bridge School, all teachers are expected to:

- promote a calm working environment and the development of good work and social skills;
- establish clear classroom routines;
- value all pupils, irrespective of ability, race, gender, age or achievement;
- encourage pupils' self-esteem by recognising, praising and rewarding positive achievements in line with the school's reward schemes.

## **6.0 LESSON PLANNING AND DELIVERY**

6.1 Planning and delivery of Teaching and Learning is carried out by teachers and supported by our co-educators. All teachers are responsible for collating within their pathway termly Learning Ideas and for providing daily planning, which is monitored regularly by the Assistant Headteachers. For consistency across the school and monitoring arrangements, an agreed daily planning sheet is used as a standard format and all planning sheets are kept in a grey A3 folder in the classroom, available on request.

Lesson Planning will include for each lesson:

- clear and appropriate learning objectives;
- core and theme vocabulary being worked on;
- activities and resources required in each phase of the school's teaching and learning process - Teach, Practise, Apply approach;
- differentiation & personalisation informed by each pupil's EHCP, Development Profile and ongoing assessment;
- deployment and use of co-educators;
- evaluation through hand-written annotations of learning outcomes for the pupils.

6.2 Teachers will differentiate the lessons by:

- learning objectives;
- task;
- method of presentation;
- outcomes;
- level of visual support required - object, photo, symbol or written;
- level of visual schedules required;
- level of prompting;
- adult support required.

6.3 In supporting the planning and delivery of Teaching and Learning, all teachers will:

- be prepared for each teaching session in advance;
- be flexible in terms of the organisation of the classroom, staff allocation, pupil groupings and the level to which the lesson plan is followed according to the changing needs of the pupils on a day to day basis;
- plan to provide pupils with inclusive, engaging, meaningful, motivational, purposeful and challenging activities which promote independence and self-esteem;
- ensure each pupils' needs are taken into account and that the planning and teaching of lessons reflects this;
- ensure planning is in line with the requirements and of the Growth curriculum;
- use ICT wherever possible to support and promote effective learning;
- take account of pupils' individual interests and use these to motivate and encourage pupils learning;
- enable pupils to learn in a variety of ways which address a range of learning styles and include visual, auditory and kinaesthetic tasks and activities;
- produce high quality teaching materials which meet the needs of all pupils in the lesson;
- use assessment information to ensure that learning builds on previous knowledge, understanding and skills;
- utilise resources in ways which encourage pupils to become more independent learners;
- evaluate the impact of Teaching and Learning on a daily basis;
- 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 Areas of Development of the Growth curriculum;
- maintain purposeful and informative planning, record-keeping and assessment documents, in line with the school's assessment, recording and reporting policy.

6.4 The monitoring and judging of the effectiveness of planning and delivery will be identified through:

- clear learning objectives for lessons and strategies for communicating these to pupils;
- the use of assessment information to ensure that learning builds on previous knowledge, understanding and skills;
- the structure and progression in lessons;
- the differentiation implemented to enable all pupils to participate at an appropriate level, or in an appropriate way;



- the content and pace of lessons that continuously challenge pupils and encourage independence;
- the planning and provision of inclusive, engaging, meaningful, motivational, purposeful and challenging activities which promote independence and self-esteem;
- the evidence that the role of co-educators has been clearly thought through so that they are used effectively throughout lessons;
- the evaluation of the impact of Teaching and Learning on pupils' progress.

## 5.0 CLASSROOM ORGANISATION

### 5.1 Classrooms must be:

- set out to support the pedagogy most suited to the pupils' needs in line with the TEACCH principles - visually delineated with an obvious social area, group working area and individual work stations when appropriate, so that pupils can easily see which parts of the room are for which particular function - work stations for those who need them for individual work with limited distractions; box work for individual work that can be started and finished independently, object of references so that pupils have visual support to support all routines, changes and transitions throughout the day; and visual schedules tailored to the individual needs of each pupil so that they understand what is next, when it starts and when it finishes.
- organised to ensure all pupils have easy access to learning activities;
- kept tidy and uncluttered, with pupils where possible having a level of responsibility for maintaining this;
- cleared at the end of each day with materials and equipment returned to their correct locations and the tables and floor cleared;
- with resources clearly labelled and accessible to the pupils where appropriate.

The classrooms and other teaching spaces will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture and the learning environment to better suit the needs of individuals.

