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Teaching and Learning Policy



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# 1. Aims

This is the definitive document that tells every member of staff how to teach at High Close School.

We do this by:

* Explain how we will create an environment at our school where pupils learn best and love to do so
* Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
* Promote high expectations and raising standards of achievement for all pupils in our school
* Involve pupils, parents and the wider school community in pupils’ learning and development
* Outlines the elements of a strong lesson as part of a sequence of learning
* Ensure learning is matched to individual needs, building on existing knowledge, skills and understanding
* Promote confidence, high self-esteem, independence and mutual respect and develops a respect for the environment

# 2. Our guiding principles

### **WE BELIEVE IN CHILDREN AND WORK WITH HOPE TO ENCOURAGE YOUNG PEOPLE TO REACH THEIR FULL POTENTIAL.**

We aim to do this by:

* **PROVIDING** a caring environment in which pupils feel safe and learn to make healthy choices about their style of life
* **DELIVERING** a stimulating and differentiated curriculum that encourages every pupil to achieve to their highest level both academically and socially
* **DEVELOPING** pupils' awareness of moral, social, cultural and spiritual values so that they can make a positive contribution to the community
* **PREPARING** pupils to become independent and responsible citizens
* **WORKING IN PARTNERSHIP** with parents, carers and other stakeholders to ensure pupils are given every opportunity to achieve their full potential

# 3. Rationale

The overarching rationale for our curriculum is to provide all our young people with the skills and knowledge required to make a successful transition to post 16 and their wider life. We do this through:

* Providing a range of qualifications appropriate to each student which are recognized by college placements
* Providing a range of enrichment, preparation for adult life and extra-curricular opportunities
* Using Therapeutic Crisis Intervention to underpin every interaction with young people to allow them to develop effect self-regulation strategies

Our curriculum and its implementation in class is based on several sources of evidence-based research, principally Cognitive Load Theory and the work of Barratt Rosenshine on the Principles of Instruction.

# 4. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is how we will create the above conditions for young people’s learning at all times:

4.1 Teachers

Teachers at our school will:

* Follow the expectations for teaching and professional conduct as set out in the [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards) and the Staff Code of Conduct
* Follow the school’s schemes of work and curriculum content within specific subject areas that both supports qualification pathways and preparation for adult life
* Structure lessons to best support deep learning including recapping previous learning, modelling examples and scaffolding individual practice according to need
* Direct Learning Support Assistants to ensure deployment leads to progression in learning
* Ensure the books/efolios are a full learning record for the young people
* Feedback is given regularly, is high quality and developmental and students are given time to respond to the feedback
* Contribute to Behaviour Support Plans and EHCP outcomes and use these documents in planning for classes and individuals
* Actively engage parents/carers in their child’s learning with weekly Parenthub posts
* Update parents/carers on pupils’ progress with parent evenings, academic report and annual review of EHCP report.
* Meet the expectations set out in this policy including the curriculum, assessment and feedback sections as well as:
  + Careers and Provider access policy
  + Relationship and Sex Education Policy
  + Online Safety Policy
  + Countering Bullying Policy
  + Safeguarding and Child Protection Policy
  + Examination policies
  + Promoting Positive Behaviour policy

4.2 Tutors

Tutors at our school will:

* Follow the expectations for teaching and professional conduct as set out in the [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards) and the Staff Code of Conduct
* Actively contribute to and update Behaviour Support Plans in liaison with the link or key workers.
* Complete Annual review and associated documentation to support EHCPs and use these documents in planning for classes and individuals
* Actively engage parents/carers in their child’s learning with weekly parenthub posts
* Be proactive as a tutor contacting parents/carers as and when needed including phone calls and emails in addition to parents evening and written reports
* Meet the expectations set out in this policy including the curriculum, assessment and feedback sections as well as:
  + Careers and Provider access policy
  + Relationship and Sex Education Policy
  + Online Safety Policy
  + Countering Bullying Policy
  + Safeguarding and Child Protection Policy
  + Promoting Positive Behaviour policy

