

Hope School and College

# Teaching and Learning Policy April 2022

*“Achievement, Equality and Independence”*



## **Hope School and College** **Teaching and Learning Policy**

Hope School and College is a large, popular and innovative Special Education provision catering for the individual needs of pupils' and students from the ages of 2 - 30 who present a diverse range of needs including severe learning difficulties and profound and complex physical/medical needs. Working in a school that supports pupils' education throughout the different Key Stages enables us to get to know pupils and their needs well and consequently implement broad and balanced curriculum that nurtures individuals throughout their school education in preparation for adulthood.

The success of Hope School and College is purely derived from an enthusiastic, pro-active team of highly dedicated staff. Pupils are guided, supported and managed by an experienced highly focused multi-disciplinary team who all share the same aims in providing an enriched, progressive and stimulating education and future for all. We have a strong and shared commitment to excellence, providing the highest quality of provision for all and work together in a supportive, caring community atmosphere.

A great emphasis is placed on addressing and challenging individual needs through a dynamic, exciting and challenging curriculum purposefully designed to enable everyone to develop and progress to their full potential within a well-resourced and positive environment.

### **Aims of the Curriculum**

In all curriculum planning at Hope School and College we aim to ensure that all pupils are supported, guided and nurtured in enabling them to be challenged and make progress through class teaching and individualised programmes.

Here at Hope School and College the curriculum caters for a vast age-range of pupils with different Special Educational Needs. Alongside this we support other factors that have an impact on pupils such as: physical, sensory, behaviour and medical all of which contribute to us designing a curriculum which has a holistic approach. In school we have designated Curriculum Leads who confidently lead the curriculum within their Key Stage and department and in addition, subject leads who manage curriculum areas throughout school. We continue to invest in curriculum design so that we deliver appropriate content and ensure pupils are motivated, engaged and active participants within lessons and daily school life.

In school we use a range of strategies and interventions demonstrating that we are dynamic with curriculum design and teaching strategies. Staff teams work in unison to ensure that each pupils' needs are met through consistent: approaches, teaching styles, and high expectations.

At Hope School and College the curriculum aims to be:

- Centred around high expectations of pupils and outcomes
- Outstanding in content - broad, balanced and engaging
- Differentiated to enable pupils to make progress within curriculum pathways: Sensory, Life Skills and Independence
- Personalised and supportive ensuring pupils meet individual targets as specified in their Education, Health and Care Plans



- Holistic - supporting: spiritual, moral, social and cultural understanding.
- Proactive in keeping pupils safe in all aspects of life
- Shared with pupils and their families to encourage shared engagement with the curriculum

## **Wider Curriculum**

### **The Six Principles of Nurture**

Alongside teaching the curriculum we embed nurture into daily practices as we recognise the importance of nurture in supporting intellectual and social growth. We consider 'The Six Principles of Nurture' in all that we do to provide warm and safe school environment

- Learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in pupils' lives.

### **British Values**

Within our wider school curriculum we recognise the importance of teaching the British Values. The values are embedded into lessons, daily activities and topics throughout school with the intention that these will promote: spiritual, moral, social and cultural (SMSC) development;

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

### **Multi- Agency Approach**

We work closely with a multi-agency support team to ensure our pupils make progress in all areas. These consist of staff who support: communication, physiotherapy, occupational therapy, medical, behaviour, sensory processing, and additional therapy services. Targets from these areas are added to individual learning programs and embedded into the daily practices within the classroom.

### **Assessment for Learning**

All planning is based upon a thorough assessment of individual pupils and knowing our pupils well:-

- Formal assessments are undertaken at the start of each school year, on entry to school to enable teachers to plan for progression
- Targets from Educational Health and Care plan outcomes feature in all IDP's throughout school
- IDP's are changed regularly to ensure targets are mastered in different contexts



- Annual Reviews report directly to parents and carers on pupil progression and next steps
- Within school data is tracked and monitored throughout the year with feedback given to teachers regarding e.g. the pace of progress of classes and individuals, any patterns in e.g. subjects or diversity
- We use a variety of assessment packages throughout school to ensure pupils have
- Class work/evidence is marked or observations are made and pupils are given effective feedback within lessons (see attached marking policy)
- We encourage pupils to contribute to and evaluate their own learning where possible using different strategies throughout school
- Pupils work and our assessment strategies are shared with Greater Manchester Moderation Party on a regular basis, this covers the monitoring of EHCs, Annual Reviews, individual subject progression and the quality of IDPs.

