



HIGHSHORE SCHOOL

Teaching and Learning Policy

Rationale

This document is a statement of the aims, principles and strategies for teaching and learning at Highshore School.

The implementation of this policy is the responsibility of all members of Highshore School.

This Teaching and Learning Policy lays the foundations for the whole curriculum, both formal and informal and, along with our school aims, forms the context in which all our other policy statements should be read.

At Highshore School teaching and learning is a process of co-operative team work between pupil, staff, parent/carers, relevant professionals and others in the community.

We believe that effective learning takes place when:

- Pupils are valued as individuals and are actively involved in their own learning
- Pupils are encouraged by their teachers and are given opportunities to enjoy and achieve
- All staff have a sound knowledge of SEN
- The classroom environment in which pupils and teachers are working is safe and provides appropriate stimulus
- Pupils are listened to and their communication needs are recognised and supported

Aims

At Highshore School we aim to teach our pupils to become as independent and as socially aware as possible. We aim to offer a high quality of teaching throughout the formal and informal curriculum. Our curriculum has breadth and balance allowing all pupils opportunities to succeed. Our staff receive training in SEN and have regular opportunities to discuss how SEN affects each one of our pupils, through team meetings.

At Highshore we aim to:

- Allow every pupil to achieve the maximum that they are capable of
- Actively seek to address the learning difficulties of individual pupils
- Give access to all aspects of the National Curriculum (with the exception of MFL in Key Stage 3)
- Improve pupils' communication, independent learning skills and self help skills
- Encourage pupils to develop an active and healthy lifestyle
- Reflect the multicultural nature of society
- Work with parents/ carers to contribute fully to pupil progress
- Celebrate the achievements of all pupils
- Achieve a successful transition for every pupil to the next stage of learning or employment

Ethos

Our ethos and atmosphere underpin our aims. Teachers provide a broad and balanced curriculum, which develops the skills and knowledge needed to achieve further learning. All our staff contribute to the development of our ethos through:

- Providing a calm, quiet safe and effective working environment at all times, in which each pupil can achieve their maximum potential
- Being positive role models for all our pupils
- Maintaining up-to-date planning, record-keeping and assessment documents, in line with the school's assessment policy
- Developing links with the wider community in order to support pupils' learning
- Providing pupils with meaningful, purposeful activities, related to the National Curriculum and other relevant programmes of study
- Valuing and celebrating pupils' success and achievements
- Reviewing personal and professional development by providing appropriate INSET, training and support in order to ensure a high level of professional expertise

Equal Opportunities

At Highshore School we acknowledge and welcome the experiences that all pupils bring to the school and we seek to ensure equal opportunity of access for all pupils to all aspects of the curriculum and life of the school regardless of disability, gender, race or culture.

Safeguarding

All our pupils have a right to be safe in school and to learn in a non-threatening environment (see Safeguarding policy).

Management of the school day:

8-50 - 9-00	Registration
9-00 - 9-45	Period 1
9-45 - 10-30	Period 2
10-30 - 10-45	Break/form time
10-45 - 11-00	Break/ form time
11-00 - 11-45	Period 3
11-40 - 12-30	Period 4
12-30 – 1-15	Lunch/ play

1-15 - 1-30	Reading time
1-30 - 2-10	Period 5
2-10 – 2-50	Period 6
2-50 – 3-05	Form time

Total teaching hours per school day: 5 hours

Total teaching time per week: 25 hours

Classroom Management and Organisation

The learning environment at Highshore School is adapted to take account of different learning styles, needs and ages. It may include:

- Whole class teaching
- Group work
- Paired work
- One to one teaching
- Independent or collaborative learning.

We aim to develop appropriate skills and knowledge throughout the whole school day.

Some learning at Highshore takes place off site for example college links and work experience placements. These provide the pupils with the opportunity to develop and generalise their skills in a different environment.

Behaviour Management

Highshore School has a Behaviour Management Policy which is regularly reviewed and shared with all staff.

Teaching environment

At Highshore School our teaching environment reflects our pupils' needs.

Planning

The responsibility for curriculum planning across the school lies with individual subject co-ordinators. Overall responsibility for the curriculum lies with the SLT which ensures the curriculum policy works in practise and that appropriate documentation is circulated. Regular liaison with colleagues is maintained through scheduled teacher meetings to ensure that delivery of and access to the curriculum is successful.

Subject co-ordinators are responsible for reviewing long term planning and for producing medium-term plans each term for all teachers who teach in their subject area.

Class teachers are responsible for taking medium-term plans for their classes and developing these into appropriate weekly and lesson plans. Planning will ensure maximum participation by all pupils. Class teachers are responsible for the effective delivery of schemes of work and also for ensuring good practice and effective classroom management

Externally accredited courses are on offer to all pupils in Key Stages 4 and 5.

