



TEACHING LEARNING AND CURRICULUM POLICY

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CONTENTS

INTRODUCTION	3
OUR AIMS.....	3
THE CURRICULUM	4
STRATEGIES FOR TEACHING AND LEARNING	5
PERSONAL AND SOCIAL DEVELOPMENT AND FUNDAMENTAL BRITISH VALUES.....	7
MONITORING TEACHING AND LEARNING.....	Error! Bookmark not defined.
EVALUATION.....	9

INTRODUCTION

At Seadown School it is our intention to create an environment where pupils and adults work together to develop an atmosphere of mutual respect, challenge and exploration.

At Seadown we believe that the child is central to the learning process and at the heart of all that we do.

The policy will support our teaching and learning in the classroom and any outdoor areas as well as within the wider curriculum. It is seen as a working document which will be a record of reference on a regular basis. We believe that life is a continual learning experience for all, one which will embrace success, trial and challenge. At Seadown we believe that Teaching and Learning should be an enjoyable experience for everyone.

OUR AIMS

We endeavour to equip our children and young people with as many skills as they can take forward in life, growing the whole person. Developing personal, social and emotional skills, whilst always valuing self-esteem, is important to our pupils and will help them to overcome barriers to learning.

***We value every pupil and their individual needs –
they each have a contribution to make.***

We support pupils to develop positive personal and social values and as much independence as possible, both in their education and in their personal development. Ensuring that our students are engaged, inspired and equipped to develop appropriate and effective social-interaction skills are high on our agenda.

Teaching and Learning is the focus of our school. It is the method through which we deliver a broad, balanced, relevant and differentiated curriculum which includes progression and continuity.

The aims of this document are:

- to aid staff and children to maintain a dialogue about teaching and learning
- to build further a culture of improvement
- to provide an agreed focus for planned programmes of monitoring the curriculum

- to continue to improve the quality of learning experiences provided for the children
- to demonstrate our commitment to teaching of the highest possible quality and effectiveness
- to involve the children in their own learning and become life-long learners
- to develop autonomous and independent children with enquiring minds

We believe that the needs of the pupils in our school are central in this process and we have outlined these in the following four sections.

THE CURRICULUM

The National Curriculum serves as the framework for defining the range of education experiences we offer at Seadown but we endeavour to deliver this holistically and through an exciting and engaging, thematic, curriculum. Each term, or half term, pupil learning takes place through a topic wherever possible. This gives lessons some focus and enables teaching to be cross-curricular wherever possible. Our school council members have helped us to our long-term plans, by including their own learning ideas, fed back from their peers.

The core subjects of English and Maths retain a central place with the development of personal, social and emotional skills being of paramount importance. Suitable weighting is accorded to all other subjects with much work being done through cross-curricular or creative learning experiences.

Policies are available in specific curriculum areas. Please ask.

Beyond the classroom, outside activities and educational visits are inspiring and engaging as well as supportive to our work in developing personal, social and emotional skills.

Seadown School benefits from regular use of the local swimming pool and a close-by hall for our PE activities.

Seadown is working hard to develop relationships with schools in the community by accessing clubs and celebrations that are suitable to share with us.

We recognise that some students at our school may, for various reasons, not be able to benefit from a full National Curriculum entitlement so planning for learning is differentiated according to need. This commitment is in place with the aim of moving students towards the opportunity for a full entitlement.

a) The Provision of an Effective Learning Environment

The school strives to provide a safe, happy and stimulating atmosphere. We shall achieve this by ensuring that health and safety measures are considered regularly and adhered to; that behaviour is always developing and improving and that wall displays are interactive, stimulating and are renewed on a regular basis.

Learning takes place in a stimulating, dynamic environment which is well organised and managed, and is appropriate to pupil's needs. Each classroom will be a functional area which will promote learning and allow the teacher to use a full repertoire of teaching strategies. Furniture should be arranged so as to provide flexible working areas and safe access. There should be a range of appropriate, labelled resources which can be readily accessed by the pupils.

Pupils should be supported and encouraged to act independently from the staff in choosing and returning resources, including the sharing and return of books from the school. The pupil should have access to drinking water at all times. Displays should emphasise the value placed on the pupil's work and should, in the main, reflect work currently being carried out.

By the end of the year, all pupils should have some work displayed in the class. The environment and ethos at Seadown School celebrates all pupil's achievements in a variety of ways which include:

- Displays
- Sharing with peers
- Rewards and recognition

b) Appropriate Grouping of Pupils

The pupils will be divided into classes according to key stage and/or social maturity. Within each class a variety of grouping methods will take place depending on the ability of the pupil and the activities being carried out. We believe that a variety of teaching methods all have their place; whole class teaching, peer teaching, teaching groups, the teaching of pairs and individuals.

c) Characteristics of Effective Learning

When good quality learning is taking place effectively, we believe that the following characteristics will be demonstrated:

- The pupils will be part of the learning process
- The pupils will be clear about what is expected of them
- The pupils will be aware of where they are in the learning process

