

TEACHING AND LEARNING POLICY

JULY 2017



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Our underpinning philosophy and related aims within this policy relate to the shared goal of developing growth mindsets and instilling a desire in our students to be lifelong learners, interested in evolving worldviews and being responsible and caring citizens of not only our immediate community, but also in relation to Great Britain and the global community. The following policy statements outline this in more detail.

INSPIRING VALUES FOR LIFE

1. Our visions, values, culture and ethos are shared by the whole Federation community.
2. Students are happy, secure, confident and valued for their individuality.
3. Students develop spiritual and moral values, self-discipline, responsibility, resilience and respect for themselves, others and the environment.
4. Staff are committed, creative, work well as a team and have high aspirations of their students
5. Staff put children and young people at the heart of the organisation and aim to support them greatly in achieving the best personal outcomes as an individual to give them wider opportunities and choices in their lives.
6. A positive and inclusive relationship is nurtured between parents, stakeholders, and other agencies who support our students and their experiences in school and in the wider community
7. The Federation at all times holds true to its high principles and values, challenging the sometimes negative and low expectations of our student cohort, so that they realise their best outcomes.

INSPIRING A GROWTH MINDSET AND LEARNING FOR LIFE

1. Students achieve their academic potential through high quality teaching which is exciting, sets high standards, encourages independent thinking, directed improvement and reflection, and lays the foundations for a desire to be a lifelong learner.
2. Staff continue to adapt and improve in their roles through high quality support, guidance and continued professional development as well as their own involvement and engagement in team practices and support of the high expectations of behavior and learning throughout the Federation.
3. An inspirational learning environment, coupled with a diverse curriculum, supports the philosophy and aims of the Federation overall and in relation to teaching and learning.
4. Regular and robust self-evaluation and collective review processes, including planning, and marking and feedback scrutinies, audits and observations, ensure that the whole Federation is a learning organisation where good practices are recognised and shared, and there is a collective motivated approach to excellent teaching and learning.

INSPIRING INTERESTS FOR LIFE AND EXPANDING WORLDVIEWS

1. The curriculum is diverse, offering rich and varied opportunities for the development of academic interest and intellectual curiosity and promoting personal engagement in improvement and development. There are also wider aspects to the curriculum that address personal, social, and health education, as well as current issues and career awareness.

2. The staff team model, through their own behaviours, a commitment to self-improvement, engagement in learning and development, and a dedication to delivering the best of themselves and inspiring others to do the same.

As shown in the above statements, New Horizons Federation aims to be recognised as a model of best practice which offers children and young people in Bexley opportunities which are comparable with those within a mainstream environment and which prepare our students to access their best opportunities as all other young people in our community.

At the heart of our curriculum is the belief that all pupils are entitled to a broadly based education in a stimulating environment. We do not offer a lower or second-rate curriculum or expect less of our pupils because they are accessing education outside of mainstream but, instead, aim to address gaps in learning and support them in modifying behavior to ensure they are able to reach their best outcomes.

We are a Federation with a strong moral ethos, providing a sound foundation for boys and girls in a warm and friendly environment. We aim to maintain a high academic standard but also to encourage pupils to make the most of all the opportunities open to them in other areas of school life.

We believe in helping pupils to become balanced and interesting people, with the intellectual freedom to be creative, the confidence to be independent and the resilience to cope with adversity. It is the School's intentions to foster in pupils the application of effort, an interest in their work and lifelong learning and the ability to become independent critical thinkers with a growth mindset. Thus, we:

- Encourage a consistent approach to some aspects of learning e.g. expectations, resources, assessment
- Allow good practice and ideas to be shared
- Develop independent learning and differentiate based on individual learning styles
- Extend the quality and variety of learning experiences offered to students
- Provide opportunities for continued professional development of staff.

We aim to fuel our pupils' enthusiasm for learning, not just by helping them achieve their best possible academic results, but also by providing them with the tools and the self-confidence to cope with the demands of an ever changing world. In particular, we strive to prepare them for the independent nature of learning needed at their next stage, either during A-levels, at college, or in the workforce, and to thrive in an ever-changing professional world.