These include:

- Entry Level Certificate in English, Mathematics and Science
- Functional Skills: English, ICT, Maths
- Asdan Bronze Award, WJEC entry pathways

There is an agreed format for recording lesson observations. Lesson plans are provided for lesson observations, for example: Performance Management, Internal monitoring by Subject Leaders, Peer observations and for OFSTED.

Differentiation

At Highshore we cater for a broad range of abilities from pupils with very complex needs who could be placed in a PMLD school to pupils who are borderline for mainstream school on entry. Pupils are organised into teaching groups which are mixed ability. Within a year group there may be a more able and a less able group. Differentiation is crucial to ensure an appropriate level of support and challenge for all our pupils.

Please see our Differentiation policy for further detail.

Assessment

Assessment is essential to an effective learning process; it enables the progress of pupils to be understood and identifies areas for future learning in response to individual need. Assessment is both formative, in providing a cumulative and diagnostic view of progress, and summative in measuring achievement at the end of a course or a stage in a pupil's career.

At Highshore School we use stand-alone assessments. Teachers also record pupil progress through a variety of assessments.

Our Assessment, Recording and Reporting policy describes our structures and strategies in detail.

Educational Visits

Educational visits provide a wide range of learning opportunities which both directly support the curriculum and enable pupils to develop individual skills. All pupils have access to educational visits. All arrangements must be discussed with the Deputy Head to ensure that appropriate documentation and checks have been completed and that arrangements are noted on the school calendar. A risk assessment needs to be completed in good time before any off-site visit takes place.

We hold four theme days during the school year some of which take place offsite for example our business links day.

Please see our Charging policy for details as to how educational visits are financed.

Monitoring and Evaluation

Monitoring and evaluation of the curriculum at Highshore is achieved by:

- Use of pupil data
- Headteacher and Deputy Head's analysis of learning walks
- Curriculum audits
- Work sampling
- Lesson observations
- Moderation meetings
- Analysis of lesson planning
- Staff training
- External feedback for example OFSTED inspections

Teaching Strategies

In order to ensure equality of access and effective matching of tasks to needs teachers at Highshore School will employ a variety of strategies including:

- Providing opportunities for choices
- Using sensory experiences which may be calming for the pupil
- Paying attention to pace and processing issues
- Using meaningful reinforcement
- Providing encouragement, praise and positive reinforcement
- Building on pupil's strengths and interests
- Using technology
- Using a range of communication strategies
- Providing visual support in the classroom
- Demonstrating high expectations of all pupils
- Maintaining regular home / school contact

Learning styles

The key elements a teacher needs in order for our pupils to have successful learning experiences are:

1. A strong knowledge of SEN – updated regularly
2. A good knowledge of the pupils
3. A good knowledge of pedagogical principles (teaching and leaning)

Our pupils at Highshore learn in a variety of ways and it is essential that teacher's planning incorporates as many learning styles as possible which are helpful to pupils with SEN. These may include:

- Sensory
- Experiential / experimental
- Visual
- Repetition and consolidation
- Making choices
- Role play
- Problem solving
- Kinaesthetic
- Exploration

Learning can take place individually, independently, collaboratively as part of a small group, one to one with an adult or in a whole class setting.

Resources

Each classroom is equipped with a set of resources and books appropriate to the age range and needs of the pupils using the room. Resources are audited regularly by subject co-ordinators.

Resources should be readily accessible and be used for maximum impact on pupil learning. Staff should ensure that resources reflect the cultural and linguistic diversity of our society and that all pupils have equality of access.

Health and Safety

Highshore staff have a joint responsibility for health and safety. Risk assessments are completed for:

- Individual pupils, if necessary
- Specific teaching areas where necessary for example Science and Food Technology
- All off-site visits

See the Health and Safety policy for further details.

Homework

For some of the pupils at Highshore the school day provides sufficient academic challenge. For some pupils homework may be meaningful in order to offer activities to extend aspects of lessons or to practise skills. IEP targets may form the basis of homework programmes, for example in developing personal, independence and self-help skills.

Homework details can be written in pupil diaries.

Homework should be an opportunity for a pupil to achieve success.

Homework at Highshore School is not intended merely to occupy a pupil out of school. If parents / carers have concerns about the constructive use of time out of school the school will try to support them firstly through a meeting with the class teacher/ Family Worker and referral if appropriate to other agencies.

Highshore School uses ICT to support homework for example, through Education City logins and links on the school website.

Policy Review

This policy will be reviewed at least every three years or sooner if needed by the Headteacher and Deputy Head. Where appropriate, review will include consultation with staff and Governors.

Eileen Ollieuz
May 2017
Review May 2020

Governor's signature _____

Date agreed: _____