### 5.2 Resources

Each teaching space is equipped with a range of resources to enable effective Teaching and Learning. All classrooms have an interactive whiteboard and teachers should make the best possible use of this key resource to support Teaching and Learning however they should be aware that use of the IWB does not automatically make a lesson 'multi-sensory'.

Pupils will be taught how to use appropriate resources correctly and safely, with care and respect; and with regard for Health and Safety. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access. All resources made in school, including items such as visual supports and worksheets will be of a high quality clearly laid out and easily accessed by the pupils they are intended for.

### 5.3 Classroom displays are important for:

- creating an attractive, stimulating and purposeful environment;
- helping pupils to learn;
- setting a high standard in pupils' achievement;
- creating a climate where pupils' work is valued;
- helping to raise pupils' self-esteem.

The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed half termly in line with the curriculum themes. It should include work on different aspects of the curriculum and reflect individual children's efforts as well as ability.

## 6.0 SUPPORT FOR LEARNING

### 6.1 Teachers will:

- ensure that daily schedules are in use at all times and that they reflect the needs of individual pupils;
- vary their teaching styles for different topics and at different times to ensure that all lessons contain visual, auditory and kinaesthetic learning opportunities;
- always give clear and simple instructions;
- use augmented communication, including objects, photos, symbols and signs where appropriate to support Teaching and Learning;
- build opportunities for reinforcement and consolidation;
- build in opportunities for one-to-one interaction, when appropriate;
- set achievable short-term targets and make clear the criteria for success;
- make clear to pupils how they can improve within an individual lesson and over time
- acknowledge, reward and celebrate achievement;
- continuously expose, consolidate and review the core and theme vocabulary linked to each pathway;
- promote the use of new and constantly changing technologies that increase and enhance the learning opportunities of pupils with SEN;
- encourage pupils to take an increasing responsibility for their rate of progress in order to promote active learning and increase engagement;
- ensure effective deployment of support staff within the classroom to support the flexible learning needs of individual pupils;
- undertake professional development through training and accept support from colleagues in order to ensure a high level of teaching, learning and support expertise;
- ensure pupils' behaviour is managed consistently and positively using the school's approaches.

### 6.2 Use of support staff

In order to ensure they give all their pupils the help and encouragement they need to reach their full potential, co-educators should:

- read and use their class teacher's daily planning to implement the structure of learning for the whole class and each pupil and understand their role in supporting this;
- consult with their class teacher to prepare materials and resources prior to lessons in order to support learning;
- ensure resources are well looked-after and kept tidy;
- conduct themselves as good learning role models for the pupils;
- support good behaviour conducive to learning and intervene as required to ensure good order and discipline in liaison with their class teacher;
- support pupils in completing activities for themselves in ways which avoid completing the work for them;
- support pupils with their learning in a way that promotes and supports their independence, and avoids the phenomenon of prompt dependency, by using necessary levels of prompting and reducing the intensity of the prompting as required.
- be focussed on the learning outcomes for the pupils in their class and record progress regularly on the online assessment platform.

Teachers are responsible for the effective deployment of their co-educators within their lessons to ensure learning is supported in the best way possible.

In order to assist their co-educators, teachers should:

- ensure their planning is made available by 8.30am on a daily basis and used by their co-educators;
- ensure planning provides details of the role staff will play in each lesson;
- ensure their co-educators are clear of their roles within lessons prior to learning taking place;
- use their co-educators as a resources for Teaching and Learning for the whole class, engaging with them to promote a variety of Teaching and Learning styles, not just individual support for pupils;
- ensure their co-educators are engaged in assessment for learning where appropriate.

## 7.0 PUPILS' LEARNING

7.1 In order to enable pupils to achieve their full potential the learning experiences offered should provide the opportunity for them to:

- become increasingly independent, self-motivated learners;
- receive feedback on how they are doing and how they can improve;
- make significant progress and build upon their own successes;
- acquire essential skills for life and practise them in a variety of situations;
- become engaged, apply themselves and concentrate;
- communicate in a variety of ways;
- value themselves and others as learners;
- use technology as an aid to learning;
- learn from the community and environment beyond school;
- work with and alongside other people.

