



The Percy Hedley
Foundation

TEACHING AND LEARNING POLICY

Education Services

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Policy Control/Monitoring

Version:	V0.3
Approved by: (Name/Position in Organisation)	D’Arcy Myers
Date:	24.1.22
Accountability: (Name/Position in Organisation)	Heads of Education Services
Author of policy: (Name/Position in organisation)	Katie Murray Head of PHS
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Revised (Date):	January 2022 Jo Allen, Head of NCS
Target audience:	This policy applies to all members of the education community (Teachers/Tutors, Therapists, Support Staff, Parents, Pupils/Students and members of the schools/college Governors).
Amendments/additions	
Replaces/supersedes:	V0.2
Associated Policies: (insert hyperlinks)	SEND Curriculum for different departments Therapy Subject Specific
Associated National Guidance	National curriculum in England: framework for key stages 1 to 4 (DfE 2014) National curriculum in England: primary curriculum (DfE 2015) National curriculum in England: secondary curriculum (DfE 2014) SEND code of practice: 0 to 25 years (DfE 2020)

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	Development Matters (DfE July 2021)
Document status	This document is controlled electronically and shall be deemed an uncontrolled document if printed. The document can only be classed as 'Live' on the date of print.

Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and members. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body
V0.1	November 2018	Katie Murray Head of Percy Hedley School	Approved	Regulatory requirement
V0.2	February 2019	Katie Murray Head of Percy Hedley School	Approved	Regulatory requirement
V0.3	January 2022	Jo Allen Headteacher of Northern Counties School	Approved	Regulatory requirement

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Roles & Responsibilities

Role	Responsibility
Chief Executive	Overall responsibility
Heads of Education Services	To ensure the appropriate the deployment of this policy and to ensure that this policy is kept up to date in accordance with current regulations, legislation and guidance.
All staff	Adherence to this policy.

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1. Introduction

This document is a statement of the aims, principles and strategies for teaching and learning across Percy Hedley Education provision.

It lays the foundation for our approach to teaching the curriculum and should be read in conjunction with our curriculum, curriculum planning and monitoring and evaluation policy statements.

This policy reflects current practice, which we promote within our schools/college, and identifies areas of work that are being developed.

2. Purpose

This document aims to:

- Promote the development of effective strategies for teaching and learning
- Ensure that we meet the needs of pupils more effectively by establishing a consistent approach to teaching and learning
- Provide support and guidance to staff on effective teaching and learning strategies
- Provide information to parents and carers on our approach to teaching and learning and explain how they can support and contribute to its development
- Ensure resources support effective teaching and learning
- Provide a focus for the monitoring and evaluation of teaching and learning

3. Scope

This policy applies to all members of the education community (teachers/tutors, therapists, support staff, parents, pupils/students and members of the schools/college governors).

4. Principles

4.1 What is effective teaching and learning?

Effective teaching and learning is the process we adopt by which we deliver our modified curriculum, which is broad, balanced, relevant and personalised to meet the needs of the pupils whilst having regard of the National Curriculum, Religious Education, Collective Worship, and the Code of Practice for Special Educational Needs and Disability (2014).

In Percy Hedley Education Services, we have adopted an integrated approach where teachers/tutors and therapists jointly plan and implement programmes to support effective teaching and learning for pupils/students so that we meet their individual needs and enhance their access to the whole curriculum.

Pupils may follow a formal, semi-formal or pre-formal pathway through school / college.

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- The formal pathway includes subject based lessons leading to accreditation.
- The semi-formal pathway includes topic-based learning and may include some accreditation.
- The pre-formal pathway is focused on the engagement model.

Some pupils may follow a blended pathway that includes a mixture of subject and topic-based learning.

4.2 Principles of Teaching and Learning

The main responsibility for the pupils'/students' education rests with the whole staff. All staff are required to facilitate pupils/students access to the curriculum and mediate to ensure their effective learning irrespective of their specific role. This approach is fundamental to our work with our pupils/students. We therefore welcome and actively encourage the involvement of parents, carers and others in the community as part of this approach to team working.

