

Teaching, learning and curriculum Policy

Teaching, learning & curriculum Policy	
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Statement of intent

Teaching for Learning and Curriculum Policy

'An effective school is little more than a school full of effective classrooms. It matters much less which school a child attends than which classroom they are in at that school. Children fortunate enough to be in the most effective classrooms will learn in six months what pupils in an average classroom learn in a year and the children in the least effective classrooms will take two years to learn the same amount of material.

What matters is the quality of the teacher.'

Dylan William, 2009

The Teaching and Learning Policy underpins all that we do at Talbot House and reflects our commitment to strive to support all pupils to achieve the best that they can.

It reflects the importance we place on teaching, learning and progress and is rooted in the principles of assessment for learning. In our school we want learning to be fun, engaging, motivating and relevant, with pupils of all abilities being stretched, challenged and supported.

What happens in classrooms has a fundamental impact on the life chances of children and it is our responsibility to get it right.

_____ **Head Teacher** _____ **Date**

_____ **Chair of Governors** _____ **Date**

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1. Key Principles:

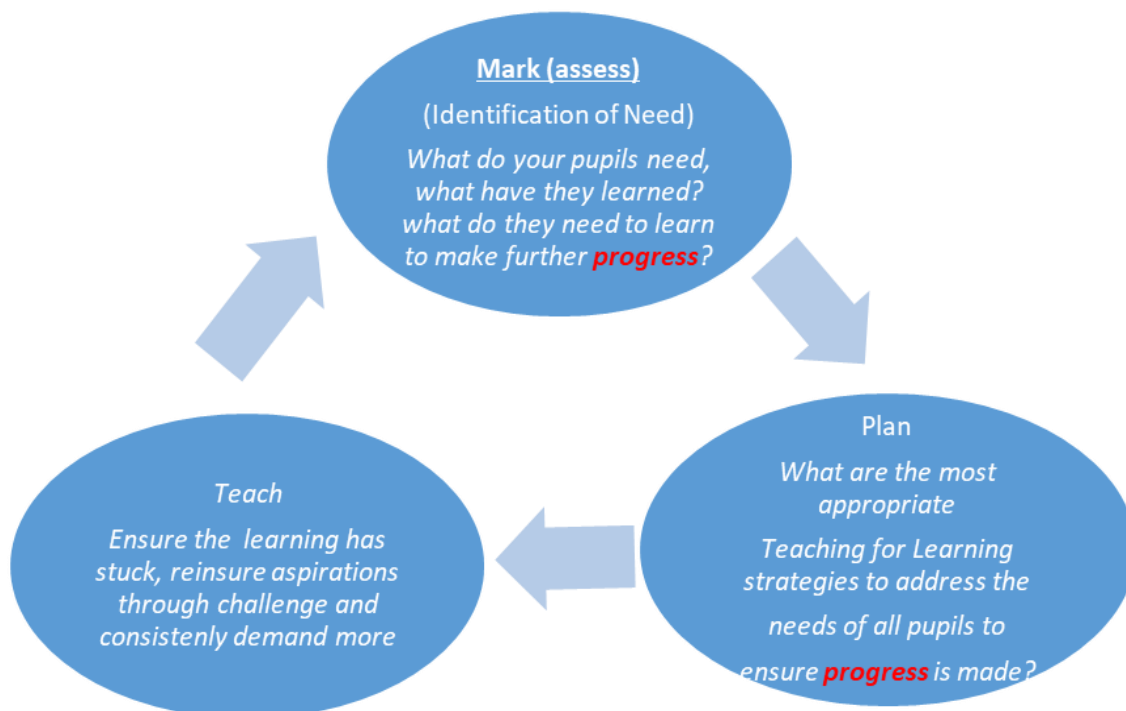
- There is no ceiling to achievement – intelligence can be developed and we can learn to learn.
- Every child has the right to be successful and the ability to make good progress.
- Every child must know what to do in order to improve and how to do it. High expectations on their own are not enough.
- Consistency of experience is vital.

The Teaching for Learning Policy sets out clear expectations and entitlements. It identifies the areas and criteria against which we will be evaluated. There should be an on-going discussion about teaching and learning in curriculum areas with constant review, reflection and development of policy and practice. Every member of staff is a **leader of learning** in the school and the Teaching for Learning Policy should be used to provide a guide to our work. Every member of staff is expected to work collectively with a commitment to providing the very best for our children.

2. Teaching for Learning Cycle

The teaching for learning cycle takes into account that assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

The cycle therefore ensures staff complete accurate marking which informs a clear diagnosis that in turn allows for imaginative and engaging therapy to be planned.



