TEACHING & LEARNING POLICY

Believe in children
Barnardo's

HIGH CLOSE SCHOOL

‘Working together to unlock potential’

MISSION STATEMENT

“High Close School, inspired by the unique worth of every individual, strives to create opportunities to achieve full potential through the pursuit of excellence in both academic and social education”

AIMS OF THE SCHOOL

1. To deliver an enjoyable, stimulating and differentiated curriculum, which encourages every pupil to achieve to their highest level both academically and socially. (ECM3)

2. To provide a caring environment in which pupils feel safe and learn to make healthy choices about their style of life. (ECM1&2)

3. To develop pupils’ awareness of moral, social, cultural and spiritual values so that they can make a positive contribution to the community. (ECM4)

4. To prepare pupils to become independent, responsible citizens. (ECM5)

5. To work in partnership with parents, carers and other stakeholders to ensure pupils are given every opportunity to achieve their full potential. (ECM3)

6. To ensure a well managed school in which the school’s resource needs, and staff development needs, are met.

(ECM – Every Child Matters)

SECTION ONE

AIMS OF THE SCHOOL

- To raise standards so that every pupil achieves to their highest level both academically and socially.
- To offer a stimulating and differentiated curriculum which encompasses the National Curriculum.
- To provide a safe, caring environment in which pupils are encouraged to develop and share the knowledge, skills and understanding necessary for the transition into adult life.
- To create a culture in which the unique worth and achievement of individuals can be celebrated by themselves and others.
- To improve the pupils' awareness of moral, cultural, social and spiritual values.
- To assist the pupils in becoming independent, responsible citizens through governors, staff, parents and carers working together.

This policy reflects the mission statement and aims of the school.

SECTION TWO

1. ETHOS

The ethos and atmosphere underpin the agreed aims of the school. Teachers provide a broad, balanced and relevant curriculum which will develop the knowledge, skills and understanding necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a clean, calm and effective working environment in which each child can achieve his or her maximum potential;
- providing a welcoming environment in which good behaviour and respect are fostered whilst being aware of the emotional well being of individuals;
- being aware of both teaching styles and learning styles;
- being aware of and developing individuals emotional literacy;
- providing positive role models;
- providing a fair and disciplined environment in line with the school's 'Behaviour Management' policy;
- maintaining purposeful and informative planning, record keeping and assessment documents;
- providing pupils with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Desirable Learning Outcomes;
- provide pupils with opportunities to develop social and emotional skills within the curriculum setting;
- effective management of their professional time;

- developing links with parents and involved professionals;
- developing links with the local and wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development by providing appropriate INSET, training and support for colleagues in order to ensure a high level of professional expertise
- developing student's spiritual, moral, social and cultural awareness.

2. EQUAL OPPORTUNITIES

In accordance with the school's Equal Opportunities Policy all pupils at High Close School must be given full access to the whole curriculum. Staff will endeavour to help all pupils to reach their full potential irrespective of race, gender, culture, age, ability or social circumstances.

SECTION THREE

MANAGEMENT OF THE SCHOOL DAY

1. The School Day

08:50 – 09:05	Assembly*	(15 Minutes)
09:05 – 09:10	Tutorial	(5 Minutes)
09:10 – 10:00	Lesson 1	(50 Minutes)
10:00 – 10:50	Lesson 2	(50 Minutes)
10:50 – 11:05	Break	(15 Minutes)
11:05 – 11:50	Lesson 3	(45 minutes)
11:50 – 12:35	Lesson 4	(45 Minutes)
12:35 – 13:45	Lunch	(1 Hour 10 Minutes)
13:45 – 14:30	Lesson 5	(45 Minutes)
14:30 – 15:15	Lesson 6	(45 Minutes)
15:15 – 15:30	Tutorial	(15 Minutes)
15:30 – 15:35	End of Day Assembly	(5 Minutes)

*A whole school assembly is held on Monday to Wednesday, with a celebration assembly on Friday. On Thursday pupils stay in their tutor groups so that the staff can pick up on any issues that may have occurred over the week and also remind pupils of their targets – both group and individual for the week ahead.

Total teaching time = 24hours 50 minutes

2. Time Allocation

At High Close School we are committed to following programmes of study as required by the National Curriculum 2007 at Key Stages Three and Four and working towards the implementation of the new Primary Curriculum. The Primary Curriculum has been redesigned. The new Curriculum includes: Curriculum aims; essentials for learning and life; six areas of learning and religious education. The Curriculum introduces a statutory requirement for languages at Key Stage 2 and meets statutory requirements for inclusion (Including all learners) and health and safety. The new Curriculum becomes statutory in 2011.

The Curriculum is delivered according to the school's timetable of lessons. Great emphasis is placed on literacy and numeracy because these are key areas where most of the pupils are seriously underachieving when they arrive. Teachers follow the agreed schemes of work with reference to whole school planning to ensure that programmes of study are effectively covered.

