

	<b>Name of School</b>	<b>Corbets Tey School</b>
	<b>Policy Review Date</b>	<b>3<sup>rd</sup> November 2020</b>
	<b>Next Review Date</b>	<b>Spring 2022</b>
	<b>Reviewed by</b>	<b>Governor Name: Jeff Stafford</b> <b>Governor Signature:</b> 

## Teaching and Learning Policy

### ‘Committed to Success’

#### Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our service, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. In the development of this policy, the school has considered its impact with regard to equalities legislation.

Where the school is referred to in this policy, the policy and the following procedures apply to all staff working for Corbets Tey School on all sites including staff at the Routes4Life provision.

#### Rationale

At Corbets Tey school we are committed to ensuring that all students develop new skills, strategies and the ability to problem solve so that they can lead their lives as independently and safely as possible. We ensure that a modified, individualised curriculum is delivered, which is broad, balanced, relevant and differentiated to meet the needs of the students whilst having regard to the National Curriculum. We believe that learning should be a rewarding and enjoyable experience for everyone; it should be engaging and stimulating. This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school’s aims. At Corbets Tey, we aim to provide a caring, stimulating and rewarding environment with high quality teaching and realistically high expectations of students throughout the day and across the curriculum. This policy defines our principles and should be read in conjunction with our Learning and Well-being Charter (Appendix 1) and other policies relating to teaching and learning.

#### Aims

- To ensure that we meet the needs of students effectively by establishing a consistent and high quality approach to teaching and learning
- Provide support and guidance to staff on effective teaching and learning strategies
- Promote the development of effective whole school strategies for teaching and learning
- Ensure the curriculum has real relevance to the needs of individual students
- Ensure that teaching and learning contribute to the safeguarding and wellbeing of students
- To identify students who are gifted and talented and ensure these students have opportunities to fully develop their specific skills or talents
- Provide information to staff and parents/carers on our approach to teaching and learning and explain how they can support and contribute to its development
- Develop our resources in line with individual student need and ensure resources support effective teaching and learning
- To effectively monitor teaching and learning to ensure ongoing development and improvement to our practice
- To ensure that our environment effectively supports teaching and learning

### All classroom staff will work towards the school's aims by:

- Working collaboratively within a shared philosophy and commonality of practice
- Having a positive and reflective attitude to change and to the development of their own expertise
- Encouraging good relationships and communication with parents/carers and establishing links with the wider community, to prepare students for the opportunities, responsibilities and experiences of adult life
- Having a positive, proactive attitude and actively contributing to the structure and organisation of class teams and the school
- Take an active part in the performance management and the monitoring and evaluation programmes in order to further their professional development
- Reading and complying with the 'non negotiables' in the School Learning Charter, supporting the review and development of the document and applying the principles to teaching practice. Staff are involved in reviewing and contributing to different aspects of the Learning Charter

### Students work towards the school's aims by:

- Acting as models of positive behaviour and showing respect for themselves and others
- Taking pride in their work and a growing responsibility for their own learning
- Working cooperatively and collaboratively with their peers and being tolerant of others
- Trying to work as independently as possible and developing a growing awareness and understanding of their development needs and personal targets through Pupil Achievement Profiles (PAPS) and discussions between students and staff
- Playing an active part in learning activities and making a positive contribution to lessons

### Parents/carers can support the school's aims by:

- Demonstrating their commitment to the home / school agreement
- Sharing their knowledge of their child or young person's abilities and difficulties outside of school
- Playing a full and active part in identifying and communicating needs, helping to set targets for their child or young person and assisting in implementing programmes to address these at home
- Helping their child or young person generalise and consolidate their skills in the natural environment
- Ensuring that their child or young person attends school regularly and punctually
- Providing support for the discipline within the school and for the role of all staff
- Being realistic about their child or young person's abilities and offering encouragement and praise
- Participating in discussions concerning their child or young person's progress and attainments
- Ensuring early contact with school to discuss matters that affect a child or young person's happiness, progress and behaviour
- Giving due importance to allowing their child or young person to take increasing responsibility and develop independence skills for later life

### All members of the school community (teachers, therapists, support staff, parents/carers and members of the school's governing board) work towards the school's aims by:

