



Teaching and Learning Policy

September 2022

SAFE START SCHOOL

WILLPOWER-INITIATIVE-SUCCESS-EMPATHY

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The purpose of this policy is:

- To ensure the best quality learning and teaching for all our pupils.
- To ensure equality of opportunity for all our pupils who have an education, health and care plan or a statement.
- To promote the ethos of our school where we have the pupils' interests at the forefront of all our activities.

1.Statement of intent

At Safe Start school we inspire our pupils to challenge themselves at all times. We provide a positive atmosphere where everyone is encouraged to achieve their personal best. We provide opportunities for our pupils to be capable of making personal choices and to be lifelong learners. We aim to involve families, pupils, young people, staff and other visiting professionals to ensure every learner achieves their best.

This policy offers clarity about what the expectations of teachers are, working at Safe Start School.

The individual points within 'Mark - Plan - Teach' have been included here in more detail to provide context and examples.

The key teaching strategies within Mark - Plan- Teach support teacher wellbeing, promote consistency and instil high aspirations for our students at Safe Start.

The components such as the yellow box and the marking code are part of our school common practice and are non-negotiable elements of our teaching practice.

Mark-plan-teach will be monitored, with the main purpose of assuring progress is made over a proportionate time scale.

We provide inspiring lessons that build on the learners existing knowledge and aim to provide a safe environment where all learners achieve.

Our curriculum at Safe Start is broad, balanced and differentiated. We continually provide positive learning opportunities and look to implement activities that engrain the 'Duke of Edinburgh' Curriculum.

Teaching and learning is a priority at our school, as is the care and welfare of all our pupils. We have high expectations for behaviour and all our staff use positive behaviour management strategies.

Staff are asked to identify their own training needs based on the cohort they are teaching. The senior leadership team will update staff training as required, but staff are encouraged to stay up-to-date with new research concerning teaching.

2. Legal framework

This policy has due regard to statutory legislation including, but not limited to, the following:

- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010

This policy also contains statutory and non-statutory guidance including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years
- Independent school standards

3. Equal opportunities

We aim to ensure that all pupils have access to all lessons and clubs, as appropriate. Some activities are age-restricted and others are such that pupils may require the aid of a personal assistant. We aim to remove all barriers so as to offer equal opportunities for all.

We respect each other's religions, cultures, values and beliefs and teach these throughout the curriculum.

The school strives to be fully inclusive. All lessons are made accessible for all our pupils – this may be through the use of differentiated resources, through support from TAs, or through the use of sensory resources.

All pupils are fully included in all lessons – staff are highly trained to ensure that pupils are catered for whatever their special educational needs.

We use a 'total communication' approach to ensure that all pupils can access the lessons – this includes the use of signing, symbols and objects of reference where needed.

All staff have high expectations of all pupils and aim to provide an environment where all pupils are fully included and can achieve their best.

4. Assessment

We recognise that the national curriculum age-related expectations are not appropriate for many pupils with special educational needs and disabilities (SEND). In which case, the school ensures the curriculum is broad, balanced and differentiated to suit all pupils' needs.

A copy of the school's curriculum is available upon request.

The school plans its curriculum using history as the base subject and links all other subjects to the history theme – literacy and numeracy are at the core of all themes.

In key stages 1-3, the school has chosen to adapt the national curriculum and to deliver it in a thematic manner with objectives based on the pupils' personal pathways.

In key stage 4, students begin to study for external accreditation – this includes GCSE pathway, Functional Skills, ASDAN, or BTEC qualifications.

All of our teachers have a solid understanding of the school’s assessment system. Assessments are carried out at key times of the year and pupil targets are adjusted accordingly.

Teachers and teaching assistants (TAs) provide feedback for our learners. Any misconceptions are acted upon immediately and pupils’ work is then reinforced through extra teaching.

5.SEN Support

Our school uses a ‘total communication’ approach to learning and implements all aspects of the SEN Code of Conduct

- This includes the use of symbols, signing, and visual aids.
- Utilising resource base WIDGET to provide our student with visual learning aids.
- make good use of ICT, including augmentative and alternative communication devices.
- Support student through the delivery of a trauma informed teaching and learning approach.
- Support pupils’ spiritual, moral, social and cultural development Support pupils’ physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Ensure students social, emotional and mental health needs are met
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support pupils’ learning and progression, and enable them to work towards achieving their goals.
- Develop pupils’ independent learning skills and resilience, to equip them for further/higher education and employment.
- Ensure students acquire life skills to help them in their everyday life outside of school.
- Individual education plan (IEP) targets are set as part of the annual review process.
- Targets are taken from the EHC plan and are monitored once per term.
- Targets include the areas of greatest need and always include literacy and numeracy.