We are also committed to raising standards of 'basic skills'. By 'Basic Skills' we mean the ability to read, write and speak in English and to use Mathematics and ICT at the level required to function and progress at work and in society in general.

Teachers will encourage pupils to work within given time scales. They will facilitate the effective use of time through:

- the provision and use of appropriate resources;
- planning extension activities which can be carried out by individuals or groups of pupils, and
- planned highly structured, differentiated lessons.

It should be remembered that many of our pupils are underachieving and are not working at age appropriate National Curriculum levels. Throughout every area of study there is an expectation that staff will be working to help the pupils catch up in areas that are weak and work with individuals to moderate any unacceptable behaviour and develop essential social skills.

TIME ALLOCATION PER WEEK AT KEY STAGES TWO, THREE AND FOUR

See Appendices 1 and 2.

The allocation of time for the ICT curriculum is incorporated into planning for other areas of the curriculum, alongside planning of discrete ICT lessons.

SECTION FOUR

CLASSROOM MANAGEMENT AND ORGANISATION

1. Management

The learning environment will be managed in such a way as to facilitate different styles of teaching and learning, with particular regard to Special Educational Needs. This may include:

- whole class teaching;
- group work organised according to appropriate criteria (i.e. ability, mixed ability, interest, gender, etc);
- one to one teaching;
- collaborative learning in pairs or groups;
- independent learning including use of the Internet.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Learning Support Assistants, Learning Support Teachers and external agencies will be employed to support children with Special Educational Needs, as outlined in their Individual Education Plans.

Extra care and attention must always be paid to the safety and well-being of the pupils. All staff will be aware of Barnardo's Child Protection procedures and will follow them rigorously at all times.

2. Behaviour Management

As outlined in the school's Behaviour Management Policy, staff will use the techniques of Team Teach to manage behaviour. The school rules will be displayed in classrooms. Where appropriate, the individual targets set for each child in a tutor group will also be displayed. The school uses an award system linked to targets. Individual achievement is recorded on a sessional basis and tutor time is used to discuss areas of success or concern. See Behaviour Management Policy.

3. Organisation

The classroom will be organised to stimulate and facilitate learning and the development of individual study skills.

- This may require flexibility in the organisation of the furniture.
- Resources should be readily accessible, well organised and clearly labelled.
- Writing resources should be available for use at all times.
- ICT resources should be readily accessible.
- Support staff should always be aware of their role within the classroom before the start of each lesson.
- Where possible pupils should be involved in the maintenance and care of all equipment and resources.
- Specialist rooms are provided for Science, Art, Music. Home Economics, Information Communication Technology and Design Technology.

4. Planning

The school draws up a School Improvement Plan and Departmental Plans which are reviewed on a regular basis.

Planning of individual curriculum areas will be carried out by the Subject Co-ordinator who will produce and update the subject policy and the Long Term Plan on an annual basis. Medium term plans for each subject area will be overseen by the subject co-ordinator and will be written and updated on a termly basis. Short term plans will be written in the green books by the teachers and will be monitored by the Key Stage Co-ordinators on a regular basis (at least half termly). Copies of all Department handbooks will be given to the Deputy Principal. Individual Lesson Plans will be produced for any lesson that is monitored using the school's agreed format.

Teachers will meet within departments and Key Stages on a regular basis (at least half termly) to discuss and develop specific areas of the curriculum and cross curricular links.

5. Differentiation

Teachers will differentiate the curriculum by:

- differentiation by appropriate courses;
- task;
- outcome;
- teacher/adult support.

Differentiated tasks will be outlined in short term plans. Learning objectives will be specified for all differentiated teaching. Detailed reference will be made in Lesson Plans to identified areas of need and related targets set on Individual Education Plans.

6. Record Keeping and Assessment

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Teachers should be able to provide pieces of work for each pupil illustrating the level of achievement within their subject area of the National Curriculum. Marking of work and the recording of assessment should be carried out according to the agreed procedures as defined in the School's Assessment and Marking Policies.

7. Screening

- All new pupils will be screened for literacy, numeracy and behaviour using prior information and agreed initial assessments during their six week 'Probationary Period'.
- All pupils will be screened using the end of Key Stage 2 and 3 National Tests and accredited Key Stage 4 exams. Where appropriate pupils will sit the 'School Improvement' tests and 'mock' exams
- All pupils will be tested on an annual basis using a standardised literacy assessment in conjunction with the school's Consultant Psychologist and a Mathematics test.

8. Monitoring and Evaluation

- Based on the above assessments, teachers will set individual targets for each child for core curriculum areas and for behaviour.
- Pupils work will be monitored and moderated twice a year in every subject area by the subject co-ordinator and the Deputy or Principal. Examples of the graded work will be kept in a centralised resource of individual pupil evidence files.
- Subject co-ordinators will be expected to produce action plans to show how they intend to improve levels of achievement within their own areas. These will be monitored by Senior Education Staff as part of the Performance Management process.
- The Principal and the Deputy will observe every teacher on a specified curriculum area at least once a term.