4.3 Support staff

Support staff at our school will:

* Know pupils well and differentiate support to meet their individual learning needs
* Support teaching and learning with flexibility and resourcefulness
* Use agreed assessment for learning strategies
* Use effective marking and feedback as required
* Engage in providing inspiring lessons and learning opportunities
* Feedback observations of young people to teachers
* Ask questions to make sure they’ve understood expectations for learning
* Identify and use resources to support learning
* Have high expectations and celebrate achievement
* Demonstrate and model themselves as learners
* Meet the expectations set out in:
  + Careers and Provider access policy
  + Relationship and Sex Education Policy
  + Online Safety Policy
  + Countering Bullying Policy
  + Safeguarding and Child Protection Policy
  + Staff code of conduct
  + Promoting Positive Behaviour policy

4.4 Middle Leaders

Middle Leaders at our school will:

* Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
* Sequence lessons in a way that allows pupils to make good progress from their starting points
* Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
* Drive improvement in their subject/phase, working with teachers to identify any challenges
* Timetable their subject to allocate time for pupils to:
  + Achieve breadth and depth
  + Fully understand the topic
  + Opportunities to demonstrate excellence
* Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
* Improve on weaknesses identified in their monitoring activities
* Create and share clear intentions for their subject/phase
* Encourage teachers to share ideas, resources and good practice

4.5 Senior leaders

Senior leaders at our school will:

* Have a clear and ambitious vision for providing high-quality, inclusive education to all
* Communicating vision and implementation with all stakeholders effectively.
* Celebrate achievement and have high expectations for everyone
* Hold staff and pupils to account for their teaching and learning
* Plan and evaluate strategies to secure high-quality teaching and learning across the school
* Manage resources to support high-quality teaching and learning
* Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff’s practice and subject knowledge
* Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
* Address underachievement and intervene promptly

4.6 Young People

Young People at our school will:

* Take responsibility for their own learning, and support the learning of others
* Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
* Attend all lessons on time and be ready to learn
* Be curious, ambitious, engaged and confident learners
* Know their targets and how to improve
* Try to put maximum effort and focus into their work

4.7 Parents and carers

Parents and carers of pupils at our school will:

* Encourage their child as a learner
* Make sure their child is ready and able to learn every day
* Support good attendance
* Participate in discussions about their child’s progress and attainment
* Communicate with the school to share information promptly
* Encourage their child to take responsibility for their own learning

4.8 Governors

Governors at our school will:

* Monitor that resources and funding are allocated effectively to support the school’s approach to teaching and learning
* Monitor the impact of teaching and learning strategies on pupils’ progress and attainment
* Monitor the effectiveness of this policy and hold the Principal to account for its implementation
* Make sure other school policies promote high-quality teaching, and that these are being implemented

# 5. Planning

High Close works in partnership with parents, carers, young people and other professionals. The views of all parties are sought and taken into account to achieve the appropriate balance between National Curriculum and a personalised approach. This means that young people have access to other experiences such as alternative curriculum, therapeutic input and individual support to enhance or consolidate basic skills.

**KS2**

The Curriculum for the Lower Key Stage 2 Nurture group is based on themes and is taught creatively. Core subjects are taught as an integral part of each topic, in addition targeted support is given in Literacy and Numeracy.

In Upper Key Stage 2 and the Key Stage 2/3 transition class are taught through a blended approach of creative topic based learning and specific lessons delivered by subject specialists.

**KS3**

Most young people are taught in small chronological age-related classes but there may also be Key Stage groups that help us deliver to specific needs or abilities rather than age.

**KS4**

Most young people are taught in small chronological age-related classes but there may also be Key Stage groups that help us deliver to specific needs or abilities rather than age. A broad range of relevant formal qualifications are offered to all students, which meet individual needs. All Year 11 are offered a week’s work experience; some pupils are offered extended work experience.

To see further information about the High Close curriculum, refer to the school’s ‘Curriculum Intent, implementation and Impact’ documentation.

