

Teaching and Learning Policy

Ingfield Manor School



Written by: Annette Smith, Head of Education and Clare Mordue, Primary Lead Practitioner
Date: 29th October 2023

Approved by: Nicola Dodds, Principal
Date: 29th October 2023

Last reviewed on: na

Next review due by: 29th October 2024

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1. Aims

This policy aims to:

- › Explain how we'll create an environment at our school where students learn best and love to do so
- › Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- › Promote high expectations and raising standards of achievement for all students in our school
- › Involve students, parents and the wider school community in students' learning and development

2. Our guiding principles

Everyone at Ingfield is valued for who they are, and we are committed to maximizing student's holistic potential so they believe, 'I can', ensuring all students have equal access to activities and the opportunity to learn within a coherent and progressive framework.

Our aim is to provide an environment in which children and young people feel that they are valued as individual, holistic, active learners and are empowered with the confidence and self-esteem to communicate, make choices and develop skills throughout their school career and beyond.

Focusing on individual's potential, we strive for a curriculum which develops problem solving and independence skills throughout all aspects of the student's life, as well as providing opportunities to gain qualifications. We support children and young people to become active, independent, empathetic learners with strong communication and physical skills.

Students learn best at our school when they:

- › Have their basic physical needs met
 - › Feel secure, safe and valued
 - › Feel a sense of belonging to the group
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- › Are engaged and motivated
- › Can see the relevance of what they are doing
- › Know what outcome is intended
- › Can link what they are doing to other experiences
- › Understand the task
- › Have the physical space and the tools needed
- › Have access to the necessary materials
- › Are not disrupted or distracted by others
- › Can work with others or on their own, depending on the task
- › Are guided, taught or helped in appropriate ways at appropriate times
- › Can practice what they are learning
- › Can apply the learning in both familiar and new contexts
- › Can persevere when learning is hard
- › Can manage their emotions if things are not going well
- › Recognise that all learners make mistakes and mistakes can help us learn

Also, see our Curriculum Statement

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for students' learning, at all times:

3.1 Teachers

Teachers at our school will:

- › Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- › Foster a sense of self-worth within the children and young people that they teach
- › Use a range of approaches, including multi-sensory, to excite, promote and sustain children and young people's interests
- › Provide opportunities for children and young people to develop their physical, communication and social skills, as well as their academic skills
- › Plan and deliver teaching and learning that enables and promotes children and young people's curiosity
- › Encourage those they teach to reflect on and evaluate their learning
- › Update parents/carers on students' progress each term, and produce an annual written report on their child's progress
- › Meet the expectations set out in our behaviour policy, assessment, recording and reporting policy, marking policy, quality assurance policy and, where appropriate, early years curriculum policy or 6th form curriculum policy.
- › Actively engage parents/carers in their child's learning, including clearly communicating the purpose of home learning

3.2 Support staff

Support staff at our school will:

- › Foster a sense of self-worth within the children and young people that they support
- › Know students well and differentiate support to meet their individual learning needs
- › Support teaching and learning with flexibility and resourcefulness
- › Engage in providing inspiring lessons and learning opportunities that excite, promote and sustain children and young people's interests and promotes their natural curiosity
- › Have high expectations and celebrate achievement
- › Demonstrate and model themselves as learners
- › Use agreed assessment for learning strategies
- › Use effective marking and feedback as required
- › Feedback observations of students to teachers
- › Ask questions to make sure they've understood expectations for learning
- › Identify and use resources to support learning
- › Meet the expectations set out in our behaviour policy, assessment, recording and reporting policy, marking policy, quality assurance policy and, where appropriate, early years curriculum policy or 6th form curriculum policy.

3.3 Curriculum Co-Ordinator's and Lead Practitioners

Curriculum coordinators and lead practitioners at our school will:

- › Help to create well-sequenced, broad and balanced long-term curriculum plans that are coherent and progressive so children and young people are able to build knowledge and skills
- › Sequence the curriculum in a way that allows students to make good progress from their starting points and promotes problem-solving, creativity and communication
- › Drive improvement in their subject, working with teachers to identify any challenges
- › Ensure the timetabling provides sufficient time for students to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Have opportunities to embed learning
 - Develop transferable skills
 - See links between different aspects of their learning
- › Moderate progress across their subject by reviewing progress against a range of evidence, such as books/folders, termly objective evaluations, annual review feedback and by reviewing qualitative and quantitative performance data
- › Improve on weaknesses identified in their monitoring activities
- › Create and share clear development plans for their subject
- › Encourage teachers to share ideas, resources and good practice
- › Maximise accreditation opportunities
- › Meet the expectations set out in assessment, recording, and reporting policy, marking policy, quality assurance policy and, where appropriate, early years curriculum policy or 6th form curriculum policy.

