

Local Procedure Title	Teaching and Learning
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learning at Quay View

The young people at Quay View have individual learning needs and all education, care and therapy staff work closely together to ensure their physical, emotional and learning needs are met. The Teachers standards state that teachers should, **‘Set high expectations which inspire, motivate and challenge students by establishing a safe and stimulating environment for students, rooted in mutual respect; Set goals that stretch and challenge students of all backgrounds, abilities and disposition and demonstrate consistently the positive attitudes, values and behaviour which are expected of students’**. At Chelfham Senior School we expect all teachers to be familiar with the standards and use them to guide their practice and their impact upon our young people and monitored as part of their performance management.

Our teaching will be:

- **Carefully planned** – long, medium and short term planning is meticulous and detailed and caters for individual students needs through differentiated learning objectives and outcomes
- **Well structured** – activities are sequenced to demonstrate progress is learning
- **Well resourced** – resources engage, motivate and inspire our students
- Delivered at pace and with energy – time is carefully monitored, students are encouraged to actively engage with the relevant activities
- **Sensitively monitored** – periodic checks of learning will track progress of individuals throughout the lesson (mini plenaries)
- **Rigorously assessed** – teachers will mark each piece of work and will assess individual work at least once a week, tracking progress and attainment on their own records which feeds into the half termly assessment tracking system

It is vital that the classroom environment is organised, calm, attractive and well resourced. The relationship between staff and students demonstrate respect and security. The students must feel valued.

All learning that our young people engage in is relevant yet challenging. In order for our young people to achieve and make good progress their learning is individualised to take into account the young persons interests and needs. **One of our fundamental principles is that every one of our students can enjoy their learning and achieve individual success.**

The curriculum is delivered with reference to three identified learning pathways and pedagogical teaching approaches:

- **Nurture**
- **Functional**
- **Academic**

Within these pathways students will access 25 hours per week of learning opportunities which are personalised in their approach and intended outcomes.

Nurture

Many students will arrive at Quay View School requiring high levels of support alongside a highly structured approach. They may also have significant or pervasive presentations of trauma, anxiety or autism which create a barrier to their learning and restricts positive engagement. The nurture based approach takes into account an individual's needs emotionally and socially as the starting point for targeting outcomes which are underpinned by establishing relationships and building resilience through the progression model:

Typically students on a nurture based pathway will require a therapeutically informed programme which will often focus on relationships as a defining area of difficulty and often with a lesser emphasis on addressing actual behaviour depending on diagnosis/diagnoses for individual students.

The aim is for those on a nurture based curriculum to become "Safe and ready to learn". This is also with a view to, over time, reducing supports and 'scaffolding' which is necessary to begin from a foundation of safety.

Functional

The functional curriculum focuses upon independent living skills and vocational skills, emphasizing communication and social skills. The functional curriculum can be useful even for our students in the gifted range if they have missed some needed skills during their previous learning and can provide an entirely appropriate preparatory approach for an academic pathway.

Academic

A functional curriculum focuses on skills that build independence, but those skills include functional academics which underpin academic progression. Students who access an academic pathway will typically have undergone preparation via a functional based route which will allow them to progress and diversify into more traditional 'academic' areas of study which do not directly relate to independent living skills.

Each teacher sets learning objectives which focus on the learning to be made in that lesson. Clear differentiation is used to ensure all young people can achieve and make progress within the lesson. Learning activities are dynamic and flexible to fully include all students. **The quality of learning experience within activities is crucial to the impact on progress and therefore staff place a clear and demonstrable focus on this area.**

Young people are encouraged to be active participants in their learning. They take part in discussions, question and answer sessions, and practical activities. They are given opportunities to be able to work alongside partners where appropriate, and are given the opportunity to work in groups as well as discuss with the teacher aspects of their learning and work undertaken.

Young people are encouraged to undertake self evaluation and discuss their work, effort and progress with the teachers. **There are opportunities in all lessons for self study and to complete assessment for learning and reflection.**

Students at Quay View work in a variety of ways. Students preferred learning styles and learning needs are respected and learning objectives consider and reflect this. Materials and resources may vary accordingly for non-readers and low ability students e.g. the use of supportive visual symbols for specific students. **Individual learning preferences are monitored throughout the assessment period on entry and staff and therapists devise individual plans to support engagement.**

Spiritual, moral, social and cultural **(SMSC)** learning is planned for and tracked across all key stages. As part of developing the skills of our children holistically, teachers track and monitor the progress of Personal learning and thinking skills **(PLTS)**. This is monitored on a termly basis.

