

Horton Lodge Community Special School

'Working Hand in Hand to Achieve Potential'



Teaching and Learning Policy

Approved by:

Date:

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1. Aims

The underlying aim of teaching and learning at Horton Lodge is to achieve a long term, positive impact on the lives of our pupils. Our child-centred teaching and learning focusses on supporting lasting change in each pupil's confidence, resilience, functional skills, knowledge, understanding and independence that will support the child to move on to their next stage of learning.

This policy aims to:

- Outline how we take a flexible, child led approach to teaching and learning using the Conductive Education ethos
- Explain how we create the conditions at our school where pupil's basic needs are met and they can learn best
- Summarise expectations to ensure everyone is committed to achieving an effective approach to teaching and learning across our school
- Promote high expectations and secure best possible personal progress for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our Guiding Principles

- 1) Our pupils cannot learn if their basic needs are not met. These include physiological and emotional needs.
- 2) We view every moment in the child's day as a learning opportunity.
- 3) Our practice is based on the following underpinning behaviours and beliefs (*adapted and personalised using Hattie and Team's Mindframes*):
 - We are evaluators: we take a dynamic and reflective approach to teaching and learning. Structure may vary taking into account needs and context at the time.
 - We use assessment to inform our impact and next steps: every child is given the opportunity to succeed and told / shown that they have been successful. Feedback includes the pupil and the whole team around them. At Horton Lodge we have clear language when we are recording and talking to pupils about their learning:
 - 'On my own' (Independence),
 - 'More often' (Maintenance),
 - 'Better' (Fluency),
 - 'Different people and places' (Generalisation)
 - We collaborate: we work hand in hand with the pupils, our teams, parents and all professionals involved. We are constantly developing our knowledge adapting and establishing links with others.



- We strive for challenge: we have clear focus however do not allow targets to narrow learning opportunities. We know what progress means for each of our pupils and do not put a ceiling on their learning.
- We build positive relationships: the child needs to feel understood, valued and listened to in order to learn. We build relationships and trust so that pupils can take risks and have a go.

4) We ensure that we are aware of research in the areas of evidence informed practice and cognitive science and use this to support us to plan strategies in the classroom. Much of this relates closely to the Conductive Education ethos:

➤ Sequencing concepts and modelling

- We present materials in small steps and ‘keep the main thing the main thing’.
- We provide models (e.g. what a completed task looks like, by narrating thinking skills out loud and models are provided by the group).
- We provide scaffolds (in CE we call this facilitation) where the aim that they are minimal.
- We regularly review learning and tasks build in complexity.
- We ensure that our pupils are challenged but achieve a high success rate.

➤ Questioning

- We ask lots of good questions both of the children and of ourselves. This supports us to observe, assess and feedback.
- We understand that our pupils require time to process.

➤ Review the material and practice

- Retrieval practice, recalling and applying previously learnt material are important strategies that we utilise in our teaching.
- We use familiar routine and repeated experiences.
- The CE ethos promotes the use of practice and application of skills across the day.

3. Planning for Learning

- Our ambitious EYFS, Curriculum and Subject Policies detail how our curriculum is planned and delivered for different curriculum models (pre-formal, semi-formal and formal) across the school.
- Each curriculum model has a planning format.
- All planning at Horton Lodge:
 - Provides a clear direction and structure for progression
 - Provides an overview of how a broad and balanced coverage is achieved
 - Enables high quality delivery that meets the needs of all of the learners
 - Starts with pupils and their individual starting points
 - Has clear links to prior learning



- Has purposeful, challenging learning intentions
- Outlines resources, experiences and how methods of delivery
- Has questions, feedback and assessment for learning (which leads to quality observations / marking and next steps)
- Makes links to key vocabulary

4. Learning Environment

Learning takes place in in all environments including classrooms, outdoor spaces, dining room, sensory room, hall and swimming pool (and for some the residential setting).

They will be arranged to promote learning through:

- Spaces that take into account pupil's sensory needs and curriculum model
- Accessible and specialist resources for learning
- Displays that celebrate and support pupils' learning including recall

5. Roles and Responsibilities

Teaching and learning at Horton Lodge is a shared responsibility, and everyone in our school community has a vital role to play:

5.1 Governing Board

The Governing Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

5.2 The Senior Leaders

The Headteacher is responsible for ensuring that this policy is adhered to and that the school:

- Have a clear and ambitious vision for teaching and learning
- Celebrate progress and have high expectations for everyone
- Hold staff and pupils to account
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, e.g. peer working
- Address under performance and intervene promptly

5.3 Teaching staff



Teachers and support staff at our school will:

- Know pupils well and individualise support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective feedback
- Engage in providing inspiring lessons and learning opportunities
- Identify and use resources to support learning
- Have high expectations and celebrate personal progress
- Demonstrate and model themselves as learners

In addition to this teachers will also:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning through topic leaflets, IEPs, annual reviews, open days and SeeSaw.
- Update parents/carers on their child's progress and produce written reports on their child's progress when evaluating IEPs, reviewing EHCPs and at the end of the academic year.
- Meet the expectations set out in the curriculum policy and marking and feedback policy where it is appropriate.

5.4 Subject / Area Leaders

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Drive improvement in learning area, working with teachers to identify any challenges
- Moderate progress across their area
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their learning area
- Encourage teachers to share ideas, resources and good practice

6. Assessment, Recording and Reporting

The schools approach to assessment is outlined in the school's assessment processes and policy document. We analyse the learning taking place and feed this assessment back into the teaching and learning process. Evidence collected is holistic and relates to EHCP and IEP outcomes as well as assessment frameworks that are relevant to the individual. The aim is to ensure that progression against the child's previous achievements is tracked and that strengths, needs and future learning intentions are identified. Evidence is moderated by the progress lead.



7. Monitoring Arrangements

Governors monitor teaching and learning and curriculum coverage through:

- Monitoring visits;
- Area leader reports;
- Progress reports;
- Staying abreast of curriculum developments.

SLT monitor teaching and learning through:

- Formal and informal learning walks;
- Staff feedback;
- Lesson observations;
- Progress reviews;
- Evidence reviews;
- Performance management.

Teachers and area leaders monitor teaching and learning through:

- Leading in planning development;
- Peer observations;
- Professional discussions;
- Learning walks;
- Questionnaires and audits;
- Action plans;
- Resource management.

9. Link to Other Policies

We recognise the clear link between Teaching and Learning and the following policies. Staff are aware of the need to refer to these policies when appropriate.

Curriculum Information on website	Curriculum Policy
Subject / Area Policies	Equal Opportunities Policy
Early Year Foundation Stage Policy	Assessment Policy
Behaviour Policy	Conductive Education Policy
AAC Policy	SEND Policy

Policy led by	Lucy Bloor and the teaching team
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