7.2 Children learn best when:

- the pedagogy is tailored to their learning needs;
- they know clearly what is expected of them;
- learning objectives and learning outcomes are clear;
- the curriculum is relevant, challenging and achievable;
- they show interest in how well they are doing and how they can improve;
- they are interested, happy, enthusiastic and motivated;
- they have appropriate resources, equipment and activities to meet their needs;
- they feel secure, are praised, rewarded, encouraged and their success is celebrated;
- they have a good relationship with staff who treat them with respect.

7.3 Assessment

Assessment exists to help teachers in supporting best pupils' learning and progress by:

- enabling staff to understand how to move pupils on, assessing what they need and when they need it.;
- developing pupils' self-esteem and motivation through the recognition and use of different learning styles and the celebration of their achievements;
- recognising and recording progression/regression for each pupil and plan effectively the way forward for each pupil.
- providing data on individuals and groups of pupils, which is open to scrutiny and lead to intervention;
- enabling pupils to become involved in the assessment process at a level that they understand;
- putting intervention in place as soon as required.

7.3.1 Assessment **for** Learning (AfL) is a process for diagnosis of pupils' strengths and difficulties in order to plan for effective teaching and evidence all pupils' progress.

This formative assessment:

- is part of effective planning
- focuses on how pupils learn;
- is central to classroom practice;
- is a key professional skill;
- helps learners know how to improve;
- encourages peer and self-assessment;
- affects learners' motivation;
- focuses on how pupils learn;
- recognises all educational achievement.

Marking and feedback of work may be oral or written. Marking and feedback should praise but also give guidance, consolidation and challenge. It should be a continuous process of formative assessment.

- Marking and feedback can support – provision of aides available to support in the classroom.
- Marking and feedback can consolidate – pupils may need more examples that are tailored to the errors previously made.
- Marking and feedback can accelerate – clear differentiation of tiered activities to move on pupils' learning.
- Marking and feedback can challenge – this is about deepening a pupil's knowledge, not just moving them on to the next task.

Consequently all teachers will be expected to:

- involve sharing learning goals with pupils;
- promote confidence in all pupils to improve;
- use a range of AFL strategies in their teaching to ensure good progress for all pupils.
- provide plenary opportunities demonstrating how individuals have made improvements and progress in their work;
- allow time for reflection throughout a lesson to assess the progress made and how to move on.
- provide feedback which leads to pupils recognising their next steps and how to take them;
- review and reflect on assessment data;

7.3.2 Assessment **of** learning is a summative process whereby pupils' progress is measured against the school's Growth curriculum and can be tracked over a period of time via each pupil's Development Profile on the online assessment platform, Earwig. Details of the school's summative assessment can be found in the school Assessment Strategy.

## **8.0 CONTINUING PROFESSIONAL DEVELOPMENT**

8.1 Riverside Bridge School is committed to developing the Teaching and Learning at the school. The school's CPD programme aims to meet the needs of teachers in line with the school's development plan. The school follows a clear schedule of daily training sessions from 8.30am till 9.10am, which includes Safeguarding, Behaviour, Makaton, Teaching and Learning and Speech and Language input. In addition all staff take part in a series of twilight sessions and full day insets throughout the year, the content of which is aimed at developing and enhancing current in-school practices.

8.2 Staff are expected to share good practice and support each other in both formal and informal capacities.

8.3 There are also opportunities to develop leadership and management skills through tours of duty and where relevant, involvements in programmes such as NPQML, NPQSL.

## **9.0 THE ROLE OF THE PUPILS**

Whilst taking into account the needs of our pupils, we believe that each pupil has a responsibility to strive to:

- come to school regularly and punctually;
- participate as fully as possible in the learning opportunities on offer to them;
- work well with peers and be tolerant of others;
- behave appropriately and show respect for themselves and others;
- be polite and helpful to other pupils and adults in school;
- be an active participant in their own learning;
- take pride in their work and develop a sense of responsibility for their own learning.

## **10.0 THE ROLE OF PARENTS**

We believe that parents, are their child's primary educators and, as such, have the responsibility to support their children and the school in implementing school policies.

Parents therefore have a responsibility to:

- share their knowledge of their children's abilities and difficulties with the school as and when required;
- ensure their child has the best attendance possible;
- attend parental meetings and participate in discussions concerning their child's progress and attainments;
- have a realistic outlook about their children's abilities and offer ongoing encouragement and praise;
- inform the school as soon as possible if there are matters outside of school that are likely to affect a child's happiness, performance or behaviour at school;
- support the behaviour management policy and procedures of the school;
- promote a positive attitude towards school and learning in general.