Every young person at Quay View has the right to learn and achieve. It is our collective responsibility to ensure that this is effective and that students are praised and rewarded as a result. Teachers work in partnership with support staff and the Therapy team to ensure that therapeutic intervention is integrated into practice where appropriate and effective. Teachers and support staff work closely with the Care team, ensuring that there is a highly effective communication and partnership to ensure that our children flourish in all aspects of their lives. **The new School Curriculum directly links and triangulates the work of the education, care and therapy teams.**

All teachers undergo an annual performance management cycle where targets from the Teachers Standards are mapped against teacher performance. This results in the high quality educational provision of the school across all teaching areas. **All teachers are accountable to deliver at least 'good' lessons and to ensure that each young person is making progress at their individual expected level.**

Progress is collated on a half-termly basis and is tracked and monitored by teachers and senior leaders each half term. **Any young person raising cause for concern is identified and an action plan put in place to help address any issues or barriers to learning that the young person may be experiencing.**

TEACHING AND TEACHERS' RESPONSIBILITIES

Planning:

The each teacher must ensure that effective long term curriculum overviews and medium term plans (schemes of work) are in place. The Long Term plans (annual) and Medium Term plans (termly) should be in line with the National Curriculum (Key stage 2-4) and adapted appropriately to meet course or specialist subject requirements, including guided learning hours (GLH) for Key Stage 4 courses. Key Stage 5 courses should be planned in the same way and reflect individual course requirements, resources and assessment objectives. **Individual lessons must be prepared thoroughly and plans should follow the expectations of at least a good lesson, with an expectation that this should be outstanding (Ref Ofsted guidance).**

A typical lesson at Quay View would include the following:

- Lesson Objectives or Outcomes clearly visible, differentiated and accessible to all students
- Pace, sourced from clearly stated objectives, well structured lesson planning and carefully considered activities to support and develop learning
- Introduction and recap learning from the previous lesson to deepen learning
- Mini Plenaries used throughout the lesson to evidence the learning that has taken place and progress made, ensuring that gaps are identified and acted upon
- Sharing the success criteria of the lesson, referring to it throughout the lesson as a 'scaffold' and differentiating the criteria to meet individual needs
- Students being able to know where they are in their learning and what they need to do to make progress
- Highly focused tracking and monitoring of progress and attainment using a range of evidenced assessment techniques
- Highly effective classroom behavioural management to ensure that individuals can access and reintegrate into the classroom environment following dysregulation

- The use of highly effective questioning techniques
- The use of highly effective and differentiated pedagogical methods which develop the opportunities for learning and the activities which are used
- Challenging the more able with a range of structured extension activities
- Developing independent learners through the identification of learning sequences that target key skills and PLTS
- SMSC opportunities explicitly identified in the learning experiences and developed throughout the learning
- Highly effective deployment of support staff to impact on learning and progress
- The carefully planned use of therapeutic planning and interventions

Planning is kept in a planning folder in each subject classroom. The folder should be clearly visible and accessible. The planning should be evaluated on a weekly basis by teachers and monitored termly by senior leaders.

Individual learning needs:

The teacher must be confident in their subject knowledge and share their enthusiasm and enjoyment about the learning process with the students. The teacher should regularly reflect on their practice and be willing to learn from this reflection. Similarly, the teacher should reflect on their subject planning and use this knowledge when planning subsequent work.

All students have a range of individual plans to support learning, including personal therapeutic plans, risk assessment and management and intervention plans. It is a key requirement for these to be embedded into the daily learning of individuals and reviewed when appropriate and at least half term.

The classroom environment:

The environment should be one that is organised, safe, calm, and attractive in which all students can learn effectively. Our students should feel valued and respected and the teacher will be responsive to their individual needs, either academically or emotionally. **Students' success should be celebrated and their work marked in green and commented upon regularly.** Current work and pupil's learning and achievement should be displayed in the classroom and maintained in good condition. Student displays should be changed each half term and should be related to the topic being studied. **At least one display needs to have a level of interactivity as a 'Learning Wall' for individuals to use to enhance their learning.**

Differentiation and Target setting:

The teacher must set work that is relevant and challenging to every pupil, based on individual target setting. Individual targets should be informed by clear literacy and numeracy initial baseline assessments. **All learning objectives must be clearly stated for each lesson and**

appropriate for each pupil. The teacher should make it clear to students how well they have done and what they need to do to improve. The learning outcomes should be checked and acknowledged at the end of each lesson and progress should be recorded on each lesson plan. **This should enable individual progress to be tracked from lesson to lesson.**

The teacher will use a variety of teaching methods and groupings to ensure effective learning in the classroom. **At the end of each lesson each student will be awarded the appropriate points in recognition of their punctuality, engagement and effort in their learning and working with others. (Ref Rewards system)**

Clear target setting and tracking enables progression to be made from term to term and informs the planning of future work. Pen portraits and preferred learning styles should be kept up to date on a termly basis. The IEP will be updated on a termly basis and kept centrally and by the class tutor.

