

Manor Hall Academy



TEACHING & LEARNING POLICY

CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change

CICELY HAUGHTON SCHOOL

TEACHING & LEARNING POLICY

Introduction

"The desire to meet the individual needs of each child is central to our Teaching and Learning Policy. We aim to provide a positive, nurturing environment allowing children to grow academically, socially, spiritually and in their emotional and physical health. When they are happy, children learn and have a sense of self-worth."

This document is guided and informed by the spirit of the above quotation. The policy is a statement of the aims, principles and strategies for teaching and learning at Cicely Haughton School. It lays the foundations for the whole curriculum and forms the context in which all other policy statements should be read.

What is Teaching and Learning?

As a school we are a community of teaching and learning and in our school's case this extends into our residential provision. We offer a curriculum which is broad and balanced and meets the requirements of the Education Reform Act relating to the National Curriculum for England and Wales, and Religious Education and collective worship. Teaching and learning occurs in a variety of planned and carefully managed contexts:

- ❖ Lessons - those planned experiences when pupils are in the care of a teacher and others and work through a programmed scheme of work to move towards their learning goals.
- ❖ Routines - so important in an SEMH school - those regular occurrences when pupils go about their school life whilst being influenced by the place in which they find themselves i.e. the environment created by CHS. Routines include assembly, the start of the day, lunchtime, play time, transition around the school, accessing residential programmes, homework.
- ❖ Events - arranged events such as church services, theatre visits, sporting occasions, educational visits, outdoor pursuits and the like. All of these events create opportunities for pupils to have age appropriate experiences.

Aims

Our aims for teaching and learning are that all children will:-

- ❖ Enjoy their time at Cicely Haughton School and reflect with positive regard for the experience they received.
- ❖ Achieve in relation to their potential.
- ❖ Acquire the academic, social and emotional skills and qualities necessary to prepare themselves for the next stage of their school lives.
- ❖ Are provided with supportive transition arrangements which ensure their ongoing SEN are met.

Principles of Teaching & Learning

We see Teaching and Learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- ❖ regarding children as individuals and respecting their rights, values and beliefs
- ❖ fostering and promoting good relationships and a sense of belonging to the school community
- ❖ providing a well-ordered environment in which all are fully aware of behavioural expectations
- ❖ offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- ❖ encouraging, praising and positively reinforcing good relationships and behaviours is the focus of our work
- ❖ working as a team, supporting and encouraging one another: - because

Together Everyone Achieves More (TEAM)

TEACHERS and Support Staff are expected to: -

- ❖ provide a challenging and stimulating curriculum designed to enable all children to reach the highest standards of personal achievement
- ❖ provide educational programmes responsive to individual needs
- ❖ ensure that learning is progressive and continuous
- ❖ be excellent role models - punctual, prepared, organised and well presented (Fail to Prepare.....Prepare to Fail)
- ❖ maintain an up-to-date knowledge of the National Curriculum
- ❖ maintain up to date knowledge in the teaching of reading. No task is more important at CHS. Pupils need to be able to read
- ❖ have a positive attitude to the development of their own professional development
- ❖ establish links with the local community and other schools
- ❖ work collaboratively with a shared philosophy and commonality of practice (TEAM)
- ❖ generate a stimulating and supportive environment

We encourage PUPILS to work towards the school's aims by:

- ❖ behaving appropriately on their journey to and from school
- ❖ attending school in good health maintained by adequate diet, exercise and sleep
- ❖ being punctual and ready to begin lessons on time
- ❖ being organised - bringing necessary equipment, taking letters home promptly, returning reading books and homework regularly
- ❖ conducting themselves in an orderly manner
- ❖ assume a level of responsibility for their own learning
- ❖ extend their learning through completion of regular homework.

We encourage PARENTS to work towards the school's aims by: -

- ❖ asking that children attend school prepared for learning and in good health
- ❖ participating in discussions concerning their child's progress and attainments
- ❖ ensuring staff regularly inform parents re. academic progress and behaviour of their children
- ❖ giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- ❖ maintaining daily/weekly contact with both teaching and care staff, through our "School Journal" system.

Strategies for Teaching and Learning

- **Our curriculum is organised** to best meet the needs of our current cohort of pupils. We regularly review our curriculum via teacher/whole staff meetings/parental questionnaires, pupil discussions and governor discussions. Curricular updates are provided termly to governors.
 - Following an admissions meeting and review of pupils' file, each new pupil is placed into a class which will best meet the pupils needs.
We screen all new pupils as a baseline upon entry which enables us to effectively place pupils in the most appropriate English group to meet their needs. (Pupils are streamed for English based on their reading ability).

