Teaching and Learning Policy and Procedures

Objectives

To ensure consistency and improve the quality of provision for each and every child of the school. Research continually points to the fact that outstanding teachers are those who continuously look to improve their own practice and shape the paradigm and culture of the school as a learning community.

Purpose

To provide a clear framework for teaching and learning, building on best practices and succinctly identify what is required of adults and children.

Accountability

Teachers, Teaching Assistants and adults working in the school have clear accountabilities through respective job descriptions and standards. The level at which, will require greater levels of accountability and expectations.

Context of our schools – The Collett School, St Luke's School and Forest House Education Centre

Our pupils are some of the most disadvantaged children and young adults in society. All our pupils are at risk of harm from adults, themselves and others. They require outstanding support in safeguarding and support to access learning that is meaningful, purposeful and relevant to their needs now and through adulthood.

Our focus for learning

We strive to ensure children have access to opportunities for learning that inspire them, push their boundaries and engage them to develop independence. With high expectations, knowledge and understanding about learning difficulties, deprivation and vulnerable groups, we seek to deliver a holistic approach to identifying successful strategies and successful methodologies for improving access to learning for each, unique and individual child.

We do this through:

- Leadership of the school driving;
    - A strong vision
    - The ethos of the school
    - A culture of self-improvement, engagement, tolerance and an appreciation of difference
    - Standards up
    - CPD, research and staff development
    - A passion for making a difference
    - An agenda of inclusion - reflecting, listening, refining and supporting
    - Continued refinements that keep children safe in education

- A focus on high quality teaching, where there exists;
    - A passionate workforce who want to make a difference
    - Personalised teaching and planning
    - Specific, targeted resources and interventions to help children access learning
    - Embedded Assessment for Learning
    - A proper analysis of where pupils are underachieving and why, using national data to benchmark progress
    - A systematic focus on clear pupil feedback and advice for improving their work

- A deep understanding of the needs of children and their barriers to learning
- Regular Pupil Progress Meetings and frequent use of achievement data to check effectiveness of interventions, where the school adjusts techniques constantly, rather than waiting until after interventions
- Strategies for improving attendance, behaviour, sensory, speech & language and learning interventions
- Robust monitoring of procedures to ensure standards are met
- Effective Performance Appraisals of staff
- Co-produced 'Pupil Pathways' for accreditation success

The vulnerable groups of learners in our school:

- SEND/ Cognitive Disabilities
  - ASD (Autism)
  - SLCN (Speech and Language Communication Needs)
  - MLD (Moderate Learning Disabilities)
  - SLD (Severe Learning Disabilities)
  - Down Syndrome
  - FAS (Foetal Alcohol Syndrome)
  - GDD (Global Development Delay)
  - SEMH (Social, Emotional and Mental Health)

- Physical difficulties that affect cognition
  - VI (Visual Impairments)
  - HI (Hearing Impairments)
  - PI (Physical Impairments)
  - Brittle Bone Disease
  - Cerebral Palsy
  - Cystic Phybrosis
  - Spastic Paraplegia
  - Spinal Bifida
  - Muscular Dystrophy

- Medial Needs
  - Attachment Disorder
  - ADHD (Attention Deficit Hyperactivity Disorder)
  - Mental Health issues
  - Depression
  - High anxiety
  - Personality disorders
  - Blood and organs illnesses/ diseases/ malfunction
  - Seizures
  - Brain damage
  - Low immune systems
  - Degenerative conditions
  - Adverse reactions to treatments/ medication
  - Severe allergies
  - Phobias

- Specific Learning Difficulties
  - Dyslexia (reading)

- o Dyspraxia (space awareness)
- o Discalculia (number)
- o Dysgraphia (writing)

- ☐ Extrinsic Factors that impact severely on learning:
  - o Neglect
  - o Abuse
  - o Negative parental influences
  - o Attendance problems
  - o Children excluded/ at risk of exclusion
  - o Children at risk of radicalisation/ extremism
  - o Children subject to Child Protection (CP)/ Child in Need (CIN)/ Families First (FF)
  - o EAL (English as an additional language)
  - o BME (Black or Multi-ethnic heritage)
  - o PPG (Pupil Premium Grant)
    - ▪ Gypsy, Roma and Traveller Children
    - ▪ Asylum seekers, refugees and new migrants
    - ▪ Young carers
    - ▪ Young offenders
    - ▪ Children of parents in the services
    - ▪ FSM (Children accessing Free School Meals)
    - ▪ Ever6 FSM (Children who have accessed Free School Meals in the past 6 years)
  - o Teenage parents
  - o Children living in poverty
  - o Young people not in education, employment or training (NEET)
  - o PPG Plus
    - ▪ CLA (Children Looked After)/ LAC
    - ▪ Adopted Children

Learning is best achieved when:
- ☐ Children are ready to learn
- ☐ The adults know the child well; their needs, interests and goals
- ☐ Routines are well established
- ☐ Children are happy and safe in school
- ☐ Learning is pitched correctly
- ☐ Take up time is given
- ☐ Pupils think/pair/share
- ☐ Adults show they like the children and support their efforts in learning
- • Adults show there is 'fairness' in their systems, which in turn gains commitment to succeed by the pupils
- ☐ The child knows what they are required to do
- ☐ Learning is modelled effectively by the adults and others
- ☐ Adults understand their needs and associated strategies for helping them access learning
- ☐ Whole school procedures are followed to ensure synchronicity across the years
- ☐ Behaviours for learning are supported with consistency
- ☐ Pupils can demonstrate their understanding of how they have learnt, not just what they have learnt
- ☐ Learning activities area engaging and purposeful

Teachers' secure strong knowledge by:

- Drawing on their prior training and, demonstrate a commitment to their ongoing CPD
- Researching and applying their knowledge through Teacher-led development work (TLDW)
- Taking calculated risks based on their existing knowledge and understanding of the pupils and adults in their class
- Analysis of data for their own subject area(s)
- Analysis of data of the individual's achievements in their class and relative expectations of children with similar learning profiles
- Understanding the child's needs and targets as per their EHCP
- Understanding the child's targets as per their PEP (for CLA pupils)
- Understanding the child's needs and strategies according to their Behaviour for Learning Plan, High Anxiety Plan, Individual Education Plan, Sensory plan etc. where in place
- Understanding the child's parents/carers' foci for their son/daughter's progress
- Understanding strategies that support children's learning
- Understanding the impact of SEND diagnoses and relevant issues

Teaching is effective when:

- Learning is the focus (not the activity of teaching)
- The learning objective is clear
- Success Criteria are clear
- Stimuli are engaging and effective
- Outcomes and processes are considered equally in the planning
- The session is lively and engaging (usually!)
- The pitch of learning is correct (e.g. 8/10 model is applied)
- Questioning extends children's understanding
- Teacher talking is limited, clear and accurate
- Activities are effectively differentiated through excellent planning
- Assessment for learning is embedded by knowing the child's next steps for learning
- Teaching Assistants are effectively deployed
- Adults adapt their planning and review the effectiveness of learning for the next day's teaching

The environment for learning is effective when:

- It exudes a high standard and quality/ purpose for learning
- Is not unnecessarily cluttered – storing things that could be better placed elsewhere
- Pupils have a sense of 'ownership' about their space
- Children can fully access the space independently and know where to access resources
- Displays challenge pupils to think and make connections
- IT is used appropriately and effectively to engage learners in activities and information sharing