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3. Planning

Effective learning takes place when clear learning objectives are combined with engaging learning activities. The planning of successful learning opportunities must link directly to appropriate and accurate use of assessment for learning, which allows teachers and pupils to measure progress and reflect on what has been learned.

In planning, staff should always consider:

- Why am I teaching this lesson (linked to previous lessons and identified skills deficits)?
- How will I personalise this lesson to ensure all pupils are challenged and make expected progress?
- How will I know all pupils have made progress?

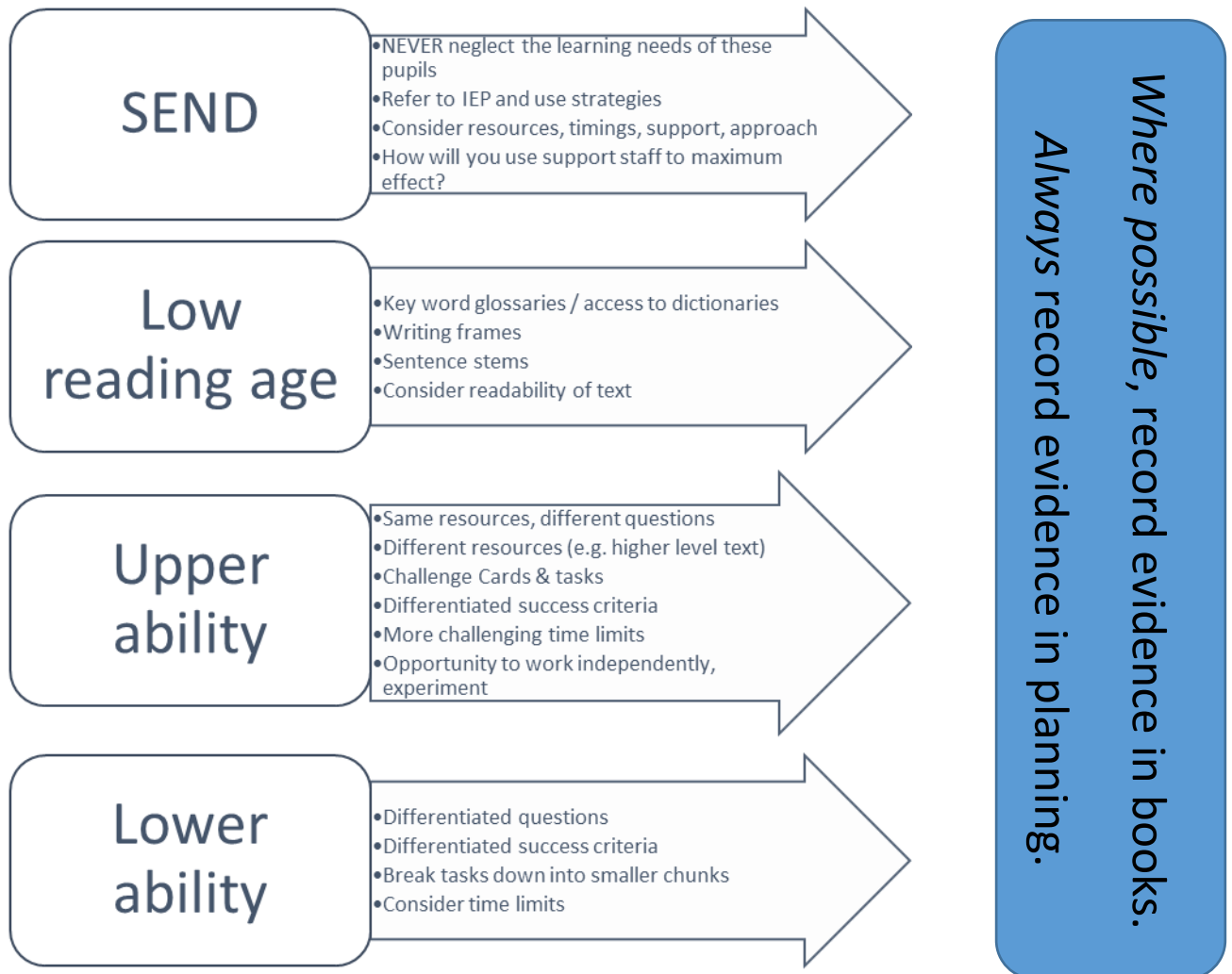
Key Expectations: Planning for Progress

- Staff must demonstrate that they are planning for the individual needs of all pupils in their class. Staff should demonstrate planning for progress through appropriate use of Talbot House templates for long term, medium term and weekly planning sheets as well as use of passports IEP's and relevant SEND information to support planning.
- The senior leadership team will monitor the quality of planning for progress and ensure there is a clear triangulation between this, the quality of pupils' work and pupils' thoughts, linked to teacher feedback and how they make progress.
- It is a requirement that planning for progress takes into consideration the pupil's IEP's and support plan, to ensure that medium term planning, weekly planning and learning objectives are fit for purpose allowing every pupil to make progress over time.