5.1 Relationship and Sex Education

Relationship and Sex Education is mainly delivered in units as part of the ASDAN/PSHE course but some technical aspects are delivered in Science. It is part of the Key Stage 2, Key Stage 3 and Key Stage 4 Curriculum. In addition to formal in class education, topics are covered in tutor time and in bespoke individual or small group sessions alongside work that key workers do in the units when working with specific individuals.

Please see Relationship and Sex Education Policy for further details in this area.

5.2 Spiritual, Moral, Social and Cultural development and British Values

The curriculum provides many opportunities for our pupils to explore SMSC and British values. This is achieved both through subject areas and extra-curricular activities.

5.3 Careers guidance

* The school's careers programme is based around the Gatsby 8 benchmarks to ensure the most suitable provision
* The concept of careers is discussed in several different formats throughout Key Stage 2, 3 and 4
* Colleges and training providers have access to every student in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships
* The Key Stage 4 and Post 16 Transition Coordinator works with all the students in Years 10 and 11 looking at their individual interests and potential pathways post-16.
* All young people have the opportunity to meet and interview with an external company ‘Learning to Work’ who listen to their needs and interests and try to match them up with work experience that is bespoke to them. Work experience is offered as a block week in Year 11 but it can also be tailored to fit the timetable for a longer period of time.

5.4 Enrichment and wider curriculum

**At KS2**, this is delivered through a life skills course and topic based learning.

**At KS3**, the young people have the opportunity to participate in ACE (Academic Creative Curriculum) lessons which offers a range of activities that look to improve social interaction and academic progress.

**At KS4**, the young people have the opportunity to participate in PAL (Preparation for adult life) lessons which offers a range of activities that look to improve skills for independent living.

The school recognises that extended learning many take many forms and may include reading, writing, observing, independent research and the practise of other skills as appropriate.

5.5 Numeracy, Literacy and Reading across the curriculum

Consistency of practice and delivery in every subject is important to help sign post to students when and how to employ the correct skills.

Literacy

Teachers should mark for Spelling Punctuation and Grammar in the first 1-2 paragraphs in detail in the following way when it is appropriate to the learning. It is acknowledged that there may be times when this is not completed as the learning focus is elsewhere:

* Tenses - T and underline
* Spelling Error – sp and underline the word
* Paragraph - // to indicate a new paragraph is needed
* Punctuation – p in margin and underline missing full stop or other punctuation
* Capital Letters missing – cl in margin and underline incorrect usage

Young people should then be given the opportunity to correct similar errors in the rest of their writing.

**Teachers of English should encourage pupils to:**

* Read easily, fluently and with understanding;
* Develop the habit of reading widely both for pleasure and information;
* Acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
* Write clearly, accurately and coherently, adapting language and style in, and for, a range of contexts, purposes and audiences;
* Use discussion in order to learn; to elaborate and explain clearly understanding and ideas;
* Develop competency in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debates.

**Teachers of subjects other than English should encourage pupils to:**

* Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
* Have an interest in books and reading and read for enjoyment;
* Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms;
* Have a suitable technical vocabulary to articulate responses.

Reading and Phonics

High Close School follows Twinkl systematic synthetic phonics programme where needed. Phonics is not taught as a system in class but it is used to support reading and interventions are used to improve skills and consolidate ability.

Students are assessed for their reading ability and phonics knowledge so that appropriate interventions can be put in place. Interventions may be phonics focussed or reading focussed.

Reading is a key component of every English lesson and is supported across the school through tutor periods and other subjects. Accelerated Reader is used to motivate, monitor and manage young people’s independent reading practice.

Numeracy

**Teachers of mathematics should:**

* Ensure the basic concepts in mathematics are taught in depth using the correct mathematical language, conventions and techniques
* Identify and correct common misconceptions at an early stage
* Work with teachers of other subjects with mathematical principals on request
* Seek opportunities to use topics and examination questions from other subjects in mathematics lessons.