Marking and Assessment:

Marking and assessment should be made in line with the marking and assessment policy. Clear initial base line assessments will be undertaken for each young person throughout their assessment period. This information forms the basis of initial target setting. Teachers will mark each piece of student work and will assess individual work at least once a week, tracking progress and attainment on their own records which feed into the half termly assessment tracking system. **Each half term, during the designated assessment period, attainment data is recorded by teachers onto the subject Assessment Tracker and submitted to senior leaders. Each teacher is required to complete the evaluation sections.** Any individual who is making little or no progress must have an action plan to show robust actions to address this.

All subject teachers are responsible for a subject moderation folder. Time is dedicated each term for staff to work alongside each other to moderate work across the curriculum as part of the work scrutiny process.

Students work should be marked regularly and feedback given to the pupil regularly. (Ref Marking and Assessment policy). **Written comments can be added to a students' work that will be both informative and supportive to the process of learning.** At the end of a unit of work the pupil should also be encouraged to undertake a self assessment which will indicate learning and achievement that has taken place. The use of a range of assessment materials, systems and structures is vital in ensuring effective practice and consistency. The teacher must store all marking records and assessment procedures in a safe place.

The role of the Teaching Assistant:

The Teaching Assistant is a crucial classroom resource. The medium term planning should inform the TA as to the contents, the learning goals and the learning sequence for the planned lessons. The lesson plan should have clear direction for the educational and pastoral use of each TA. This may include working with a pupil specifically to impact on learning. The TA should be aware of the student's previous level of work and their learning objectives for the lesson. The TA should ask questions of the pupil to extend their learning. The TA will have a variety of skills which the teacher should employ effectively in the classroom.

At the end of the lesson the teacher should elicit feedback from all TA's and record the learning and behavioural outcomes using the SLEUTH. The teacher and TA's should work collaboratively in order to ensure effective learning in the classroom.

Implementation

1. This policy is to be shared with all colleagues.
2. The Teaching and Learning Policy will be shared with parents/carers through pupil reviews.
3. This policy will be shared with care teams and Registered Managers

Monitoring

Monitoring of quality will be completed by senior managers and evidenced through:

- Department handbooks
- Planning and teaching and learning materials
- Classroom observation
- Data analysis
- Scrutiny activities
- Appraising the work of colleagues as in the Performance Management cycle
- Inspections by external stakeholders, including Priory Governance

Success Criteria

The Teaching and Learning Policy will be successful when:

- Staff understand its intentions.
- Staff and students apply it to all teaching and learning situations.
- Students learn and progress well.
- There is evidential learning and achievement which is regularly celebrated.

A Teaching and Learning Checklist

In every lesson we expect students to:

- Understand the purpose of the lesson.
- Try hard and do the best to meet the target set.
- Gain knowledge, skills and confidence in their ability.
- Be able to work in a variety of ways and in a variety of groupings.
- Understand the progress they have made and how to improve.
- Gain a sense of achievement.

Students will learn best when they:

- Attend school regularly and arrive at lessons promptly.
- Take pride in the content and appearance of their work.
- Respect themselves and others.
- Take responsibility for their own behaviour and respect the right of others to learn.
- Have supportive residential/home environment.

We expect students, with support where necessary, to work in the following ways:

- Listen and respond when working as a whole class.
- Independently.
- With an adult.
- In a small group, valuing the contribution of others.
- Participate actively in every part of the lesson.

A successful lesson will:

- Start and finish on time.
- Have clear & challenging individual targets.
- Use a variety of approaches and resources to meet individual needs and preferred learning strategies.
- Be based on good relationships.
- Be well organised and planned and proceed at a good pace.
- Offer every pupil a chance to progress and succeed (differentiation).
- Provide extension/alternative tasks/
- Leave students and teacher feeling happy/satisfied.
- Record individual pupil progress at the end of each lesson.

To ensure effective learning, teacher will:

- Offer students positive feedback to develop a culture of success.
- Develop expectations and standards through positive negotiation with Students.
- Ensure that individual lessons relate to the agreed scheme of work.
- Ensure that targets/objectives match schemes of work and numerically to lesson plans and tracking documentation.
- Use assessment to inform the next learning activity.
- Consider possible homework tasks where relevant and provide relevant extension tasks.

