

POLICY FOR TEACHING AND LEARNING

The school is developing its teaching and learning approaches so that it promotes consistent and effective practice in the delivery of a curriculum, which is balanced, broadly based and aim to:

- ❑ Provide opportunities for all pupils to learn and achieve
- ❑ Promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

POLICY INTO PRACTICE

The Curriculum is differentiated within each Key Stage to meet the needs of the pupils. Each Key Stage follows the curriculum orders for that year group.

The Early Years curriculum - please see the Mary Sheridan Policy and Early Years Policy for more information.

In Key Stage One, pupils continue to follow the Early Years Curriculum until they reach Year Two. During the Spring Term of that year, pupils will begin to follow the National Curriculum guidance (see KS1 curriculum policy).

Key stages 1-3 use a topic based approach to the curriculum. Cross curricular activities enable pupils to gain a 'total' experience aligned with their level of need.). Pupils are in curriculum led groups within KS2. Currently the school is running two satellite classes in Key Stage two based at Chartham Primary School.

St Nicholas is also running six satellite classes (3 in KS3, 2 in KS4 and 1 in KS5) within local secondary education provision ie The Canterbury Academy (including Chaucer site), Spires Academy, Community College Whitstable and Herne Bay High School.

In Key Stage Four pupils follow a personalized curriculum to fulfill the requirements of the Foundation Learning Pathways ie functional skills (Maths, English, ICT) and vocational skills and personal and social development as well as all mandatory subjects required at KS4. The elements of the curriculum also are taken from the individuals Person Centred Plans (PCP). Students follow accredited courses that are continued and extended in the post-16 group based at Canterbury College and are recognized nationally as part of the wider academic field. Students have opportunities for inclusion within the wider community and school work based work experience. (See KS4 curriculum policy)

In Key Stage Five, the curriculum planning takes into account the range of opportunities provided by being located on the Canterbury College site. The SN@CC Life Skills Programme has a considerable and exciting influence on the delivery, recording and accreditation of the curriculum. The current core themes also play a central part in the curriculum offered to the students. These are:

- Foundation learning Pathway – communication/English; Number Handling/Mathematics; ICT; Personal and Social Development; Vocational skills development;
- Expressive Arts
- ‘Moral, Religious, Spiritual, Social and Cultural Development’
- Integration and inclusion work with main Canterbury College
- Independence and taking responsibility for supporting each other. (see 16-19 Foundation Learning and Curriculum Policy)

There are extension English and Maths opportunities for all pupils within KS3 to develop skills which may lead to accessing accreditation at the end of KS4. At KS4 there are extension classes for English, Maths, ICT and Art and Design. Students also have access to specialist teachers in Art, Music, and PE.

RE is covered through a separate Curriculum Map (Key stages 1-4) which relates to the Kent Agreed Syllabus.

ASSESSMENT

Teachers assess pupils’ progress throughout the year by:

- Planned assessment activities
- Statutory assessments
- The completion of assessments through PUPIL ASSET
- Individual discussions and activities with pupils when they are encouraged to appraise their own work and progress
- Shared Goals
- Observations
- Photographic journals/video
- Birth to Five in the Early Years and Foundation Stage Profile
- National Standards Entry Levels 1-3 (Functional Skills)

At KS4 there are seven areas of accreditation in place

- OCR Life and Living Skills
- OCR Functional Skills in English, Maths, ICT and Science all at entry level.
- City and Guilds Work Based Learning (being trialled 2017)
- Duke of Edinburgh Award

- Arts Award
- Sports Leaders

At KS5 there are accredited Foundation Learning Pathway Programmes and Entry Level Certificates in Functional Skills – English, Maths, ICT and a range of Entry Level modules in Life and Living Skills for Personal Social Development and Employability. Additional accreditation is provided in Performing Arts and internal certification in Sensory Experiences, Literacy and Numeracy.

EVALUATION AND REVIEW

Planning is a process in which all teachers are involved, whereby:

- The School Improvement Plan is reviewed and agreed annually by staff and Governors
- Key stage planning is undertaken and topic plans are carefully balanced to ensure full coverage of the curriculum
- Each Key Stage and Curriculum Co-Ordinator will produce an Action Plan and compile a budget plan for each Key Stage
- Teachers will evaluate their lesson plans and make adjustments where necessary.
- Curriculum Co-Ordinators will regularly review Curriculum Policy.
- Please refer to Performance Management Policy, Monitoring and Evaluation Policy and Planning, Assessment, Recording, and Celebration Policy for further information on evaluation and review.