- Sharing responsibility for facilitating access to the curriculum and contributing to students' learning so that they make maximum progress
- Proactively seeking positive solutions to issues that arise
- Differentiating teaching appropriately so that all students can succeed
- Identifying where specific interventions would be of benefit and applying these different approaches effectively

## TEACHING AND LEARNING POLICY

- Valuing children and young people 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 and where self-discipline is actively encouraged
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Working as a team, supporting and encouraging one another and other teams
- Supporting colleagues, sharing practice and resources to extend specialist experience, knowledge and skills across the school
- Ensuring effective communication between all partners and commitment to safeguarding

### Curriculum Access

The curriculum aims to prepare students for a transition to an adult placement through programmes which promote independence, including extensive use of local community facilities.

Structured teaching and an individual approach to the needs of each student in our EYFS and KS1 class create a foundation for the development of learning skills. The emphasis of this class is the creation of a secure and trusting environment where students can learn to operate successfully and independently in a school environment. As the students move up the school, structured learning systems will be implemented for individuals or groups of students as appropriate to ensure their continued access to successful learning.

Students who have more severe barriers to functional language and need a more intensive approach to learning early communication skills will be prioritised to enter a specialist communication class at either early or intermediate level. Verbal Behaviour and PEC's/AAC outreach programmes and training will also be offered into other classes when appropriate.

The staff will endeavour to give full access to the whole curriculum for all students by:

- Creating a total communication environment that will feature signs, symbols, tactile and object clues as required by individual need
- Providing appropriate high-tech and low-tech communication aids to facilitate independence and development in all areas
- Committing ourselves to interdisciplinary collaboration to progress all aspects of students' learning
- Working with parents/carers to progress learning for students at all times
- Working with external professionals to identify and develop effective strategies for communication and other individual learning needs
- Maintaining high behaviour standards across the school

In order to help our students to learn and make progress, we underpin the delivery of the curriculum with the following supportive strategies that help our learners understand, develop and achieve:

### Classroom Management:

We believe a teaching environment that promotes learning will have the following features:

- A positive ethos which provides a positive classroom atmosphere
- Overall organisation that encourages students to become independent, confident and resilient learners
- Clearly established systems and routines which are communicated effectively and understood by all
- Rules governing behaviour that are consistently applied and which students perceive as fair
- Efficient and flexible use of space which facilitates working as individuals, in small groups or as a whole class

## TEACHING AND LEARNING POLICY

- Items and activities which cause students to experience awe and wonder - encouraging them to explore, investigate and ask questions of why and how?
- An orderly environment promoting tidiness and organisation and an interactive environment encouraging students to touch and explore
- A wide variety of appropriate and well managed resources including resources for computing and appropriate software
- Attractive, stimulating, clearly labelled displays that involve the students, are relevant to the topic/work, change regularly and are varied (interactive, celebratory, informative, process based etc)

### Whole School Strategies for Teaching and Learning:

Our curriculum is differentiated according to the age and the needs of the students. Teachers planning will set out to ensure that our students have access to a modified curriculum which takes account of their preferred learning styles and effective teaching and learning approaches. We aim to ensure that as far as possible all students achieve their maximum functional independence. All staff are required to provide students with opportunities to apply new skills/ learning in functional settings. The full involvement of parents/carers enables team working to encourage generalisation of these skills to enable functionally in the home setting. Discussion and collaborative working between students is encouraged wherever appropriate and these skills are modelled and supported by staff across the school. It is essential that students are given the tools to keep themselves safe and PSHME focused on personal safety and online safety will be reinforced through curriculum teaching wherever appropriate.

### Celebration of students work:

- Excellence and progress is celebrated through display and presentation (in the classroom or in assembly)
- Each student will have work of a high standard displayed in the classroom and broader school environment
- School events such as concerts and drama are seen as opportunities for all students to demonstrate their own best skills and performance
- Students are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement
- Students are celebrated for other successes and achievements by merits awarded in assemblies

### Planning:

- Links to the long term planning overviews for each phase to ensure development of the foundations of learning, access and coverage of the National Curriculum and progression through year groups.
- Is focused on clear learning objectives and engagement of all students.
- Is designed to promote the development of communication skills in all activities.
- Show differentiation through weekly and daily plans that incorporate individual targets through a curriculum vehicle.
- Defines who will be working with groups and individuals setting out clear objectives and outcomes for the session.
- Is detailed to ensure quality teaching from all staff
- Incorporates developing curriculum provision maps to show programmes and interventions which are enhancing and personalising the curriculum for all students.
- Ensures that each student's curriculum is broad, balanced, relevant and differentiated to their individual needs.