SECTION 1 – ETHOS AND VISION

The ethos and vision of New Horizons Federation underpin the strategic aims and priorities for the schools and services which make up the federation. Teachers provide a broad and balanced curriculum, which develops the skills, concepts and knowledge necessary for future learning. All staff, including learning support professionals, strive to remove barriers to learning and support the individual needs of learners. In the course of their work, staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective working environment, in which each learner can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.

- Providing positive role models.
- Providing a fair and disciplined environment, in line with the NHF Behaviour Policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the NHF Assessment Policy.
- Effectively managing their professional time.
- Developing links with the wider community.
- Providing learners with meaningful, purposeful tasks, related to the National Curriculum and examination programmes of study and learning outcomes as well as in line with their individual provision maps and personalised programmes to address social, emotional and behavioural needs.
- Valuing and celebrating learners' success and achievements
- Reviewing personal and professional development.
- Providing appropriate CPD and coaching to colleagues in order to ensure a high level of professional expertise.
- Welcoming and supporting teaching and non-teaching staff.

EQUAL OPPORTUNITIES

In accordance with the school's Equal Opportunities Policy (see school policies folder), all learners within NHF will, where possible and appropriate, be given full access to the curriculum. Staff will always endeavour to help all learners reach their full potential.

SECTION 2 – MANAGEMENT OF THE SCHOOL DAY

Each school within NHF will follow a timetable adapted to suit the different needs of their individual cohort. However, there will be consistency in length of lessons and the curriculum offer between the secondary phase of the PRU and Oakwood School and the primary phase and Westbrooke School to maximise opportunities for sharing of good practice and cross-moderation.

TIME ALLOCATION

In the secondary phase, lessons are 40 minutes long. At primary there is greater flexibility, but lessons are of a similar length, and taught in the main by the class teacher as in mainstream primary classrooms.

At NHF, we are committed to reflecting the requirements of the National Curriculum. We follow the programmes of study as stated in the National Curriculum and we support pupils towards achieving nationally recognised qualifications which are of sufficient weight externally to facilitate entry to post-16 education and further training.

We are committed to raising standards of Literacy and Numeracy. By literacy and numeracy, we mean the ability to read, write and speak in English and to use Mathematics and ICT at a level necessary to function and progress at work and in society in general.

Teachers will encourage learners to develop their understanding through a fully differentiated, broad and balanced curriculum that has fully embedded assessment for learning opportunities.

MANAGEMENT – CLASSROOM MANAGEMENT AND ORGANISATION

The learning environment will be managed in such a way as to celebrate different styles of learning, and cater to any special educational needs. This includes:

- Whole class teaching

- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc.)
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning
- Online Learning

Learning support professionals are employed to support learners with Special Educational Needs as outlined on their Individual Education Plans.

BEHAVIOUR MANAGEMENT

This is outlined in detail in the NHF Behaviour Policy, with each school / phase having its own operating document to promote consistency in the management of behaviour throughout each staff team.

In addition, each classroom will:

- Display NHF's code of conduct for learners, an explanation of the Credit System and a user-friendly version of the school's operating manual.
- Follow the NHF Behaviour Policy
- Use the rewards scheme in order to reinforce positive behaviour
- Follow through the consequences for poor behaviour

It is an expectation that staff will:

- Model appropriate behaviour both in the classroom and during all unstructured times and movement between lessons
- Use data to support behavioural improvement
- Use a restorative approach to foster good relationships and encourage solution-focused discussions with a view to repairing damage / relationships, such as through restart and restorative justice sessions
- Work to support their team in developing and upholding a collective approach to how behaviour is managed, with high expectations maintained
- Demonstrate that they understand, through their actions, that behaviour is everybody's responsibility

ORGANISATION

Classrooms will be organised to facilitate learning and to foster both cooperative teamwork and the development of independence.

- Writing resources suitable for the subject will be available for use at all times and will be either centrally accessible or distributed by staff
- Labels and posters should, wherever possible, reflect the subjects being studied in the classroom, as well as issues relating to SMSC, PSHE and British Values. Numeracy, literacy and ICT will be addressed in displays.
- Classroom displays will be used to celebrate achievement and progress and be used as a motivational tool in encouraging further improvement. This will often include assessment for learning and dedicated improvement and reflection time (DIRT) task work by students.