4.3 Responsibilities

4.3.1 All members of the education community (teachers/tutors, therapists, support staff, parents, carers and members of the schools/college Governors) work towards the school/college aims by:

- Sharing responsibility for facilitating access to the curriculum and mediating pupils/students learning so that they make progress.
- Valuing pupils as individuals and respecting their rights, values, differences and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well-ordered environment that promotes positive behaviour support
- Offering equal opportunities in all aspects of school/college life and recognising the importance of different cultures and characteristics.
- Encouraging, praising and positively reinforcing good relationships, behaviour and learning.
- Working as a team, supporting and encouraging one another.

4.3.2 Teachers/tutors, therapists and classroom support staff work towards the school/college aims by:

- Working collaboratively within a shared philosophy and agreed practice.
- Having a positive attitude to change and to the development of their own expertise (engage with CPD opportunities).
- Encouraging good relationships with parents and carers, and establishing links with the wider community, to prepare pupils for adult life.
- Take an active part in the performance management to further their professional development.

4.3.3 Parents and carers work towards the school/college aims by:

- Sharing their knowledge of the pupil's strengths and difficulties.

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- b. Take part in setting outcomes for their child/young person and assist in implementing programmes to address these at home.
- c. Ensuring that the pupil attends school/college regularly and punctually.

4.3.4 Pupils/students work towards the school/college aims by:

- a. Being punctual and ready to learn and / or engage with regulation activities to get ready for learning.
- b. Being as independent as they can (e.g. bringing necessary kit, taking letters home, returning reading books regularly).
- c. Showing respect for themselves and others and / or following their positive behaviour support plan.
- d. Taking pride in their work and a growing responsibility for their own learning
- e. where appropriate,
- f. working well with their peers and being tolerant of others.

4.4 Quality teaching and learning

Our aim is to create an environment in which quality teaching and learning can take place so that all pupils/students can realise their potential.

We believe that:

4.4.1 Pupils must be ready, well-regulated and relaxed for learning to happen. Pupils may appear to not be engaged in learning activity: this is because they are engaged in activities that get them ready to learn:

- a. Self-regulation planned activity e.g. movement breaks, sensory integration activities, hand / foot massage, deep pressure
- b. Relaxing in a quiet or sensory area
- c. Receiving low-sensory input as judged by those who know them best

4.4.2 Quality learning occurs when pupils/students, within their level of ability:

- a. Feel happy and secure and are encouraged to view themselves positively.
- b. Experience success and feel a sense of achievement.
- c. Feel accepted and have a sense of pride in belonging to their school/class.
- d. Are regulated and ready to learn. This means that regulating activity happens proactively and is naturally threaded throughout the day.
- e. Feel a sense of ownership and purposefulness towards their work and increasingly take control of their own learning and make informed choices about this (e.g. choosing a book or partner for a task).
- f. Are supported by their parents / carers and feel that their work/effort is valued both at home and at school/college.
- g. Develop the skills to communicate their work and interact with others.
- h. Learn new skills, knowledge and understanding (for pre-formal learners this includes, realisation, exploration, persistence, anticipation and initiation) and opportunities to apply these in different contexts.
- i. Are actively involved in the learning process (I hear, I see, I do).

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- j. Are given opportunities to present their work to differing audiences.
- k. Are given the opportunity to work collaboratively.

4.4.2 Quality teaching occurs when, teachers/tutors, therapists and support staff:

- a. Have good subject knowledge and undertake regular training to maintain and develop their skills.
- b. Are enthusiastic, committed, flexible and ambitious in their approach to teaching and learning.
- c. Employ a variety and balance of teaching styles (exposition/instruction/direct teaching) and grouping strategies (pairs, groups, friendship, ability etc.) as appropriate to the needs of the pupil/student and the subject being taught.
- d. Create capable learning environments that are matched to the physical, sensory and emotional needs of all pupils/students.
- e. Take account of pupils/students interests and experiences and value their comments and views / responses to learning activities.
- f. Ensure that work is rigorously planned, with clear learning outcomes and activities that are matched to the pupils' ability and understood by the pupil.
- g. Provide opportunities for pupils / students to consolidate and generalise their learning and to assess their own learning regularly.
- h. Encourage pupils /students to question, make decisions, investigate and solve problems.
- i. Are aware of and sympathetic to, all information that affects pupils'/students' learning (e.g. cultural background, age, stage, special educational needs and disabilities).
- j. Follow positive behaviour support plans, thus ensuring each pupil's / student's needs are met.
- k. Provide activities that ensure equal opportunities for all.
- l. Give regular feedback to the pupils / students and use assessment to ensure that learning activities build on previous knowledge, skills and understanding.
- m. Ensure any homework given extends or complements the work done in class and conforms to the school homework policy.