- The pupils will engage in self-reflection on learning
- The pupils will experience a sense of progress
- The pupils will demonstrate some positive attitudes and show interest in their work
- The pupils will be developing concentration and show improving levels of engagement
- The pupils will engage in investigative work
- The pupils will participate in collaborative projects
- The pupils will have opportunities to have their own choice of activity
- The pupils will apply key learning skills
- The pupils will have opportunities to show initiative
- The pupils will have opportunities to express views and opinions
- The pupils are all challenged

d) Characteristics of Effective Teaching

Each teacher will be responsive, anticipative and engage productively as they seek to meet the needs of their pupils. Each teacher has the responsibility for ensuring that the basic skills are taught effectively, and self-esteem is promoted. Effective use of various skills, methods, strategies, knowledge and understanding will enable the teacher to make decisions in the course of promoting learning. These will include:

- Setting high expectations of the pupils
- Providing challenging and stimulating experiences
- Matching work to the abilities of the pupils
- Valued interests of pupils
- Using a variety of teaching styles that focus on the needs of the individual learner
- Planning effective in the long, medium and short term
- Using effective strategies for management of time and resources
- Developing positive relationships with the pupils
- Assessment and constructive follow-up
- Setting SMART targets (small measurable attainable and realistic targets)
- Continually promoting high levels of self esteem

Assessment is an integral part of the learning process and will involve observation of task, questioning, marking written work and discussion. Differentiation will require the identification of individual needs and appropriate learning strategies.

At Seadown School, we believe that the process of self-assessment is crucial to the learning process with the child at the centre. There should be opportunities for self-reflection of the learning process and an encouragement of self-appraisal and target setting.

Assessment, recording and reporting of each child's progress will be carried out as outlined in the school Assessment Policy.

e) Continuity and Progression

The way in which these will be achieved is by:

- Consistent implementation of our agreed policies
- Effective long, medium- and short-term planning
- Effective communication between staff about the curriculum and the pupil
- Collaborative planning
- Planning for and tracking skills

The recording of progress should inform and support this process.

PERSONAL AND SOCIAL DEVELOPMENT AND FUNDAMENTAL BRITISH VALUES

It may be helpful to read the school RESPECT Agenda.

At Seadown the teaching and learning of personal and social skills is carried out both discreetly and through embedded study; so that any opportunities that arise are not missed. It is imperative that all of our pupils have regular access to learning in these areas because without appropriate personal social skill development, and understanding, it would be difficult for pupils to progress further in other areas of the curriculum.

To work alongside this embedded study the school have devised various behavioural monitoring systems for individual pupils. Each pupil has a 'Personal Profile' where we regularly monitor and assess progress so that we can target areas that are in need of further development.

The school RESPECT Agenda additionally sets out the values that we see as essential to the development of the whole pupil, to support them to integrate appropriately into society: It forms part of our whole school ethos.

SMSC

We promote pupils' spiritual, moral, social and cultural (SMSC) development; through Personal, Social, Health and Citizenship education (PSHCE), which includes the teaching of **Fundamental British Values**.

"Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it."

(Promoting fundamental British values as part of SMSC in schools, p4. DfE, 2014).

CAREERS ADVICE AND TEACHING

Careers education is taught through embedded PSHE lessons in curriculum years 9, 10 & 11. It does however have a special focus in years 10 & 11 incorporated in pupils chosen fields of study. Pupils study ASDAN short courses, which have a range of activities and challenges. These courses support pupils to explore the world of work through vocational taster courses. In these lessons, pupils will look at the opportunities available to them once they leave school. Once the skills and tasks have been assessed, sessions are established, and the teacher would review and reflect on the progress made in the area of study. Pupils are supported through the process and utilise learning support assistants (LSA's) advice and counselling explore the emotional impact of adolescence, building self-esteem and confidence in attending college placements and interviewing.

The main focus of learning will take place in careers lessons; individual guidance by the subject teacher is Gatsby Benchmarked. All of this work is accessed through normal teaching methods which include differentiated lessons as well as individual research by the pupils involved. Work related learning through work experience will also supplement the classroom activities and provide a large bank of resources for the individual. There is pre-work experience preparation as well as post work experience analysis and evaluation. There is also cross curricular work undertaken wherever the opportunity arises helping to embed learning across all aspects of a pupil's education.

Throughout the school year pupils will have access to external professionals from Kick Start Careers that attend the school each half term to give careers advice and counsel. Pupils will have an open and structured forum to ask questions about specific areas of work that they may be interested in, to receive a greater understanding of the world waiting for them when they leave education.

MONITORING TEACHING AND LEARNING

This will involve observation and collection of information about aspects of learning and teaching throughout the school. These will be highlighted in the School Improvement Plan. The process, together with the data obtained, will form the basis for development.

It will be carried out by:

- Professional dialogue between staff in meetings
- Regular scrutiny of pupil's work by class teachers and the Head teacher
- Listening to learners
- Data analysis
- Subject leader monitoring
- Lesson observations
- Regular meetings of the curriculum
- Informal discussion between staff, Head teacher and pupils

- Self-evaluation with all stakeholders
- Regular review of School Improvement Plan
- Performance management
- Standardisation and Moderation processes
- Assessing Pupil Progress meetings

EVALUATION

The effectiveness of this policy will be evaluated at appropriate times of the school year by teaching staff and Head teacher.