TEACHER PLANNING

To facilitate consistency in planning across each school, a curriculum map, serving as a long term plan will be produced using the school/phase agreed format for every subject area. Curriculum maps are expected to be in place for all subjects and reviewed regularly throughout the year as working documents with formal reviews taking place by subject leads or Heads of Department (core subjects) at least twice annually. Curriculum maps for subjects without a subject lead or HOD will also be audited and reviewed by the person responsible for the coordination of curriculum in each school/phase; this is to occur at least twice annually.

Medium -Term Plans are to be in place and reviewed regularly by departments, in a weekly format to compliment the curriculum maps and lead to the short term planning scheme of work.

Short Term Planning - Subject leads / Heads of Department will meet once per term to review planning, progress and determine any needed interventions. Termly schemes of work form part of the full year scheme of work in place and submitted to SLT and/or Head(s) of Curriculum at the beginning of each full term. Teachers are expected to plan lessons using their teacher planner or equivalent as a more immediate aide-memoir, but must have clear, detailed plans in place for all lessons as a part of the detailed scheme of work for the year.

DIFFERENTIATION

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Level of support
- DIRT

Differentiated tasks will be detailed in the schemes of work and/or weekly lesson plans. Learning objectives and differentiated outcomes will be specified for all lessons. Differentiation will be student specific where feasible, and refer to individual education plans, as needed.

All schemes of work/lesson plans must show how behaviour for learning is prioritised and support staff are used effectively to accelerate individual pupil learning.

RECORD-KEEPING AND ASSESSMENT

Regular assessments are made of learners' work in order to establish the level of attainment and to inform future planning. Learners should be aware of their progress through the use of assessment for learning, reference to differentiated outcomes, and dedicated improvement and reflection time. (see Marking and Feedback Policy).

LEARNER INDUCTION

All new learners' induction programmes will include standardised assessment in reading and numeracy, Pupil Attitudes to Self and School and a Special Needs Assessment Profile. Pupils at KS1 and 2 will be assessed on entry during the first 1-2 weeks by teacher assessment whereas pupils at KS3 and 4 will be assessed using the New Group Reading Assessment, GL assessments and/or paper-based baseline testing in core subjects.

Results from these assessments will be compiled into the Pupil Profile document which is circulated to all teaching and support staff to allow staff to plan appropriately for each individual pupil. These results will be used to inform the Individual Education Plans or Provision Maps of each learner.

Monitoring and evaluation

- Moderation of assessment will be conducted termly within departments.
- Work and planning scrutinies will be conducted thrice yearly.
- At least one shared work and planning scrutiny across all schools/phases will occur annually.
- SLT and Subject Leaders will observe teachers in their area at least once a year using the school/phase lesson observation form(s)

EFFECTIVE TEACHING

Teaching Strategies:

In order to ensure both equal and equitable learning opportunities for students, teachers will employ a variety of strategies:

- Providing opportunities for peer teaching/ collaboration
- Discussion and questioning (open and closed as appropriate)
- Variation in questioning (such as through use of Bloom's Taxonomy)
- Previewing exemplars and reviewing work
- Using the online platform, where applicable
- Interactive teaching, both through ICT and other tasks
- Listening
- Idea-mapping
- Providing opportunities for improvement and reflection by learners (DIRT)
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual needs
- Using a range of communication strategies, both verbal and non-verbal
- Incorporating tasks that address multiple learning abilities
- Intervening, as appropriate, in the learning process in order to encourage development
- Providing all learners with opportunities for success, through using differentiated outcomes and assessment for learning

Teachers will make their lessons purposeful:

- Through carefully planned, well structured and paced lessons
- By making objectives and outcomes explicit to learners at the beginning of each lesson, task or topic (see 'Teacher Planning') and involving learners actively in their evaluation of learning achievement (through use of AFL, DIRT, self and peer evaluation - not just a passive process)
- By ensuring learners are aware of the success criteria (learning outcomes) for each lesson
- Through explicitly checking, understanding and reviewing work covered in each task or topic (through AFL and DIRT as appropriate)
- By differentiating effectively
- By incorporating SMSC, PSHE and British values to encourage development of a growth mindset and to expand students' world views.