9. Teaching Strategies

In order to ensure quality of access and effective matching of tasks to needs, teachers will employ a variety of strategies;

- reading information sent from previous schools including parental advice and reports from professionals;
- close scrutiny of the child's statement of Educational need;
- liaison with parents/carers and residential Social work staff;

- understanding of any specific medical conditions which may affect a child's performance in school;
- organising of lessons into planned sections which include an introduction (starter, setting out clear learning objectives and outcomes) and a plenary session;
- breaking the lesson down into short, varied activities which make allowances for those with poor concentration skill;
- use a range of communication strategies – verbal and non-verbal;
- use of discussion and questioning (differentiated open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- listening;
- brainstorming;
- providing opportunities for reflection by pupils;
- demonstrating high expectations of standards of behaviour and work;
- providing opportunities for repetition, revision and reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening as appropriate in the learning process in order to encourage development;
- where necessary working 1:1 with a child in 'Detention' in order to make up for work missed through poor behaviour;
- provide all pupils with opportunities for success;
- working with the community.

Teachers will use a range of strategies in any one session.

Activities should show a balance of individual, group and whole class work.

10. Resources

Each classroom should be equipped with the basic resources and books required. Specialist resources will be stored in centralised areas and will be regularly audited by the subject co-ordinator and the Senior Education Staff. The ordering of new resources will be done by the subject co-ordinator in consultation with the Key Stage Co-ordinator and the Deputy Principal. The subject co-ordinator has the responsibility for drawing up departmental plans and setting up the agreed departmental budget.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard to Health and Safety.

Care will be taken to ensure that resources reflect the gender, age, ability racial and cultural diversity of our society and that all pupils have equality of access.

11. Display

Display should be used to create an attractive and stimulating environment. It should reflect the pupils' best work and should be seen as a resource for learning. Teachers will make sure that displays reflect the current areas of study and that they are well presented with appropriate mounting and labelling of work. It is the responsibility of all staff to maintain the standard of displays ensuring that all damage is immediately repaired. Displays should reflect use of ICT skills.

SECTION FIVE

LEARNING

Learning processes

Pupils enter High Close at different stages of development and at any time up to the start of Year 10. They all learn in different ways and at different rates of progress. In the course of learning they develop their skills through a variety of processes. These include:

- investigation and research;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- practical exploration;
- retrieving information;
- repetition;
- problem solving, making choices and decision making;
- role models.

At High Close opportunities are organised to allow pupils access to these processes and for them to develop their own strategies to gain knowledge and skills.

Learning Styles

Children learn in a variety of ways and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- individual learning;
- collaborative learning in small groups or pairs;
- one to one learning with an adult or a more able pupil;
- whole class;
- independent learning.

It should be remembered that pupils will need both audio and visual aides to assist their learning and stimulate them to use both senses all the time.

SECTION SIX

GOVERNOR'S ROLE

It is the Governors' role to monitor and review the policy and its practice through:

- School Improvement Plan;
- Action Plans;
- Head Teacher reports;
- whole school targets;
- School Policies;

and as detailed in the Governors' Handbook

- to receive reports from the Principal, members of the Senior Management Team and Education Governors.
- to attend relevant INSET;
- to make regular visits to the school during its working day
- to receive reports from the Buildings Officer, the Bursar and the others involved in the upkeep of the premises on relevant issues, in particular Health and Safety, and to follow up on any points as required;
- to promote and ensure at all times equality of opportunity for all at High Close in relation to race, gender, social class and belief
- to promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

PARENTS' ROLE

Parents are encouraged to support their child's learning by:

- ensuring that their child comes to school feeling confident and positive;
- ensuring that their child arrives at school punctually and regularly;
- sharing with the staff any problems in school that their child is experiencing;
- supporting their child by attending Annual Case Reviews, Open Evenings and other events;
- support their child and the school by becoming actively involved in the operation of the Individual Education Plan;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- ensuring that their child has all the clothing and equipment necessary for school;
- agreeing to and supporting the school's Homework policy;
- contributing relevant information to visiting Field Social Work staff;

- responding to letters sent home from school when required;
- informing the school of any reasons for their child's absence;
- informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.

COMMUNITY ROLE

The community is invited to support the school by:

- contributing to activities such as assemblies, artistic events, outings and clubs;
- presenting themselves as positive role models to be emulated;
- supporting the Work Experience programme by offering opportunities to pupils in Year 11;
- organising activities and events throughout the school year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- offering their services to help the pupils and 'volunteers'.

THE SCHOOL'S ROLE – SCHOOL STAFF

In relation to each of the above areas the school will reciprocate by:

- responding to all offers of support as far as it is able and desirable;
- respecting all information given in confidence;
- giving clear information on the aims and objectives of the curriculum, the residential facility and the school's procedures;
- giving reasonable/appropriate access to teaching and social work staff;
- working in partnership with parents, carers and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

REVIEW

This policy is a working document and therefore is open to change and restructuring as and when the need arises. To be reviewed July 2010.

Presented to the Governors for approval ……

Approved by Governors ……