Personalisation

- Personalisation needs to be seen as the aggregation of the hundreds of subtly different interactions that we have with each of our children, according to their level of attainment and progress. It can mean a number of different things, including different seating arrangements, level of support, resources or approach.
- Personalisation starts with the understanding of the IEP and support plan, this provides key information about pupils and their needs. This information gives valuable insights into the child's barriers to learning and how they can be supported to overcome them. Consideration must be given to the effective use of support staff: these additional adults are a valuable resource and must be used effectively to maximise the progress of those children who are most vulnerable.
- It is impossible to differentiate perfectly for every pupil every lesson, but below are some suggestions for how differentiation could be approached for different groups of pupils.

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4. Our Curriculum

To allow all children opportunities to make progress both socially, emotionally and academically through a broad and balanced curriculum. We want all our children to achieve the best they can therefore we aim to deliver a curriculum that best suits the needs of the child.

4.1 Primary

The aim of our curriculum is to have an effective continuous provision to offer children a constant environment that is safe for them to explore whilst challenging their learning. It should allow children the confidence and freedom to explore and become independent in making choices.

We follow a creative curriculum consisting of, English, including specific reading lessons, maths, PSHE, science, art, design and technology, humanities as well as topics based on termly or half termly themes. We also offer our children an enrichment program, promoting physical education, social skills, team building and emotional development.

As part of our curriculum, we include outdoor learning and play as well as creative activities including, construction and role play to support children in demonstrating what they know and understand. Adults observe children's learning to inform future planning.

For all our children we consider:

- Opportunities to access a curriculum that is stage and age appropriate.
- The needs of those children who struggle to follow a full timetable.
- Children who struggle with low literacy levels.
- Children who lack concentration or are easily distracted.
- Children who would benefit from vocational based skills.
- Children who struggle with attendance.
- Children who are refusing to engage in education.
- Qualifications and accreditations for all children, including AQA awards.
- Opportunities for children to build on their talents and interests.
- Teaching groups, class sizes and staff to pupil ratio.
- Opportunities to stretch and challenge our higher achievers.
- Opportunities to enhance deeper thinking and questioning skills.

4.2 Key Stage 3 & 4

Our curriculum consists of, English, maths, science, ICT, art, PSHE and PE for all pupils and photography for the Key Stage 4. We also offer, life skills, literacy and personalised lessons to children who would benefit intervention in. We offer all children an enrichment program, this promotes social skills, life skills, and builds team work as well as learning life skills.

We offer a personalised curriculum for those children who need support above our normal curriculum. Some of our children have been out of education for long periods of time and need time to build confidence to access the full curriculum. Therefore, we build in 1:1 support through a personalised curriculum focusing on identified areas of need.

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For all our **children** we consider:

- Opportunities for our children to access a curriculum that is the best fit for them.
- The needs of those children who struggle to follow a full timetable.
- Children who struggle with low literacy levels.
- Children who struggle to stay in lessons, or lack concentration.
- Children who would benefit from vocational based skills.
- Children who struggle with attendance.
- Children who are refusing to engage in education.
- Qualifications and accreditations for all children, especially those in year 11.
- Children being given opportunities to achieve the qualification that is right for them.
- Create opportunities for children to build on their talents.
- Teaching groups.
- Opportunities to stretch and challenge our higher achievers.

5. The Thrive Approach at Talbot House

Our aim at Talbot House is for all children to have access to the Thrive Approach. The Thrive Approach helps pupils become emotionally resilient. Each child works toward an action plan which is personalised to their particular needs and delivered by a trained Thrive practitioner.

Staff are consistent with the Thrive approach across the school with all pupil.

The Thrive Approach looks at;

- The child's behavior.
- The child's social and emotional needs.
- Those children who have suffered substantial emotional trauma, looked-after children, as well as children who have experienced domestic abuse, physical abuse and neglect.
- Children who are vulnerable, suffer from low self-esteem and struggle socially and emotionally.

6. Enrichment

We believe our children benefit from a curriculum that allows them to build social skills, work together and independently as well as building life skills. Our enrichment program allows children to participate in many activities allowing them to grow socially and emotionally. Both Primary and Upper school are offered health and fitness activities, activities that broaden their understanding of the wider community and diversity. Life skills and social skills that give them challenge, resilience and skills for life.

7. Rewards

We want our pupils to take responsibility for working towards rewards through learning socially, emotionally and academically. Pupils accumulate points daily, weekly. They receive pocket money each week depending on the amount of points achieved and the accumulation of weekly points go towards the end of half term rewards day activity.