Teachers will make lessons interesting and stimulating:

- By starting lessons on time and avoiding dead minutes at the end
- By consciously showing enthusiasm and positivity for and about their subject and learning
- By devising imaginative/creative approaches to the development of knowledge and skills
- By varying teaching styles (Tactile, Olfactory, Visual, Auditory and Kinaesthetic), learning activities and the learning environment to maintain learners' interest and take account of learning styles
- By structuring lessons in a minimum of three parts (Starter, Main activities, Plenary)
- By using praise and positive reinforcement to foster self-esteem, motivation and confidence
- By regularly displaying examples of learners' work and other relevant stimuli
- By encouraging learners to demonstrate their skills through formal presentations, drama, debate and role play
- Using ICT and multimedia presentation when appropriate to enhance the learning experience and outcome

Teachers will create an orderly environment and manage classes efficiently:

- By matching teaching style to lesson objectives and group dynamics
- By organizing physical resources in ways which will promote orderly classroom management
- By being consistent about classroom procedures and NHF's Behaviour Expectations that have been agreed by the whole staff
- By keeping up to date and accurate records in mark books/SIMs and submitting assessment data for reporting in line with the published deadlines
- By being flexible enough to adapt their schemes of work/weekly lesson plans to take account of learners' contributions and the abilities of the group
- By setting and achieving high standards of behaviour and motivation

Teachers will match learning activities/opportunities to all abilities and preferences (PERSONALISATION):

- By using evidence of prior attainment to gauge learners' individual capabilities
- By using information on individuals' preferred learning styles
- By testing understanding and acquisition of knowledge through a variety of means
- By using appropriately differentiated materials and tasks which ensure learners' active participation in lessons, including Gifted and Talented learners as well as learners with SEN(D)
- By working proactively with progress coaches, learning mentors and teaching assistants
- By setting high expectations for all learners, rewarding achievements with praise and points / credits in line with the Behaviour Policy
- By using strategies suggested by learners' Individual Education Plans and Provision Maps

Teachers will develop positive and productive working relationships with learners:

- Through confident and assured command of subject matter which is regularly updated through personal CPD.
- Through appropriate professional development, observations, discussions, sharing good practice and further CPD
- By being clear with instructions, questions and explanations
- By understanding and promoting the value of focused discussion and setting ground rules for speaking and listening

- By fostering mutual respect, between learners, teachers and parents
- Through actively promoting equal and equitable opportunities through the teaching and learning process
- By encouraging parents to support learners in their academic and social progress
- By responding to all potential academic and pastoral concerns within 24 hours and making sure that appropriate follow-up is actioned (See Safeguarding Policy)
- By ensuring learners are prepared to complete GCSE controlled assessments/coursework by the agreed deadlines, as dictated by boards and listed in the school calendars
- Supporting learners by holding DIRT sessions and after-school revision sessions

Teachers will use diagnostic, formative and summative assessment opportunities to evaluate learners' progress and to inform future differentiation and planning:

- By using a variety of formative in-class assessment opportunities (assessment for learning), which relates to the subject area
- By marking consistently and positively in line with the NHF Marking and Feedback Policy and departmental guidelines
- By giving regular feedback, either through marking of work or verbally, to learners about their work and setting them achievable targets related to learning outcomes and next steps.
- By encouraging self-assessment and peer assessment
- By incorporating DIRT
- By encouraging and trusting learners to take responsibility for their own learning e.g. through guided study, self-assessment and small scale opportunities for them to teach the rest of a class
- By discussing and reviewing progress with students in relation to their outcomes, and by analysing their progress in relation to their potential as determined by baseline and FFT data, as well as teacher-assessed data
- By statistically analysing individuals and whole class performance in relation to the baseline and FFT data, as well as teacher-assessed data