4.5 Effective classroom structures and routines alongside positive behaviour support strategies are key elements in providing quality teaching and learning

A capable learning environment will have many of the following features:

- a. A positive ethos which provides a positive classroom atmosphere.
- b. Organisation that encourages pupils to become independent learners.
- c. Clearly established systems and routines that includes maintaining an orderly environment.
- d. Positive behaviour support strategies that are consistently applied and which pupils/students think are fair.
- e. Efficient and flexible use of space which facilitates working as individuals, in small groups or as a whole class.
- f. Appropriate furniture, fixtures and fittings that is well-matched to the pupils' needs
- g. A wide variety of appropriate and well managed resources which promote pupils' /students' engagement including resources for information technology and appropriate software.

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- h. Stimulating, clearly labelled displays that involve the pupil/student, are relevant to the topic/work, updated regularly and both inform and celebrate success
- i. Well lit, ventilated rooms where pupils work in comfortably warm conditions.

4.6 Whole school/college strategies for teaching and learning

- a. Our curriculum is differentiated according to the age and the needs of the pupils/students
- b. Our integrated teacher and therapy planning ensures that our pupils have access to a modified curriculum and effective teaching and learning approaches.
- c. We support pupils / students to achieve their maximum functional independence including independent travel, toilet training, mealtime management and health care routines, as appropriate.
- d. Discussion and collaborative working between pupils/students is encouraged wherever appropriate and these skills are modelled and supported by therapists and teachers working together through the social communication and regulation programmes.
- e. Classroom support is provided by well-qualified / experienced learning support assistants and from care assistants.
- f. Volunteer helpers assist in some classrooms, on educational outings and visits and in providing other help, such as school productions and extra-curricular activities.
- g. Secondary school pupils on work experience are accepted into school/college as are students on placement as part of their studies; e.g. trainee teachers/tutors, psychologists, therapists and medical students.
- h. The homework policy ensures a consistency of approach which is clearly understood by parents and carers
- i. Excellence is celebrated in display and presentation (e.g. in the classroom or in assembly) through certificates, wow moments, MarvelousMe messages and Earwig)

4.7 Strategies for ensuring progression and continuity

- 4.7.1 Detailed planning that enables the pupil / student to build on previous knowledge, skills and understanding alongside robust target setting and monitoring ensures progression.
- a. Long term curriculum plans are written for each part of school and reviewed on an at least 3-year cycle. Integrated medium term plans are derived from the curriculum plans and are written jointly by the teaching and therapy team. Short term plans are written for each session. Different planning formats are used depending on the session being delivered.
 - b. Our monitoring and evaluation policy ensures that relevant programmes of study for each subject have been fully covered, and that each pupil’s curriculum is broad, balanced, relevant and differentiated to meet their needs.
 - c. Our curriculum planning guidelines identify recommended time allocations for learners on a formal learning pathway, and through discussion within the staff apply sensible judgements for discretion in respect of individual pupils or groups of pupils.
 - d. Our whole school/college schemes of work identify learning objectives related to the relevant learning, key vocabulary and concepts, thinking skills, IT, RSE and wellbeing.
 - e. Staff weekly/daily plans are used to ensure differentiation for individual pupil/student or groups as necessary. IEP targets are addressed at this level. Lead staff monitor planning, IEPs and teaching so that they can provide support and guidance as applicable and generally disseminate good practice.
 - f. The curriculum for our youngest pupils has been adapted from the Development Matters framework to meet their needs.