The Headteacher, Deputy Headteacher and Assistant Headteacher will liaise with the Key Stage Managers and the Curriculum co-ordinators to ensure that curriculum coverage meets statutory requirements and that pupil progress is ensured.

Teaching and learning is a co-operative process involving the staff, governors, parents, multi-disciplinary colleagues and others in the community. We will jointly work towards the School aims by:

- Providing a safe, secure and stimulating environment in which everyone is aware of behavioural expectations
- Valuing each child as an individual and respecting their individual rights, values and beliefs
- Fostering good relationships and a sense of belonging to the school community
- Working as a team supporting and encouraging one another
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures

Key characteristics of teaching and learning

The Learning Environment

The management of classroom resources is the responsibility of the classroom teachers who ensure that:

- There is a range of appropriate, accessible and labeled resources available from which pupils can, or can be helped, to select materials suitable to the task in hand
- Clear visual aids on display to develop independent communication
- Access to Augmentative Communication systems at all times and in all lessons.
- Pupils know or can learn where resources are kept and their rules about access and use
- Pupils are encouraged to act independently in choosing collecting and returning resources where appropriate
- Pupils and teachers act together to establish an attractive, welcoming and well organised environment, engendering respect, care and value for all resources
- Pupils should be able to use information and communication technology (ICT) effectively as a tool and as part of their learning in all other subjects and areas.

Pupils' Learning

Pupils work towards the school's aim by:

- Engaging positively with the learning activities and experiences
- Being organised, bringing necessary kit, taking letters home promptly, returning homework and books regularly (as appropriate)
- Conducting themselves in line with the behaviour policy of the school
- Taking a growing responsibility for their own learning
- Pupils will be involved in
 - listening, watching, attending and focusing
 - sensing, feeling and remembering
 - the use of perception and intuition
 - communication and interaction
 - thinking, reasoning and imagining
 - movement, problem solving and practical activity
 - independent, shared and co-operative activity
 - exploration and investigation
 - observation, recording and interpretation
 - review and evaluation of their own learning

The Teacher

Teachers work towards the school's aims by:

- Providing a challenging and stimulating programme of work designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Ensuring that learning is progressive and continuous
- Maintaining an up-to-date knowledge of the National Curriculum 2000 and their pupils' entitlements
- Having a positive attitude to change and the development of their own expertise
- Being good role models - punctual, well prepared and organised
- Working collaboratively with a shared philosophy and commonality of practice
- Following the Teachers' Standards guidelines.

Parents

Parents work towards the school's aim by:

- Ensuring that children attend school in good health and inform the school of absences due to ill health, medical appointments etc.
- Providing support for the discipline within the school and for the teacher's role
- Participating in discussions concerning their child's progress and attainments and onward transition, including attending TAC meetings, Annual Reviews, Parents Evening and other relevant meetings concerning their child's progress
- Ensuring early contact with school to discuss matters which affect a child's progress and behaviour
- Giving due importance to homework activities as appropriate
- Completing the St Nicholas Learning Journey in the Early Years
- Allowing their children to take increasing responsibility as they progress through the school

Multi-Agency Working

The school works towards:

- Working co-operatively with all agencies for the benefit of all students and families
- To work with all agencies in the shared goals meetings to support progress and target setting for key pupils
- To work on joint projects, to include Hydrotherapy, MOVE, Active Education, Toilet Action Group (TAG) and the St Nicholas around the child key support in eating skills (SNACKIES) to support pupils needs across the school
- Follow programmes implemented by the Multi-Disciplinary team
- Development of joint agency risk assessments for pupils that require moving and handling

- Implementing new initiatives in consultation and partnership with the multi-agency team ie Parent Working Party, Transition Working Party etc.

The National Curriculum

- Termly work plans are drawn up by individual teachers, matched to the individual needs of the pupils (Provision Plans), the National Curriculum and the School's agreed policies
- Detailed daily/weekly lesson plans are prepared by each teacher and monitored by the Headteacher
- Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards
- Pupils are given feedback on their work and progress
- Positive and constructive comments are used to assist the child to attain the next target
- Curriculum Coordinators monitor coverage of subject areas across the school.