3.4 Senior leaders

Senior leaders at our school will:

- › Have a clear and ambitious vision for providing high-quality, inclusive education to all
- › Celebrate achievement and have high expectations for everyone
- › Hold teachers to account for the quality for the standard of their teaching
- › Hold students to account for their attitude to learning
- › 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, for example by buddying teachers up to support one another where appropriate
- › Address underachievement and intervene promptly
- › Meet the expectations set out in our behaviour policy, assessment, recording and reporting policy, marking policy, quality assurance policy and, where appropriate, early years curriculum policy or 6th form curriculum policy.

3.5 Students

Students at our school will:

- › Take responsibility for their own learning, and support the learning of others
- › Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- › Be ready to learn when their holistic needs are met
- › Be active, independent learners who see to develop their knowledge and skills
- › Know their targets and how to achieve them
- › Put maximum effort and focus into their work
- › Complete home learning activities, if required
- › Meet the expectations set out in our behaviour policy

3.6 Parents and carers

Parents and carers of students at our school will:

- › Value learning
- › Encourage their child as a learner
- › Make sure their child is ready and able to learn every day
- › Support good attendance
- › Participate in discussions about their child's progress and attainment
- › Communicate with the school to share information promptly
- › Provide resources as required to support learning
- › Encourage their child to take responsibility for their own learning
- › Support and give importance to home learning

3.7 Governors

Governors at our school will:

- › Provide support and challenge for the principal and senior leaders
- › Be critical friends to the principal and senior leadership team to support the development and progression of the school

3.8 Salutem

The Divisional Director for Education and members of the Salutem quality team will:

- › Monitor the impact of teaching and learning strategies on students' progress and attainment
- › Monitor the effectiveness of this policy and hold the principal to account for its implementation
- › Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

At Ingfield Manor School, the aim of our curriculum is to maximise individual student's holistic potential, so they believe 'I can'.

At Ingfield Manor School, our curriculum is planned to support our students to develop their understanding of the world they live in and their place within it as we believe this is important to support them develop a sense of belonging and self-esteem. Due to the different needs across Ingfield Manor, we follow two main curriculum pathways: one within the main school and the other in Woodview.

Students within the main school, who have motor neurological impairments, follow the Conductive Education ethos of focusing on individual's potential, which includes a daily motor learning lesson. Through our holistic approach, students follow an adapted National Curriculum as we recognise the importance of planning for our students to develop their physical, communication and social skills, as well as academic skills, and encourage them all to be as independent as possible

Within Woodview, students follow the National Curriculum adapted to meet the needs, interests and abilities of the students. The curriculum is planned to be flexible enough to support students cope with social situations as they arise, build resilience and cope with their emotions, as well as develop their academic knowledge and skills, to prepare them for life.

The head of education, together with the lead practitioners and curriculum co-ordinators, will create long-term plans, which outline the teaching and learning across the different key-stages to create a coherent and progressive framework of learning.

Teachers will use the long-term plans to create medium term plans that cover either a term or half-term and reflect the high expectations held for all students. These medium-term plans will provide an overview of the intent of the learning, key questions to be focused on, the necessary vocabulary that students need to learn, and the resources required. In addition, the plans will detail information about the individual students: their current level of learning and the targets for them to achieve by the end of the period of learning. Each student has an Education Health and Care Plan (EHCP) which details their agreed long-term outcomes and annual targets, which support the student to work towards these, are agreed and set at the annual review of the EHCP. These are then broken down into termly objectives, reflected in the aims of the medium-term plans and, to ensure that students have opportunities to achieve these objectives, the plan will detail how the teacher aims to deliver the teaching and learning, including the activities to be completed by the students. This is a working document and teachers will use feedback of achievements and observations of learning to inform future planning, detailing any planned actions and interventions that ensure each student has the opportunities to meet the high expectations the targets reflect.

Also see our EYFS policy for more details on our school's teaching and learning in the early years and 6th Form curriculum policy for more details of teaching and learning within our 6th form provision.

5. Learning environment

When students are at school, learning will generally take place in the as classrooms, outdoor spaces, woods, halls, and shared learning spaces.

These spaces will be kept safe, clean, and ready for students to use.

They will be arranged to promote learning through:

- › Access to all equipment needed by individual students to access learning and develop their physical and communication skills
- › Taking into account the learning needs of the students i.e. lighting levels, plinths/tables, sensory needs
- › Reflecting a total communication approach
- › Accessible resources for learning such as books, worksheets and other equipment
- › Clearly labelled, clutter-free and comfortable learning areas
- › A seating layout that allows everyone to see the board and participate
- › Displays that celebrate, reflect and support students' learning

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all students into account.

