

Haughton School



Teaching and Learning Policy

Updated: September 2024

Review Date: September 2026

Meeting Individual Needs

Introduction

At Haughton School we believe that learning should be a rewarding and enjoyable experience that equips children with the skills, knowledge and understanding they need in order for them to lead full, happy and fulfilling lives.

Our Vision

- To ensure our children achieve to the best of their abilities with fully inclusive classes following an adapted curriculum that meets statutory guidelines
- To ensure that the children are provided with a range of opportunities to experience and enhance success
- To ensure the school curriculum, quality of teaching and environment enables outstanding achievement and behaviour for learning
- To ensure that teaching is of high quality and progress can be tracked effectively so that the children can continue to make expected and better than expected progress
- To ensure we have a strong Leadership in place to secure the strategic direction of the school and implementation of the vision

Our Aims

- To help each child develop his/her academic, social and practical abilities to his/her highest level
- To promote spiritual, moral, cultural, mental and physical development of each child at school
- To help each child achieve self-confidence, initiative and independence to help to prepare them for opportunities, responsibilities and experiences in later life
- To promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- To create a school community of caring, sharing and learning
- To ensure relationships between children, parents, carers, governors, school staff and other professionals is open and supportive based on mutual trust and respect
- To provide a high quality of teaching with appropriately trained and experienced staff
- To provide a safe and secure learning environment for all children, staff and visitors
- To provide a happy learning environment where children's achievements are recognised, praised and valued
- To provide a range of age-appropriate learning experiences which are exciting, challenging and engaging
- To work within our financial boundaries ensuring, where possible, best price is achieved

The Learning Environment

- Child friendly
- Accessible to all
- Total communication approach used (symbolised labels, timetables, schedules)
- Individualised timetables and schedules are used to support children as needed
- Calm and purposeful
- Stimulating and captivating whilst not being over stimulating

- Engaging displays that show children's work and celebrate their successes
- Independence is encouraged
- Organised, clean and clutter free
- Outdoor areas accessible (daily for Early Years, Key Stage 1 and Semi-Formal)
- Reward charts and Learning Charter displayed
- Planning displayed
- Classrooms are set out to provide opportunities for whole class, group teaching and individual workstations as required
- Appropriate heating and lighting for individual classes/groups

Displays

- Displays are expected to be exciting, interactive, fresh and colourful and show a range of different subjects
- Walls in the classroom are to be kept clutter free with only display boards being used where possible
- The space around the interactive whiteboard should be free from clutter
- The knowledge harvest is to be displayed in each class showing the children's ideas and understanding at the start of a topic
- Individual literacy and numeracy targets are displayed in class clearly showing children's progress in a visual way and they are written in child speak e.g. I can...
- Appropriate class rewards are displayed alongside the schools Learning Charter
- Symbolised timetables are displayed and used throughout the day with agreed symbols being used
- Displays in the corridor have a theme and are changed twice each year

What is good teaching?

Teaching standards:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment

As staff we believe that good teaching is when:

- Children are happy, busy and engaged
- Confidence is built upon, and successes are celebrated
- Assessment for learning is embedded in school practice
- Groups are organised and differentiated
- Work is differentiated, individualised and appropriate challenge is given
- Activities are interactive, fun, engaging, motivating with a big emphasis on multi-sensory learning
- Staff have a secure knowledge of the subjects being taught

What is a good lesson?

As staff we believe that the following reflects a good lesson:

- Children and staff are actively engaged in fun, exciting lessons
- Well-paced, visual and practical with opportunities for investigative work
- Well-resourced with appropriate and exciting resources with a strong emphasis on multi-sensory learning
- Well planned, showing clear differentiation with clear and specific learning objectives

- Children's learning is moved on within the lesson and the use of extension and consolidating activities are used
- Activities take into account different learning styles and the interest of the children
- Visual support e.g. use of symbols and individualised schedules are used as needed
- Support aids are used for individual children as required e.g. wobble cushions, height adjustable tables etc.
- Clear reward systems in place with clear expectations being shared
- Clear routine and structure for each lesson that the children are made aware of
- Appropriate structure for the lesson – we do recognise that it may not always be appropriate for a three part lesson dependent on the learning intentions for specific lessons.
- Makaton used to support communication by children and staff
- Support staff are appropriately deployed to support the learning of groups and individual children

The children believe that the following reflects a good lesson:

- Sitting in the circle
- Using the bucket (Attention Autism)
- Adult help
- Active lesson
- Talking
- Whiteboard games
- Movies
- Making things
- Music and singing
- Writing to music
- Finishing my work
- Doing the things we like
- When children are good
- When we work hard
- When we learn
- When adults show you things
- Great fun
- Using computers
- Drawing
- When friends help

Staffing Overview

- Teaching assistants support the teaching and learning of groups and individual children within each class. There are a minimum of 3 teaching assistants within each class.
- Teaching staff provide and display daily planning for teaching assistants to read and annotate
- Therapy support staff deliver speech and language, OT and physio plans for identified children

Formal Curriculum

- Our topic work is delivered through the International Primary Curriculum.
- Numeracy is delivered through White Rose.
- Phonics is delivered through Twinkl.
- PSHE and RE are delivered through Jigsaw
- Computing is delivered through Rising Stars and the Sheffield SEND Computing Scheme of Work.