### Assessment:

- Feedback to students about their own progress is achieved through discussion, visual recording and the appropriate marking of work with the student if appropriate.
- Students PAPs ensure that targets are reviewed and updated where necessary. Targets will be functional and SMART (Specific, Measurable, Achievable, Realistic, Time bound). All staff note progress towards targets on post-it notes, which are added throughout the week to target display sheet.
- Formative assessment using our Learning Pathway is used to guide the progress of individual students who are working towards National Curriculum (NC) Year 1 programmes. It involves identifying each student's progress in each area of the curriculum, determining what each student has learned and what, therefore, should be the next stage in their learning.
- Formative assessment is mostly carried out by staff in the course of their teaching but formal opportunities for assessment help moderate students' level of understanding as they enter the NC Year 1 expectations.
- The annual statutory review of the student's statement of special educational needs or Education, Health & Care plan is supported by detailed reports from teachers and therapists. These reports include information on the student's PAP.
- Staff record evidence of student's progress digitally, including the use of 'Evidence for Learning'. These demonstrate student progress through the Learning Pathway, National Curriculum Year expectations and other individual assessments that guide targets and track progress.

### Recording and Reporting:

- Each student's progress is recorded and evidenced as appropriate. Individual programme data illustrates small steps of acquisition in intensive interventions. Records of prior learning and progress will be passed on with any other relevant information to a receiving school at the point of transfer or to the next teacher at the end of the academic year. Records of progress will contain the most recent pieces of work and demonstrate the achieved standard.
- EYFS/new students have baseline assessments on entry and are assessed termly against Early Learning Goals/Learning Pathway
- Learning Pathway assessment is carried out at the end of each term and in the last week of the first summer half term.
- NC assessment is conducted twice yearly
- Reporting to parents/carers is conducted on a regular basis via parent/carer evenings and the statutory Annual Review/EHCP conversion process. Parents/carers are also welcome to make an appointment to see any member of staff or the Headteacher at any other time to discuss their child or young person's progress.
- Overall targets and progress summaries will be submitted to the LA at the end of each year and in line with key stage requirements

### Use of Resources:

- All staff have access to school resources and training opportunities. Curriculum area budgets are allocated to phase groups and additional money is available to develop areas of work as set out in the school development plan. Classroom Resources are the responsibility of classroom teachers who ensure that there is a range of resources appropriate to the age range, ability and curriculum taught, which are well organised, clearly labelled and, wherever appropriate, accessible to students
- Students are taught to value resources, treat them with respect and understand the importance of proper storage
- Students are encouraged to act independently in selecting materials suitable for the task and for returning resources to their correct place
- Due regard is given to Health and Safety issues, e.g. storage and use of tools
- Technology is a major resource that is used to support quality teaching and learning across the whole curriculum. All curriculum planning will strive to maximise the use of a range of technologies to enrich their area.

### We Believe Quality Learning Occurs When Students:

- Are fully engaged in effectively planned and delivered lessons
- Experience success and are able to feel a sense of achievement
- Feel happy and secure and have a feeling of self-worth
- Feel accepted and have a sense of pride in belonging to their school/class
- Feel a sense of ownership towards their work and increasingly take control of their own learning
- Are taught how to think, learn, listen carefully, concentrate and persevere
- Are challenged and motivated to think creatively and problem solve both individually and with their peers
- Have lots of opportunities to generalise their newly acquired skills
- Are given the opportunity and tools to communicate their ideas
- Are supported by their parents/carers and feel that their work/effort is valued both at home and at school