Teachers will create further opportunities for learning

- All teachers have a responsibility to promote the school's code of conduct and values with consistency
- Assemblies should start promptly, be well planned, involve opportunities for learner participation wherever possible, offer time for reflection and finish in good time
- The school's/phase's Behaviour Policy should be promoted in all lessons around the school and when learners are representing the school on trips and visits
- Extra-curricular activities should be open to all students in a phase/year/school and attendance should be encouraged
- All teachers should encourage and support learners to develop an interest in the subject outside of the classroom
- The Outreach and Psychology teams will also coordinate additional learning opportunities for students, such as the TOPs and transition programmes, and Thinking Skills sessions, when applicable

RESOURCES

Each classroom will be equipped with appropriate curriculum resources.

Departments will be allocated a budget based on their budget requests or previous spend at the beginning of the financial year. The relevant budget holder is responsible for the ordering of materials in line with agreed procedures (see Staff Handbook and Finance Policy).

Learners will be taught how to use all resources correctly and safely, with care and respect, and with regard for Health and Safety and waste. Risk assessments will be incorporated into planning when relevant.

Care will be taken to ensure that resources are varied, and that all learners have equal and equitable access.

SECTION 3 – GOVERNANCE AND MONITORING

It is the Governing Body's role to monitor and review the policy and its practice through: Reports provided by the Executive Head Teacher, Heads of School and other relevant designated SLT members/Curriculum coordinators. The Board also needs to fulfil its role as detailed in the Board's Terms of Reference document:

- To receive reports from the Executive Head Teacher and/or Heads of School and other SLT Teacher Representatives
- To attend appropriate INSET
- To receive reports from the NHF Business Manager or Site Managers on relevant issues, in particular Health and Safety, and to follow up any relevant issues
- To promote equal and equitable opportunities for all
- To embrace multiculturalism, human rights, and diversity as fundamental values

THE ROLE OF SLT IN MONITORING TEACHING, LEARNING AND BEHAVIOUR:

In order to maintain the highest expectations of teaching and learning, SLT undertake informal themed learning walks on an on-going basis to inform standards and provide support for staff in developing best practice. SLT will therefore:

- Coordinate up to three formal lesson observations per year triangulated with work and planning scrutinies and data analysis related to pupil progress (see Performance Management Policy)
- Undertake regular learning walks with specific/themed school focus on issues related to school improvement as part of the NHF approach to targeted improvement
- Informally observe behaviour around the school site, during unstructured times and movements between lessons, to support colleagues with behaviour management strategies as part of the team collaborative strategy in consistency of behaviour interventions

PARENT / CARER'S ROLE

Parents and Carers are encouraged to support their children'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 teacher any problems in school and at home that their child is experiencing
- Supporting their child by attending Parents' Review Days and other meetings
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan and any Special Educational Needs processes

- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Agreeing to NHF's Behaviour Expectations
- Contributing relevant information to base-line assessment
- Attending all medical and health interviews when invited
- Responding to letters sent home from school
- Engaging in weekly dialogue with the allocated Form Tutor for their child.
- Informing the school of 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
- Supporting extra-curricular activities, such as visitors to school, concerts, offsite visits and fairs

COMMUNITY'S ROLE

The community is invited to support the school by:

- Contributing to activities such as assemblies, artistic events, specialist outings and clubs
- Presenting themselves as positive role models to be emulated
- Guiding learners' behaviours as they play around the school and providing positive role models with regard to behaviour
- Organising activities and events throughout the year to extend and deepen learners' knowledge and skills
- Supporting school events
- Volunteering within the federation where/when relevant

THE SCHOOL'S ROLE

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

- Responding to offers of support as far as it is able
- Respecting all information given in confidence
- Giving clear information regarding the aims and objectives of curriculum and school procedures
- Setting up curriculum meetings
- Giving reasonable / appropriate access to teaching staff
- Working in partnership with parents and guardians to ensure the successes of their children, and encouraging parental involvement in working out the best way forward for their child's educational future

REVIEW

This policy is a working document and is, therefore, open to change and restructure as and when needed.

DOCUMENT REVISION

Date	Who	Description
Jan 2017		Reviewed
Jul 2017	Governors	Approved
Dec 2017	JH	Re-formatted