- French is delivered through Language Angels and our own scheme of work.
- See additional curriculum policies.

Semi-Formal Curriculum

Our Semi-Formal curriculum is delivered through the EQUALS curriculum. Literacy, Numeracy and Phonics is also delivered through the same schemes as the formal curriculum.

Our School Day:

Badgers

8.50 am		Children arrive
8:50 am	12:00pm	Play and Learn
12.00 pm	1.00pm	Children's lunchtime
1.00 pm	3.00pm	Play and Learn
3.00 pm		Children leave

Key Stage 1

8.50 am		Children arrive
8:50 am	12:00pm	Play and Learn /Teaching session (group/individual)
12.00 pm	1.00pm	Children's lunchtime
1.00 pm	3.00pm	Play and Learn /Teaching session (group/individual)
3.00 pm		Children leave

Key Stage 2

8.50 am		Children arrive and registration
8.50 am	9.55 am	Teaching Session.
9.55 am	10.05 am	Children's break time
10.05 am	12.00 pm	Teaching Session
12.00pm	1.00pm	Children's lunchtime
1.00pm	3.00pm	Teaching Session
3.00 pm		Children leave

Focused days/week

Over the course of the year we hold a series of focused days or weeks linked to different festivals and curriculum areas. These are:

- Harvest
- Story week
- Number Day

The aim of this is to raise the profile and enthusiasm of these different areas as well as provide children with different learning experiences.

Homework

- All children have a reading book to take home
- Children in Key Stage 2 have weekly spelling to practise at home
- Children in Upper Key Stage 2 also have a piece of literacy or numeracy work each week
- Parents/carers are aware of children's current literacy and numeracy targets and these are encouraged to be worked on at home

Planning overview

- All literacy and numeracy planning uses an agreed format
- All phonics planning uses the four key areas as identified in the phonics document.
- Topic planning is done as detailed medium-term plans.
- Planning is done on an assessment for learning basis – staff plan at the end of the day for the next lesson – taking into account the progress they have made within the previous lesson.

Marking overview

- An agreed marking scheme has been introduced and is used throughout school within target time, literacy, numeracy, topic and PSHE lessons.

Assessment overview

- Assessment for years 1 – 6 within school is carried out through iASEND.
- Our reception children are working towards the Early Years Foundation Stage goals. Assessment is recorded using Cherry Gardens.
- All teaching staff and support staff use iASEND to enter assessments and set individual literacy and numeracy targets.
- Our assessment co-ordinator is Lynne McCormack (Deputy)

Monitoring

- Lesson observations take place once per term and are carried out jointly by members of the leadership team/ middle leaders and our School Improvement Partner.
- Subject leaders and the leadership team monitor planning of literacy, numeracy and phonics
- Subject leaders and the leadership team monitor the work in children's books each term
- Leadership team undertake a learning walk during the first few weeks of the new academic year checking the learning environment, children's books etc.

Pupil voice

- Some children in Key Stage 2 make up our school council.
- All children have opportunity to inform their class rep of any information they wish to be shared.
- The council meet each half term where children discuss identified areas.
- The children have shared their views for the policy on what they think a good lesson is.

Partnership with parents/carers

- We operate an 'open door' policy with parents/carers
- Children have a home school link book which is used for parents/carers to have that daily direct link with their child's class team.
- Weekly class newsletters are sent home to inform families of the week's learning and activities.
- Children's current literacy and numeracy targets are attached to their book bags to inform parents/carers and to enable learning to take place at home
- Parents/carers receive a topic overview/Word Aware for each topic that explains the coverage and key vocabulary.
- Parents/carers consultation evenings take place in the Autumn and Summer term along with transfer reviews and annual reviews of each child's EHCP.
- Once a term parents/carers are invited in for shared learning sessions
- There are also opportunities for parents/carers to come into school to watch Christmas and Summer productions, sports days etc.

Role of the Governors

- *Make long term decisions about the progress and development of the school*
- *Support with the appointment of staff including senior staff*
- *Make decisions about the school's budget*
- *Agree policies for every aspect of the school*
- *Set targets for pupil achievement and attendance*
- *Ensure that the school provides the highest standard of education for every child*