### We believe Quality Teaching Occurs When Teaching and Support Staff:

- Are clear on the relevant targets for every student and how they best engage in learning
- Individualise interventions to ensure that all learning time is most effectively utilised and staff time distributed appropriately amongst all students
- Are delivering highly differentiated, well planned lessons where SMART Learning Objectives are clear for all staff and student progress measured
- Ensure that all students have the opportunity to explore using multiple senses
- Ensure that progress is built on and skills generalised
- Use effective communication systems to ensure access and understanding of all students
- Value the contributions of each student and nurture their confidence in beliefs and views
- Ensure a positive classroom ethos with high standards of behaviour
- Create a stimulating, well organised and challenging environment in which to work and learn
- Give regular and appropriate feedback to students about their progress (acknowledging effort and pointing ways forward for the future)
- Encourage students to assess their own performance and to strive for improvement
- Encourage students to question, make decisions, investigate and solve problems
- Provide activities that ensure fair access for all and do not allow 'barriers'
- Undertake regular training to maintain high standards of teaching and learning
- Set a good example by being enthusiastic, committed, flexible and punctual
- Take account of students' interests and experience
- Have high but realistic expectations that are communicated clearly to students
- Respond consistently and fairly to students' behaviour, accentuating the positive and giving praise where it is due
- Ensure any homework given extends or complements the work done in class and conforms to the school homework policy
- Make effective use of other adults at home or at school e.g. parents/carers and volunteers
- Have a good knowledge of both barriers to learning and subject matter
- Have the highest respect and regard for the dignity of each student
- Model the manners, respect and etiquette that we wish to nurture in our students

### Training and CPD:

- An ongoing programme of CPD will ensure staff are up to date with areas such as:
  - Safeguarding
  - Curriculum changes to promote outstanding teaching and learning
  - Developing confidence in using a range of communication systems
  - Information about specific interventions for students
  - Assessment
  - Expectations of teaching standards

In addition staff will have individual or group training needs identified through observations and discussions including PMR meetings. If staff have a personal area of expertise or enthusiasm and request specific training it will be positively considered in line with the SDP and student/school need.

### Monitoring:

#### **COVID-19 – some monitoring is on hold during the pandemic**

Whilst the COVID-19 pandemic continues to pose a threat; in accordance with the whole school risk assessment, some monitoring activities are not able to occur in order to maintain the integrity of social bubbles.

Monitoring of lessons will be carried out through:

- Planned lesson observation weeks carried out by the Head or Deputy Headteachers.
- Planned lesson observations carried out by peers
- Paired lesson observations for professional development
- Learning walks through the school which may be both formal and informal.
- A triangulated scrutiny where observations are carried out in relation to quality planning and supporting paperwork including quality of PAPs and PIPs (Pupil Achievement Profiles and Pupil Information Profiles) Plus documents such as 5P behaviour profiles and student risk assessments.

Visits from our School Improvement Partner may be used to support lesson observations or moderate judgements.

**Each Class and Teaching area will display our agreed Learning and Wellbeing Charter which will be reflected upon at specified staff meetings between staff teams. This is the agreed standard of our offer which we commit to delivering to every child and young person, every day.**

# Corbets Tey School Learning & Wellbeing Charter

Aspect	These are our Non-Negotiables. We will ensure that:
<p><b>Teaching and Learning Monitoring :</b></p> <ul style="list-style-type: none"> <li>• Lesson Observations</li> <li>• Learning walks</li> <li>• Assessments</li> <li>• Evaluations</li> <li>• Self /Peer Assessment</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• All students are engaged in activities that are designed to meet their individual learning needs and styles</li> <li>• All lessons have clear learning objectives and expectations which are shared with the students at an appropriate level</li> <li>• Learning objectives focus on the most functional and appropriate targets for each student</li> <li>• There is good pace throughout the lesson with personalised, challenging and high expectations of behaviour for learning</li> <li>• All students have access to direct teacher time personalised to their individual needs &amp; learning styles</li> <li>• All students are actively involved in lessons – teaching suits all styles of learners ensuring enjoyment, challenge and progression, providing differentiated learning through the use of a range of resources i.e. IWB, laptops/I pads, practical activities, games etc ...</li> <li>• Communication methods are catered for all learners – BSL, PECS &amp; use of AAC devices</li> <li>• All staff are involved in Teaching &amp; Learning at all times in lessons (No admin distractions other than timetabled PPA time/Emergency phone calls). Additional PPA time for teachers can be negotiated with the headteacher in exceptional circumstances.</li> <li>• Opportunities for students demonstrate progression and understanding throughout the lesson with planned opportunities for generalisation and independent application</li> <li>• All enrichment trips are selected to be accessible and relevant for all students</li> </ul>
<p><b>Planning Monitoring:</b></p> <ul style="list-style-type: none"> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Short term, weekly plans define clear Learning Objectives for all subjects and are displayed for all class staff to access</li> <li>• Weekly planning illustrates that Teacher input is evenly distributed between all students over a carefully planned cycle and define which Teaching Assistants are working with each group and ensure rotation across the week</li> <li>• Topics are planned to incorporate national and local annual festivals, events and special days and occasions.</li> <li>• All planning placed on 'T' Network Drive to be scrutinised by phase leaders</li> <li>• All planning is placed on 'T' Network drive on first week of term and discussed at first phase team meeting of each term</li> <li>• Teachers plan in their phase groups ensuring quality, progression and consistency of approach</li> <li>• Planning ensures broad and balanced National Curriculum coverage over a 2 year cycle</li> </ul>
<p><b>Assessment Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Lesson Observations</li> <li>• Pupil Achievement Profile Scrutiny</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils Achievement Profiles (PAPS) plans lead learning and are referred to and updated when necessary and displayed in classrooms</li> <li>• Students receive praise and reinforcement for successful learning and parents/carers are regularly informed of progress achieved and next steps in their learning</li> <li>• Students engagement in their learning is maximised and this will be monitored during formal and informal lesson observations and learning walks</li> <li>• Targets are challenging, relevant and promote functional skills</li> <li>• All staff are aware of student progress, their current level and what they need to achieve to reach the next level/target</li> <li>• Additional assessment data is recorded and analysed by staff regularly e.g. PEC's, VB &amp; life skills and informs planning for progression</li> </ul>