**Teachers of subjects other than mathematics should:**

* Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly.
* Be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills.
* Signpost when numeracy skills are used across the curriculum to support other learning

# 6. Learning environment

6.1 Physical Environment

When pupils are at school, learning will take place in a variety of different locations to support the broad curriculum. These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

* Clean, practical classrooms with necessary equipment built in
* Displays to celebrate past learning and inspire future learning
* Accessible resources for learning such as books, worksheets and other equipment
* A seating layout that allows everyone to see the board and participate
* Specialist settings for practical subjects including science, forest schools, art and technology

6.2 Structure of a Lesson or Unit of Study

To ensure all opportunities for learning are as effective as possible, connections should be made with past and future learning

* Learning Objectives will be on display in each lesson and will be written into learning records with a date
* Learning started with a recap of previous learning
* New material is presented in small steps
* Questions are used to check learning progress and to make connections in learning
* Examples are modelled and explained in full
* Initial practice of new material is guided by the teaching staff
* Understanding is checked regularly
* Opportunities for success is part of the structure of the lesson
* Temporary scaffolds are given for more difficult tasks
* Opportunities for independent practice are given and monitored
* Regular review of material covered to ensure long term memory

6.3 Emotional Environment

We work through the medium of Therapeutic Crisis Intervention to provide trauma informed and responsive environment. This allows all our young people the time, space and support required to develop emotional co- and self-regulation skills.

TCI provides a framework for school to be an environment in which young people feel safe and safe to learn.

# 7. Inclusion

The achievement of all young people is highly valued. Balanced viewpoints are planned into schemes of work to ensure that a fair and equal amount of information is given to key issues such as religion, race, culture, gender and disability. Care is taken within all schemes of work to ensure that all students have access to the content.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.

7.1 Pupils with high prior attainment

* We offer a broad and balanced curriculum focused on developing academic skills up to GCSE in English and Maths
* We link with local schools and colleges to support additional academic opportunities and qualifications
* We offer courses bespoke to individual pupils where appropriate

7.2 Pupils with low prior attainment

* We offer a broad and balanced curriculum focused on developing academic skills as well as addressing their need for social and emotional development and therapeutic input.
* We track the progress of the whole child in detail, so we have an accurate picture of the strengths and needs.
* We identify weaknesses and interventions are implemented and reviewed on an ongoing basis to ensure they have a positive impact.

7.3 Pupils from disadvantaged backgrounds – pupil premium

* The Deputy Principal, in consultation with the Principal and the Designated Teacher for Children in Care, will decide how the Pupil Premium is spent for the benefit of entitled pupils
* The school will assess what additional provision should be made for the individual pupils.
* The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium and the Principal will report to the governing body and parents on how effective the intervention has been in achieving its aims.
* We will publish online information about how we have used the Premium.
* We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the Premium.
* We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils.
* We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
* We will monitor, evaluate and review the success of the impact of the Pupil Premium funding.

7.4 Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

7.5 Pupils who identify as LGBTQ+

* As a school we do not plan to separate students through gender. We teach the whole curriculum to classes based on ability and SEN need and we do not segregate based on gender identity, expression or orientation.
* We offer gender neutral changing facilities for PE and encourage self-expression in our school uniform and access to learning and education.
* Relevant sections of the curriculum will include issue pertaining to LGBTQ+ students and families

# 8. Feedback

8.1 Philosophy

* At High Close we believe that constructive written and verbal feedback helps raise standards and help our students ‘learn to learn’. It is an essential diagnostic record of achievement and outcomes to help inform our teaching plans and is also extremely powerful for students to understand their progress and what steps they need to take to improve.
* High quality feedback empowers students to take responsibility for their learning.
* At High Close we believe that the way in which work is marked is of critical importance to the students at the school as a large number of corrections or adverse comments from the teacher will reinforce feelings of failure and low self-esteem and lead to negative outcomes.
* Conversely, work that is marked to show appreciation of effort and what has been achieved whilst positively drawing attention to areas of improvement can enhance self-esteem and lead to improved outcomes for students.