6.Lesson planning through Mark-Plan –Teach

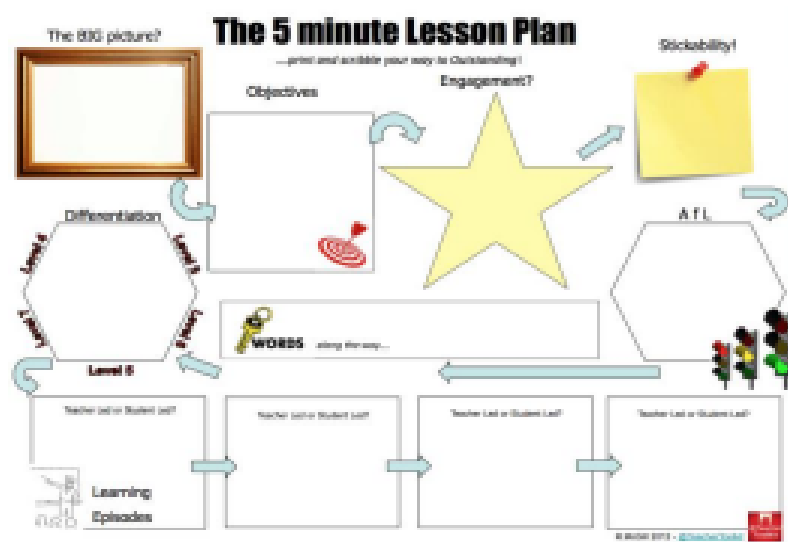
Planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all students.

- Be clear and precise about the knowledge/skills.
- There must be evidence of long-term planning from schemes of work and short-term planning in the planner.
- Differentiation should be planned over time to ensure a Quality First approach which meets the needs of all students and groups and maximises the use of any additional adult(s) in the room.
- We are all teachers of literacy and numeracy.
- Teachers must be explicit about learning outcomes and key words. We do not expect teachers to produce individual lesson plans for observed or unobserved lessons, but we do expect 'evidence of planning' over time.

The teacher planner must be used and contain the difference between the scheme of work and the lesson you intend to teach. With rare exception, your planning for the day should be completed before the start of the school day. The planner must be present in every lesson. The 5-Minute Lesson Plan is a useful tool for recording cognitive thought and removes the need for laborious writing.

There are different formats you may use, but there must be evidence for each lesson you teach, whatever the format:

1. The Teacher Planner by The Teacher Planning Company (any of the 3 versions, A4, A5, ring binder)
2. Electronic equivalent
3. Ring binder of 5 minute lesson plans.



7. Marking

Marking and assessment have two purposes.

1. Students act on feedback to make progress over time.
 2. It informs future planning and teaching.
- Teachers must have a secure overview of the starting points, progress and context of all.
 - Marking must be primarily formative, may be selective, and include the use of 'yellow box methodology' which is clear about what students must act upon.
 - Marking and feedback must be regular .
 - The marking code must be used.

The Basics of Marking at Safe Start School:

- Teacher marking will be clear to see, using GREEN. Colours not acceptable for teacher marking are blue, black or purple.
- Peer assessment is clearly identified and structured to provide quality peer assessment.
- Marking should be primarily formative and use 'The Yellow Box' methodology. It is designed to direct engagement with what students should improve, but its effectiveness can be diluted if it has taken ten minutes to get students to focus on them. 'Green Sticker' assessments (ie more in-depth or detailed assessments) are always summative and their frequency should be proportionate to the amount of curriculum time, although they must also have formative comments and a yellow box, but form the minority of marked work in any subject or year group. The purpose of selective marking is to enable a more precise focus on areas for development, and ensure progress within them. When students have many corrections to make it can be difficult for them to know where to start, and they need guidance to work through it. Indicating thirty spelling mistakes in one page of an exercise book can be demotivating. Identifying ten within a single section which they get right next time, following yellow box practice, is much better. Ignoring a misspelt word can reinforce a problem. Used well, selective marking enables faster progress over time.

Further clarification

Primarily formative means that the focus of your marking must be showing students how they can improve. A summative mark/level/grade often means students spend their time comparing how they have done with their classmates and not on improving their mark.

The frequency of marking is proportionate to lessons to ensure equality between departments who see their classes for one lesson a week and those who see them far more often and for double periods. If the time taken to mark a class set of books is out of proportion with the amount of time the class collectively spends on responding to the feedback then something has gone wrong.

