



# Clifford Holroyde SEN School

## Teaching and Learning Policy

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Responsible Person	<b>Headteacher – Ian Griffiths</b>
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## TEACHING AND LEARNING POLICY

At Clifford Holroyde Specialist SEN College we believe in the concept of lifelong learning, and in the idea that both adults and young people learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip young people with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help young people to lead happy and rewarding lives. The development of Basic Skills are promoted through all curriculum areas. Clifford Holroyde Specialist SEN College is a fully inclusive environment and all subject leaders make provision for the complex needs of students within the school. Continuous professional development and best practice are supported through learning partnerships, learning walks and regular meetings.

### **AIMS**

We believe that young people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all young people to develop their skills and abilities to their full potential. We set young people by ability in order to aid young people reach their full potential and remove barriers to learning. (Although this is our main aim we also have to take into account the other complex needs of our students therefore we look at a number of factors in deciding a student's grouping.)

Through our teaching we aim to:

- enable young people to become confident, resourceful, enquiring and independent learners;
- foster young people's self-esteem, and help them to build positive relationships with other people;
- develop young people's literacy across the curriculum in accordance with the school's Literacy Policy
- develop young people's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable young people to understand their community, and help them feel valued as part of it;
- help young people grow into reliable, independent and positive citizens.
- Prioritise young people's progress and achievement in accordance with the school development plan.

## EFFECTIVE LEARNING

We know that young people learn in many different ways, and respond best to different types of learning styles; we must therefore deliver teaching in different ways to address the needs of all our learners. This helps us to deliver a personalised curriculum in response to the individual needs of all our young people.

We ensure the best possible environment for learning by developing a positive atmosphere where young people feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed. We make sure all young people have access to drinking water to ensure the young people are hydrated and ready for learning.

### ***Structure of Lessons:***

- to connect the learning with previous work;
- to give learners the 'big picture' of the whole lesson;
- to explain the objectives and outcomes, and refer to these at several points throughout the lesson;
- to present the information in a range of styles;
- to allow opportunities for the young people to build up their own understanding through various differentiated activities;
- to review what has been learnt, and so increase recollection; This will take place during a learning plenary where when appropriate a separate activity will assess learning.
- to provide feedback, celebrating success and reviewing learning strategies from self-assessment and Assessment for Learning;
- to outline the next step in the learning before moving on.

We offer opportunities for young people to learn in different ways. These include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- visits to places of educational interest and in School visitors;
- creative activities;
- watching video clips and responding to music
- debates, role-plays (and other drama activities) and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We encourage young people to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn. This is reflected through our child friendly ILP and Learning Targets.

## **EFFECTIVE TEACHING**

When we are teaching we focus on motivating all the young people, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons (AFL). It enables them to take into account the abilities of all their young people. Our prime focus is to develop further the knowledge and skills of all our young people. We strive to ensure that all tasks set are appropriate to each child's level of ability.

When planning work for our young people we take into account assessment information and targets contained in the young people's EHC and for our students the Individual Education Plan. Teachers modify teaching and learning as appropriate for young people with learning and/or physical disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our young people.

We set placement targets for young people and review them throughout their stay. These can be found in their individual profiles or files, within the flightpaths from SIM's and through the assessment data. We share these targets with young people each lesson and during assemblies. We regularly review the progress of each child every half term with the assessment data and set revised targets (only usually when attendance has been disrupted).

We plan our lessons with clear learning objectives and success criteria, These objectives are usually derived from the National Curriculum, the National Literacy or Numeracy Frameworks, GCSE criteria. Our lesson plans contain information about the tasks to be set, how they will be differentiated, the resources needed, the way ICT will be used, the staff who are going to work with specific groups/ individual young people and the way we assess the young people's learning. We evaluate and reflect upon lessons, so that we can modify and improve our future teaching.

Each of our teachers makes a special effort to establish good working relationships with all the young people in the class. We treat the young people with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the School policy with regard to behaviour management.

We set and agree with young people the class code of conduct, and we expect all young people to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise young people for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When young people misbehave we follow the guidelines for sanctions as outlined in our behavior policy. We understand that young people learn best when they are happy and enjoying learning and this should be encouraged by all staff.

We try to ensure that all tasks and activities that the young people perform are safe. When we plan to take young people out of school, we follow a strict set of procedures to ensure safety: risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

We deploy Learning Support Assistants as effectively as possible. Sometimes they work with individual young people, and sometimes they work with small groups. Our support staff assist with the management of classroom resources, young people's records and displays in addition to any extra responsibilities they may have linked to performance appraisal.

Our classrooms are attractive learning environments that promote learning. We change displays half termly, so that the classroom reflects the topics studied by the young people. Displays may also display learning prompts for the young people. All classrooms have 'Working Walls' where young people's work is displayed daily/weekly to instantly celebrate success and achievement.

We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the young people.

All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all. This should be reflected in the manner in which staff will conduct themselves.

## **THE ROLE OF THE GOVERNING BODY**

Our Governing Body determines, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school building and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-evaluation processes, which include reports from subject leaders, the annual head teacher's report to the Governing Body, and a review of the in-service training sessions attended by staff.
- The Governors may also wish to attend teaching and learning specific INSET.

## **THE ROLE OF PARENTS AND CARERS**

We believe that parents and carers have a fundamental role to play in helping young people to learn. We do all we can to inform parents about what and how their young people are learning:

- by regular contact with parents in which we explain the progress made by each child, and indicate how the child can improve further;

We believe that parents and carers have the responsibility to support their young people and the school in implementing school policies. We would therefore like parents and carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's learning or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfill the requirements set out in the home-School agreement.

## **MONITORING AND REVIEW**

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school.

We will therefore review this policy every year, or earlier if necessary.

We monitor teaching and learning through a variety of ways. These include

- Lesson observations and feedback measuring progress of the individual students
- Marking scrutiny
- Classroom environment feedback
- Assessment for Learning
- Performance management meetings
- Assessment targets from flightpaths
- Reports to Managers
- Leadership trails/ drop ins/Learning Walks

All these factors will help SLT make accurate judgments about the standards of teaching and learning at Clifford Holroyde Specialist SEN College.