Where required pupils follow a structured synthetic phonic programme, designed to secure progress in reading and writing. This programme is the commercial scheme 'Read Write Inc.' in which all teachers, teaching assistants and residential staff are trained.

All classes conduct a daily Maths lesson where the children are streamed and following the Power Maths Scheme of work which all teachers, teaching assistants and residential staff are trained.
- Science, Art, History, Geography, Computing, Music, PSHE PE and RE, are taught by Class Teachers. Design Technology is taught by the Design Technology teacher on a carousel basis.
- We also offer 'Guitar and Drums' for pupils keen to participate in these activities.
- We invite regular Performing Arts Groups into school and attend a theatre performance at a local theatre at least once in an academic year.

- We place a great deal of importance in creating opportunities for pupils to participate in a range of social experiences to enhance their learning in and outside of school. Regular visits outside of school are recognised as crucial to developing pupils social, emotional and behavioural skills. Pupils make visits to Outdoor and Adventure activities, farms, parks etc.
- We treat lunchtimes and breaktimes as extensions of classroom learning where staff model expected behaviour and provide opportunities for children to practice these skills. The lunch table has a family feel - pupils sit around a table with a member of staff and food is shared.
- Teaching Assistants work in collaboration with teachers to support pupils in lessons. When appropriate, teaching assistants may work on an individual basis with a pupil, or in some cases two teaching assistants will support a teacher in lessons.
- Homework is provided on a Monday (Maths) and a Tuesday and Wednesday (English). This is supported by parents at home and in residence where applicable. Pupils are also encouraged to share books at home on a regular basis (see Homework Policy).
- Children are encouraged to:-
 - investigate
 - ask questions
 - work individually, with a partner, in groups and with identified staff.
 - Help make decisions through the School Council.

Planning

- **The emphasis of our Teaching and Learning Policy** is on first-hand experiences

THUS

- **Excellence is celebrated** in displays and performance wherein: -
 - each child is given an opportunity to have work of a high standard displayed at some time in the school year, both in the corridors and classrooms - some is framed
 - sustained effort, including drafting and reworking, is encouraged to enhance standards, in Y5 & Y6 particularly
 - school events such as assemblies and sports days are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance
 - pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement
 - in our weekly "Praise" Assembly all achievements are celebrated and rewarded by verbal praise, affirmation from other pupils in the form of applause, certificates and prefect roles.
 - Pupils contribute to class teacher assemblies, often producing role play presentations to the whole school.
- **Planning** is a process in which all teachers are involved
 - All teachers provide a weekly plan for English and Maths, Nurture and Subject Overview, monitored by the Senior Leadership Team (SLT).
 - Subject Leaders produce an overview for all teachers (see Subject Leaders Policy), with an overview of teaching and learning created under the umbrella of the new curriculum.
 - Governors are in receipt of examples of planning and liaise with subject leaders.
 - Regular teacher meetings are used to discuss various aspects of the curriculum to ensure consistency of approach and standard.

- **Feedback to pupils** about their own progress is achieved through the marking of work. Effective marking: -
 - aims to help children learn, not to find fault, and comments aim to be positive and constructive
 - is usually done while a task is being carried out through discussion between child and teacher and or teaching assistant
 - of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability. Please refer to the Marking Policy for more information.
- **Formative Assessment** is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his learning, (to inform IEP's if they are required).

Formative Assessment is also carried out informally by teachers in the course of their teaching

Suitable tasks for assessment include: -

- small group discussions perhaps in the context of a practical task
- short tests in which the teacher gives questions orally and pupils write answers
- specific assignments for individual pupils
- individual discussions in which children are encouraged to appraise their own work and progress
- Self-Assessment is encouraged in all other marking discussion, (conferencing) (See Marking Policy).
- **Transition Arrangements**
 - We employ a full-time transition coordinator to ensure continuity and support when a pupil moves to another school or setting. The transition coordinator manages a multi-disciplinary team to support this work. Clear and well-developed procedures are in place to ensure that transition is as successful and smooth as possible. These procedures are outlined in the Transition Policy.

Strategies for Recording and Reporting

- **Records of progress** kept for each child will be: -
 - updated regularly by class teachers and contain samples of pupil's work
 - examined by class teachers at the start of each academic year (or when a pupil joins a class) as they prepare for a new class
 - retained throughout the child's time at the school and passed on to secondary school or reintegrating school when a pupil leaves
- **Reporting to Parents** is done through home visits, interviews/parents evening and annually through our Annual Reviews, Reports to Parents/Carers and Class Dojo.
 - parent's interviews/parents evenings are held during school hours and twilight periods to ensure parents have best access to effectively meet with teachers
 - they may meet their child's teacher by appointment at any other time, to discuss particular concerns or with the Headteacher or Senior Leadership Team.