1. If students do not engage with the feedback there is no impact.
2. Doing hours and hours of marking does not automatically mean this section of the learning policy is being followed

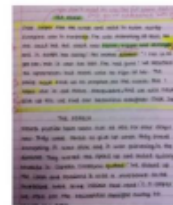
3. Medium-term plans are given to the headteacher and subject leader at the start of each term and are available to parents upon request.
4. The leadership team and external advisors observe lessons delivered by all teachers on an ongoing basis.
5. TAs and support staff are strategically placed to support learning as directed by class teachers and the leadership team.
6. Lessons include a combination of whole-class, group and individual teaching through our learning mentor that are allocated to each class
7. Clear routines are used throughout the school and understood by all pupils and staff.
8. Expertly differentiated, personalised lessons are delivered in all classes.
9. Opportunities to improve literacy and numeracy are provided throughout all lessons.
10. Outside learning includes work experience – placements are carefully matched to individual pupils to suit their interests and to give them a taste of life after school.
11. Resources may be created for specific pupils – this might include the use of symbols, switch access, computer programs and/or access technology.
12. All staff present themselves as a positive role model for our learners.

The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

The size of the box will determine how many improvements need to be done.

These improvements maybe:

- To complete or improve the original task set
- To improve the level achieved to reach your target
- To an extension question to achieve better than your target
- To repeat a process or apply it to another situation



Marking Code

Symbol	Marking
✓	Correct- Good Point
X	Incorrect- Wrong point
SP	Correct a spelling mistake
?	This does not make sense – handwriting needs to be clearer
^	You need to add a word
//	You need to start a new paragraph
e.g	Provide examples

8.Behaviour management

The school has an ethos of positive behaviour management whereby we use the Team Teach Model to focus on de-escalation.

Each class works towards their own reward system which helps and encourages pupils to focus on their learning.

The online reward system 'Class Dojo' is used throughout the school to reward behaviour at the end of each week.

The school has devised its own Behaviour Support Plans for those who require extra help with their behaviour – these plans are shared with all staff to ensure a consistent approach.

All students will work through the Zones of Regulation Model with the learning Mentors during times of need.

9.Classrooms

All classrooms are clean, clutter free and have colourful displays – the displays are made by the pupils and are replaced regularly in line with the topic being taught.

We recognise that displays enhance learning and we value the work displayed as best evidence of learning.

All classes make use of visual timetables and calendars – these are designed to aid pupils to make sense of their day.

We maintain a very high ratio of TAs to pupils – to ensure that all of our students needs are met.

10.Health and safety

The health and safety of our pupils is paramount.

We regularly conduct health and safety audits to ensure that the school building and playground is as safe as possible.

All staff members will act in accordance with the schools Health and Safety Policy and associated procedures, including undertaking risk assessments where necessary.

11. Parents

Parents are encouraged to be open and honest with us.

We value our pupils' parents and, if they have any concern through their allocated Learning Mentor and Pastoral Manager.

We share our "Celebrating Success" weekly videos to showcase the achievements our students have made during that week.

We have an open door and consistent parent communication model.

All parents have access to speak to the Headteacher who if not available will reply within 24 Hours.

We have an allocated SLT lead who works with parents using therapeutic parenting techniques.

There is a leavers' assembly for the parents of those pupils who are leaving the school.

We post regular updates on our Facebook page to allow parents to see the lessons their children are involved in. Permission slips are obtained for this at the start of each academic year and parents may revoke permission at any time.

Parents are invited to attend annual reviews, collaborative meetings and meetings with other professionals as appropriate. Appointments are set in advance to allow arrangements to be made.

If a parent or carer cannot make themselves available for any of the above but would still like to visit school, please contact the school office and we will do our best to accommodate you.

10. Attendance

We recognise that many of our pupils have complex needs and may not be able to attend school from time-to-time.

Parents are asked to ring and inform the school on the first day of absence and each day thereafter.

Parents will receive work for their child from the class teacher if the absence is prolonged.

Our designated outreach team support students attending school if a pattern of non-attendance is occurring.

Holidays should not be taken in term-time without the permission of the headteacher. In certain circumstances, the headteacher may grant permission and a homework holiday project will be set to ensure learning continues.

11. Monitoring and Review

Poor teaching must not be a barrier to students' learning. It will therefore be rigorously monitored, evaluated and resourced.

- All teaching staff will be observed each term. These will be used to help inform appraisals. • All teaching staff will take part in work scrutiny each half term, focusing on specific groups. • Learning walks and mini observations will also be used.
- Staff should familiarise themselves with the grades used for evaluating the quality of teaching.
- In both cases feedback will be promptly provided to the member of staff, with support to follow as necessary.
- Staff who are graded as 'require improvement' or 'inadequate' will have the opportunity to act upon feedback and improve their teaching with support from their line manager or. If teaching is still not judged to be 'good' an extended support plan will be arranged. Failure of a support plan could lead to capability procedures.
- Work will also be scrutinized as part of the process. Lesson observers will review a sample of students' books during the lesson observation. Learning will be judged over time as well as in lesson progress.