The Effective Teacher

- Is sympathetic to the needs of all pupils and supports every pupil to fulfill their individual potential
- Has high expectations of all pupils, setting the appropriate level of challenge to take the pupils forward in their learning, independence and thinking skills in every session.
- Is able to engage and inspire pupils with his/her own enthusiasm, using creative strategies and approaches to deliver the curriculum and meet the needs of pupils.
- Effectively communicates the pupils' next steps to extend their learning.
- Makes learning enjoyable and recognises the value of humour and fun
- Likes and respects pupils, enjoying their progress and achievements
- Employs a wide variety of interesting teaching methods
- Sets clear targets and gives positive feedback to pupils
- Differentiates the work appropriately and has appropriate learning outcomes to meet all the pupil's needs.
- Is well prepared and organised
- Assesses, evaluates and records
- Develops pupils independence in learning, establishing good work routines and therefore effective pace and progression.
- Is fair and establishes clear, consistent and realistic standards of behaviour; maintaining good order and discipline using rewards and sanctions.
- Works in partnership to maximise the effectiveness of the Teaching Assistants in the classroom
- Establishes welcoming and open liaison with parents
- Is a supportive and co-operative colleague, willing to share ideas

- Recognises, supports and contributes to the school ethos
- Is aware of, and seeks to enhance, the schools links with its community and the environment
- Utilises multi-professional support and works collaboratively with other professionals

The Effective Lesson

- Starts and finishes on time and in good order
- Has a clear structure with a beginning and a conclusion and is well prepared and appropriately resourced
- Starts from where the children are and is separately differentiated
- Builds on that, moves forward and stretches all abilities
- Involves every child and checks the child's understanding regularly
- Gives feedback which affirms what the child has done well
- Uses a variety of methods and a balanced range of teaching approaches including one-to-one, small group and whole class exposition, demonstration, discussion, practical activity, investigation, testing and problem solving
- Has a brisk pace, giving children clear guidance on available time
- Highlights individual and group achievements
- Uses re-call and reflects on what has been learned
- Looks ahead to the next time and the next step
- Is orderly, interesting, enjoyable and well planned
- Is well organised with accessible and stimulating resources
- Has rigorous pace and clear progression provided by the teacher
- Has high expectations of all pupils
- Utilises the Teaching Assistants and other adult support effectively

The Effective Pupil

- Is a successful learner, a confident individual and a responsible citizen
- Understands the difference between appropriate and inappropriate behaviour
- Takes responsibility for their own learning and is self motivated
- Enjoys coming to school and feels unworried and at ease
- Has parents and carers who work in partnership with the school to ensure that children are prepared alert and appropriately equipped

Principles of successful learning

Successful learning does not happen in isolation but is a continuous process consisting of many influences and experiences in and beyond school. We believe that it is the quality, variety and effectiveness of these experiences that maximise a child's learning potential.

We believe that children will learn successfully when:

- They have a positive image of themselves
- They feel secure and involved in their learning
- They have high expectations of what they can achieve
- They have equality of opportunity to gain full access to the curriculum
- Their emotional, physical and learning needs are considered
- Tasks are matched to their needs, age and abilities
- They understand the nature and relevance of the task and what is required of them
- There is a calm, but busy, working environment with well established routines
- They receive appropriate and sufficient praise and encouragement
- Their views are sought and respected, and there is mutual respect between pupil and teacher
- They have an opportunity to explore a range of materials and develop new skills
- They are given opportunities to extend and apply their skills and knowledge through problem solving and real life experiences
- Their learning experiences build on previous knowledge and skills
- They are able to develop personal and social skills both through their learning and in co-operation with others
- They are encouraged to take risks where appropriate and learn from their mistakes
- Through Person Centered Planning work pupils can make PEP choices of what they want to do in the future, pupils are given the opportunity to develop personality and stamina for learning.

MONITORING AND REVIEW

The policy will be reviewed regularly to ensure continuity and in line with any changes in Statutory Guidance. This will be shared with staff and discussed with Governors if any Statutory changes need to be made.

EQUALITY AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas school, in all policies and procedures will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas school aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community

- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding must be embedded into the life of the school and be adhered to and is the responsibility of all staff.

LINKS TO OTHER POLICIES:

All Curriculum Polices
Safeguarding
Communication
Behaviour
ICT policy
Health and Safety
PARRC
Performance Management.

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REVIEWED TERM 4 2017