We will differentiate learning to cater to the holistic needs of all of our students, including:

- › Their disability and how this impacts on their ability to access learning and resources
- › Their means of communication
- › Any sensory impairments
- › Learning approach ie multi-sensory, auditory etc.
- › Students with English as an additional language (EAL)
- › Disadvantaged students
- › Ability

To enable this to happen, we will:

- › Follow a transdisciplinary approach so therapists and sensory support teacher support within the classroom to remove barriers to learning and enable holistic.
- › Set personalised targets to challenge individual students and support them to make progress academically, physically and with their communication
- › Plan personalisation of learning tasks that enable all learners to meet the outcomes set within their EHCPs.
- › Use highly skilled support staff effectively to facilitate learning
- › Provide carefully planned facilitation and scaffolding
- › Provide resources appropriate to individual students needs, including visual, hearing and sensory
- › Stream groupings for certain subjects, where appropriate

7. Home learning

Home learning, or homework, will be set when it supports students to make the link between what they have learnt in school and the wider world.

All home learning will be communicated with parents/carers as we understand that, due to the needs of our students, parents will need to be actively involved in all home learning. As a result, we will ensure that any home learning is reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8. Marking and feedback

At Ingfield Manor School, we believe all students have the right to receive feedback (information given to the individual about their performance, relative to goals or outcomes) on their learning. This should include positive feedback, to boost self-esteem and aspirations, as well as information about how to progress their learning. Providing feedback in the moment, as well as through the marking of workbooks/folders, supports students to become reflective learners.

Feedback on achievement and progress is provided verbally throughout the lesson by the teacher and adults supporting and time is given at the end of the lesson for self, peer, and staff evaluation of achievement towards the lesson targets. This information is recorded on the lesson target sheet, so students are able to reflect on this in the next lesson, as well as to demonstrate their learning journey. Teacher's feedback includes the next steps the student needs to work on to enable them to continue to make progress and is provided verbally, as well as recorded on the target sheet, and links with marking in the workbook/folder.

See Marking and Feedback Policy for more information.

9. Assessment, recording and reporting

At Ingfield Manor we create an environment where assessment is integral to planning, teaching and record keeping ensuring high quality learning takes place. Formative assessment provides evidence to inform teaching and summative assessment provides information for stakeholders.

We use formative assessment as a continuous process which is part of our teaching and learning cycle. The reason for this type of assessment is to inform teachers of what students have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Students should be active partners in the process, which should give them an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class
- Ongoing observations of students
- Visible evidence of learning (completed tasks)
- Discussions between staff working with students
- Evaluation of lesson targets – self, peer, support staff and teacher

Summative assessment may take place at the end of a particular unit of work, as well as at the end of each term and annually, for the review of the EHCP. This informs teachers how well students have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement. Examples of summative assessment are:

- Evaluation of personalised termly objectives
- Evaluation of personalised annual targets
- Recording assessment against objectives taught within each curriculum area
- Test results
- The Early Years Foundation Stage Profile is completed for pupils at the end of their reception year
- Nationally recognised qualifications/programmes such as WJEC Entry Pathways, WJEC Personal Progress, GCSE, Edexcel Math Entry Level Certificates, City and Guilds AAC, Open Awards Accessible ICT and Arts Award, which are conducted under the conditions set out by JCQ and as detailed in our Exams Policy.

- Tracking against PIVATS twice a year after an initial baseline within 6 weeks of student starting at Ingfield Manor School

We will track students' progress using a combination of the above formative and summative assessments and use this information to inform future planning.

As part of our commitment to keeping parents and carers involved in their child's education, we provide regular updates on their progress. This includes termly evaluations of targets, an annual review process, and end-of-year reports. We also host open mornings where parents and carers can discuss their child's progress and next steps, as well as look through their workbooks and evidence records.

Please see the Assessment Recording and Reporting Policies for further details

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our students make the best possible progress from their starting points.

School leaders, lead practitioners and curriculum leaders will monitor and evaluate the impact of teaching on students' learning through:

- › Conducting learning walks
- › Formal lesson observations
- › Reviewing marking and feedback
- › Termly student progress meetings
- › Planning moderation
- › Book scrutinies

11. Review

This policy will be reviewed every year the Head of Education. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- › Behaviour policy
- › Early Years Foundation Stage (EYFS) policy
- › 6th Form Curriculum Policy
- › Assessment, recording and reporting policy
- › Marking and feedback policy
- › Curriculum statements