# Corbets Tey School Learning & Wellbeing Charter

Aspect	These are our Non-Negotiables. We will ensure that:
<p><b>Learning Environment Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Learning Walks by SLT</li> <li>• Lesson Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Classrooms are well organised with resources labeled with symbols to maximise student independence</li> <li>• Learning areas are designed to cater for all personal student needs of each class and zones demarcate direct teaching and independence areas. Appropriate play resource areas in Primary Classes.</li> <li>• Classroom organisation is designed to provide space for self-regulation/calming of anxious students</li> <li>• Displays celebrate the work of all students. All work to be mounted, labeled with symbols at appropriate language level and interactive where relevant.</li> <li>• Displays to be changed each half term</li> <li>• Key vocabulary displayed with symbols supports all aspects of learning</li> <li>• The 5 P's prioritisation for target behaviours are agreed and clearly displayed</li> </ul>
<p><b>Commitment to Learning</b></p>	<ul style="list-style-type: none"> <li>• Students barriers to learning are effectively reduced and teaching skills are developed through inquiry based modification of practice and student engagement profiling, data analysis and where relevant an intervention plan is developed to close the gap</li> <li>• Intervention plans will be closely monitored and updated each half term</li> <li>• Ongoing research into learning styles and Complex Learning Needs training is ensured through CPD</li> <li>• Analysis of student progress towards personal targets informs modification of individualised teaching techniques</li> </ul>
<p><b>Partnership with Parents &amp; Carers</b></p>	<ul style="list-style-type: none"> <li>• Teachers lead class teams to ensure effective and professional daily liaison through Home/School books and support for parents/carers ensuring positive, constructive communication system</li> <li>• Coffee mornings for parents and carers foster home/school relationships/partnerships</li> <li>• Genuine partnerships are fostered where family expertise and knowledge is valued and individual needs catered for in the best interests of each student</li> <li>• Teachers and teams celebrate achievement and success of targets with parents/carers</li> </ul>
<p><b>Child Protection, Accidents &amp; Incidents</b></p>	<ul style="list-style-type: none"> <li>• Accident reports will be recorded on CPOMS as soon as possible after the event</li> <li>• An online accident incident report will be completed wherever appropriate/qualifying in consultation with the H&amp;S Officer</li> <li>• Parents/carers will be informed by a phone call from Class Teacher of the circumstances of the incident, what will be done to ensure no repeat and call noted in Home School Book</li> <li>• CPOMS incidents are completed asap and alerted to the headteacher/safe guarding lead for review and action</li> <li>• Any behavioural incidents requiring physical intervention will be recorded on CPOMS</li> <li>• Students sent home due to feeling unwell will be recorded on CPOMS with details of advice given to parents/carers regarding return to school.</li> </ul>