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- g. The Preparation for Adulthood curriculum has been planned to help prepare pupils/students for adult life focusing on these key areas:
 - World of work
 - Independent living skills
 - Friends, relationships and community
 - Good health and wellbeing
- h. Pupils / students on a preparation for Adulthood pathway continue to work towards their EHCP outcomes and, when they are ready, are entered for an appropriate range of external accreditation.
- i. Regular staff meetings and training are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.
- j. As all age schools/college we have lead coordinators for key areas of our curriculum. A key aspect of their role is ensuring continuity and progression throughout the school/college and they:
 - Take the lead in policy development and the development of their subjects or areas of responsibility within school/college
 - Advise colleagues in the implementation of therapy or the curriculum subject / area and in the production of detailed work plans and assessment, moderation and record keeping activities.
 - Monitor and evaluate progress in their subjects or specialism and advise the headteacher / principal on action needed
 - Take responsibility for the delegated budget for their subject or specialism and the purchase and deployment of materials and equipment appropriate to their subjects at each Level/Key Stage
 - Are given planned non-contact time to allow them to support colleagues in the classroom and to develop other aspects of their role
 - Are expected to keep up to date through reading and attending relevant courses.

4.7.2 Accurate assessment is key to ensuring that learning is captured, and next steps planned. Assessment takes many forms including:

- a. Feedback to pupils about their own progress is achieved through discussion and the marking of work with the pupil. See the school marking policy.
- b. Assessment for learning: teachers share learning targets and feedback on these, alongside pupil self-assessment so that the pupil knows what they should do next to improve.
- c. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's/young person's attainment in each area of the curriculum, determining what each child/young person has learned and what, therefore, should be the next stage in their learning.
- d. Summative assessment is conducted using a range of assessment tools: teachers and therapists review learning at least termly.
- e. The statutory annual review of the pupil's Education Health Care Plan of Special Educational Needs is supported by a detailed report from teachers and therapists and a review of the IEP.

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- f. Outcomes within the EHCP are captured within each pupil's/student's Individual Educational Plan and agreed with parents / carers and, wherever possible, the pupil / student themselves.
- g. The staff compile evidence: this might be in workbooks, learning journals, photographs or on Earwig (online tool). Evidence moderation is seen to be an essential element of our teaching and learning processes.
- h. Transition between classes, across phases or into new provision is supported by planned transition work, the sharing of information and transition visits where appropriate.

4.7.3 Recording and reporting

- a. Records of progress for each pupil/student within the curriculum are kept by the teacher along with evidence of work in the core subjects. This evidence includes exercise books, or pieces of work demonstrating standards.
- b. Records of therapy progress are kept by individual therapists and used to plan and direct future therapeutic intervention and support pupils'/students' access to the curriculum.
- c. Reporting to parents /carers is carried out on a regular basis through class open days / coffee mornings, parent visits and the statutory annual review process. Parents can make an appointment to see any relevant member of staff at any other time to discuss their child/young person's progress.

4.8 Appropriate use of resources

All staff have access to school/college resources. Individual maintenance budgets are made available. Additional money is available to develop areas of work as set out in the school improvement plan. Classroom Resources are the responsibility of classroom teachers who ensure that:

- a. There is a range of resources appropriate to the age range, ability and curriculum taught, which are well organised, clearly labelled and, where appropriate, accessible to the pupils.
- b. Pupils/students are encouraged to act independently in selecting materials suitable for the task and for returning resources to their correct place.
- c. Due regard is given to Health and Safety issues, e.g. risk assessments, storage and use of tools and other equipment.
- d. The pupils/students are taught to use time effectively and are encouraged to take increasing responsibility for this as they progress through the school/college.
- e. Teachers/tutors and therapists establish consistent routines so that pupils/students engage in useful activities throughout the school / college day.
- f. Information Technology is used to support quality teaching and learning across the whole curriculum. The IT lead provides technical support and guidance for IT and is supported in this role by specialist technicians/support staff and therapists. All staff are responsible for facilitating access to IT for pupils when required and helping them to develop and apply their IT skills.

4.8 Health and Safety

Health and Safety issues are the responsibility of all who work in our schools/college. However, the headteacher/principal has overall responsibility for Health and Safety and all problems should

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be reported to them immediately they are discovered. More detailed information can be found in the school Health and Safety Policy document or from the Head of Health & Safety.

5. Monitoring and Compliance

Overall responsibility for the operation of the procedure lies with the Chief Executive, supported by Heads of Education Services.

This policy will be reviewed on an annual basis and updated accordingly. It is the responsibility of the Heads of Education to implement and ensure compliance with this policy and the responsibility of all members of the educational community adheres to this policy.

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