8.2 Shared Principles of Verbal and Written Feedback

To ensure this time is spent most effectively:

* It provides opportunities to celebrate and acknowledge achievement, progress and effort.
* It provides opportunities for prompt and regular written or spoken dialogue with the student.
* Teachers/support staff and students are clear about the learning objectives of the task and the criteria for success and feedback is directly related to these.
* Teachers/support staff and students provide constructive suggestions about ways in which the student might improve their work.
* Teachers/support staff and young people agree the next steps.
* Time is given to young people to understand and respond to the feedback given
* Teachers and young people follow up agreed targets to see how far they have been achieved.

# 9. Assessment, recording and reporting

At High Close we see assessment and feedback as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

9.1 In-school formative assessment

Effective in-school formative assessment enables:

* Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
* Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
* Parents to gain a broad picture of where their child’s strengths and weaknesses lie, and what they need to do to improve

Formative Assessment can take several forms including both formal and informal approaches.

* Questioning in lessons allows the teacher to gain instant feedback in lessons on current knowledge and skill base. Both open and closed questioning techniques are used to ascertain the knowledge of facts and to encourage broader thinking skills
* Observations of pupils carrying out their work and giving instant verbal feedback at the point of learning
* Pupils are given the opportunity to self-assess their knowledge and learning output. They evaluate how well they performed and put their own suggestions forward for improvements
* Written feedback in pupil books is more formal. The marking assesses how well the pupil has done in the recent learning challenges and the feedback given is constructive and targeted at improvement. The pupils are given time to respond to the feedback and adapt their work as a result.

9.2 In-school summative assessment

Effective in-school summative assessment enables:

* Middle leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
* Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
* Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
* Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

Each department is encouraged to develop its own summative assessment package that both allows the students to demonstrate their knowledge and gives them the opportunity to practice examination skills ready for nationally standardised summative assessment.

There is an expectation that at least 3 summative assessments are conducted each year in each subject area, this can be based on end of term or on end of unit teacher assessments. The assessment must be linked to the colour bands in KS2 and KS3 and to the qualification in KS4. The results of the assessments should be part of the learning record for that young person in the e-folio or book as appropriate.

In Key Stage 4 the young people are given opportunities to complete mock examinations, this enables them to experience exam conditions and to see how they are able to achieve within them.

9.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

* School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure young people are supported to achieve sufficient progress and attainment
* Teachers to understand national expectations and assess their own performance in the broader national context
* Young people and parents to understand how young people are performing in comparison to pupils nationally and gives them the qualifications needed to move onto their next steps in education or in the workforce.

In Primary the nationally standardised summative assessments include National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

In Secondary the nationally standardised summative assessments take the form of GCSEs BTECs and other qualifications at the end of Key Stage 4

# 10. Training

Whole school protocols and other information is delivered to the teaching staff including all teachers and LSAs. This includes:

* Therapeutic Crisis Intervention to support behaviour management
* Information on Student Diagnosis
* Pedagogy and metacognition
* Exam and invigilation training

Individual teachers and support staff discuss subject specific needs with Middle Leaders and SLT. Bespoke training and support is organised as part of the performance management cycle. Knowledge from external courses on elements that are relevant across different subjects are cascaded internally.

# 11. Monitoring and evaluation

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

The Education Leadership Group with support from the Middle Leaders will monitor and evaluate the impact of teaching on pupils’ learning through:

* Evaluation of curriculum leaders long and medium-term planning​
* Visits to a deliberately and explicitly connected sample of lessons​
* Work Scrutiny​
* Discussion with teachers to understand how the curriculum informs their choices about content and sequences to support effective learning​
* Discussion with groups of pupils

# 12. Review

This policy will be reviewed every 2 yearsbyEducation Leadership Group. At every review, the policy will be shared with the Chair of Governors.

# 13. Links with other policies

This policy links with the following policies and procedures:

* Promoting Positive Behaviour policy
* Online Safety Policy
* RSE Policy
* Safeguarding and Child Protection Policy
* SEND information report
* Examination Policies