- **Formal Summative Assessment** is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 & 6) through the use of SATs and teacher assessment. This process is moderated on completion of this activity.

Y1 pupils complete the Phonics Screening and Reception pupils complete the Foundation Profile.

- Results of individual pupil's assessments are made available to parents.
- Target setting is embedded in school practice (see Target Setting documentation)
- The overall profile of pupils is shared with governors on a termly basis.
- The school employs computer-based multifunctional assessment and screening systems to monitor progress and aid in the personalisation of learning. We also use Boxall Profiles and Motional for Emotional Screening and a Reintegration Profile for Transition Pupils.
- Individual pupil targets for Reading, Writing, Spelling and Grammar, Maths, Science and PSHE are set and evaluated termly with SLT and teacher consultations. Pupils are tracked and intervention programmes are put into place to support pupils who are not 'on track'. (See Target Setting documentation).

Strategies for the Use of Resources

- **Classroom resources** are the responsibility of classroom teachers who ensure that:-
 - there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand
 - all children know where resources are kept and the rules about their access and use
 - all children know what they must not touch for reasons of safety and privacy
 - children are encouraged to act independently in choosing, collecting and returning resources where appropriate
 - children and teachers act together to establish an attractive, welcoming and well-organised environment engendering respect, care and value for all resources.
- **Central Resources** are generally the responsibility of Subject Leaders, each of whom a budget is made available through discussions with Senior Management
 - stationery is ordered by the Headteacher and distributed equally between teaching staff

- **Time** is a resource that we value

To maximise its use: -

- children's time is tightly organised by the teachers
- time wasting is reduced by ensuring that tasks are made specific and clearly defined
- all children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session
- **Information Communication Technology** is a major resource which is used across the whole curriculum (see ICT Policy and individual subject policies for details)

- **Health & Safety** issues are the responsibility of all who work in the school. Staff are nominated as Health & Safety representatives and this group meet and their views and work discussed within the appropriate MHAT Forums.

The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.

Appendix List

1. SEMH Statement

APPENDIX 1

In our Teaching & Learning Policy, we are keen to demonstrate that we aim to mirror what is good practice in all mainstream primary schools. However, Cicely Haughton is a SEMH Special Primary Residential School and as such, is unique in Staffordshire.

The curriculum takes account of the individual needs of the children, together with the more general aims of widening a child's knowledge, experiences and imaginative understanding, with a view to returning him/her whenever possible to a school in their home community. We look to equip our pupils emotionally, socially, morally and academically to benefit them as capable and active contributors to society. To achieve this, we provide a nurturing school environment with an emphasis on listening to pupils and parents and working and learning together.

Other, more specific aims are: -

1. To help pupils make sense of their emotions and subsequent behaviours and to foster more appropriate coping strategies and communication skills.
2. To promote the growth of pupils personally and morally based upon respect and regard for the freedoms and rights of self and others, together with insight into the actions, attitudes and motivations of self, peers and adults.
3. To provide varied school experiences which will develop pupil's knowledge, skills and self-confidence enabling them to take their place in their home communities.

IT HAS TO BE REMEMBERED THAT OUR PUPILS HAVE DISTINCTIVE EMOTIONAL SOCIAL AND MENTAL HEALTH DIFFICULTIES.

For example:

"These children can exhibit usual problems of adapting to various physical, social and personal situations, which may result in significant learning difficulties. They are less likely to become involved spontaneously in learning tasks and may show a lack of persistence when difficulties confront them.

They can become frustrated easily, may be prone to sustained outbursts of inappropriate behaviour, or show emotional immaturity.

They may set up barriers between themselves and their learning environment through aggressive, withdrawn or bizarre behaviour.

The characteristics which the teacher may have to support includes restricted receptive and expressive language skills, poor motor co-ordination, limited mobility, immature conceptual development and delayed social and emotional development. Basic skills such as concentration on the task in hand may have to be taught as part of the educational programme."

Over and above these difficulties, some of our pupils have developmental and attachment difficulties, moderate learning difficulties, medical problems, which require daily medication and increasingly many figure on the Autistic Spectrum Disorder continuum.

HOWEVER, first and foremost:-

Cicely Haughton School has high aspirations for all it's pupils and looks to maximise the positive outcomes for all children who attend the school, and together everyone achieves more - team.

Together Everyone Achieves More