## **Curriculum Planning Documents**

Throughout school and departments we plan using a range of curricula (see Hope School and College Curriculum & Assessment Map). In all departments we aim to use the curriculum as guide to further design exciting themes, topics, lessons and learning opportunities that pupils will grow and learn through. Planning is reviewed regularly and adapted where needed to keep content up-to-date and appropriate for different classes and pupils. All planning is saved on the school system to access for planning ahead for the term and year. Curriculum leads and subject leads have access to the shared planning area for subject evaluation and monitoring purposes. In planning we highlight differentiation for curriculum pathways, this is visible using grouping or colour coding in planning: **Sensory**, **Life Skills** and **Independence**. (see separate Curriculum Pathways overview, available on the school website)

### **• Long Term Plans**

Long term planning is designed throughout departments to ensure the curriculum is broad, balanced and builds on previous learning. Long Term planning identifies topics or theme headings to ensure that pupils encounter a wide range of topics throughout their education here at Hope School and College. In some departments staff can choose themes to suit the needs of the class, in others the curriculum is designed and mapped in a more formal approach. In all departments there is flexibility with the curriculum to adapt and amend where possible to suit cohorts appropriately.

### **• Medium Term Plans**

Medium Term Plans are written for half term or a full term depending on the content and requirements of the curriculum. Medium Term planning address the requirements for subjects of the curriculum. These plans will be written on formats that may vary in departments or subjects. These plans will identify: class, teacher, topic, date, learning objectives, learning experiences, differentiation (pathways) and resources. In different departments there are differing planning requirements e.g. in departments where we rely heavily on weekly planning then we have different expectations of planning at the medium-term level and the level of information that goes into planning. In departments that do not use short term planning then more emphasis is placed on the medium-term planning. Planning in some departments may also identify where lesson content covers a range of subjects and is cross-curricular such as: communication and language, physical



development, personal, social & emotional development, literacy, mathematics, understanding the world and expressive arts and design.

- **Short Term Plans**

In some departments we use additional weekly planning as this enables teachers react to learning and build into the curriculum enhancements such as continuous provision, enrichment days, individualised timetables and pathway specific learning. This planning indicates lesson content and daily routines where learning takes place such as: registration, postural management, continuous provision, lessons and transitions.

### **Timetabling**

In departments classes have timetables that meet the requirements of the curriculum. These are stored centrally and the headteacher has copies to refer to. Timetables specify –class, teacher, staff, subjects, locations, lesson start times and lunchtimes/ breaks etc.

### **Enrichment Days and Special Events**

Throughout the year, teacher's and school staff plan for enrichment activities to fulfil the wider world curriculum – we have: Art's week, Career's Week, Science Week, Safer Internet Day, World Book Day, Children's Book Week, Elf Day, Comic Relief, Children in Need, Maths Day and year on year we try new special days and celebrations in order to enrich the education of pupils here at Hope School and College.

### **Monitoring and Evaluation**

The monitoring and evaluating of teaching, planning and learning is built into the school calendar and forms part of the School Improvement Plan. Each year we have a shared focus for lesson observation and this is shared with all staff and noted on formal observation forms. When monitoring and evaluating teaching, learning and progression we also consider staff appraisal targets and curriculum action targets.

Curriculum leads throughout school have a strong oversight into their own department curriculum and therefore monitor planning and pupil progress within departments. Performance Managers also observe and monitor teams of staff within departments -observing lessons, monitoring planning and setting personal targets for staff with the appraisal process.

Data throughout school is used formally to measure: pupil progress (including diversity), cohort progress, Key Stage progress and subject specific progress. This is shared with staff in order to plan in response to e.g. any areas for intervention or actions. Pupils are disapplied from national testing such as SATs or Phonic Screening, however if a pupil displays skills in certain subjects we arrange inclusion for these which could lead to sitting formal testing in a particular area.

Formal lesson observations evaluate and monitor individual teacher's delivery of the school curriculum, there is a set proforma that is used consistently across school to evaluate effective teaching and impact on learning.



## **Subject Leadership**

The school curriculum is divided into subject 7 areas with each of the areas being led by a senior lead, staff work in subject teams throughout school implementing, assessing and monitoring the curriculum:

Core Areas - Communication and Language, Personal, Social and Emotional Development and Physical Development. Core areas should be prevalent throughout lessons and teaching strategies should promote pupils making progress in these areas.

Specific Subjects – Literacy, Maths/Problem Solving, Understanding the World (History, Geography, Religious Education, PSHCE, Science, Design Technology, Cooking and Nutrition, Computing) and Expressive Arts (Art, Music, Dance, Drama) these subjects can be delivered specifically or thematically with cross curricular links.

The role of the subject lead and subject teams is to ensure that:

- The curriculum is relevant, up to date and meets statutory requirements
- They have an overview of how their subject is delivered throughout school in different Key Stages
- There is timetabling for the subject (this may be different in Key Stages)
- They have awareness of data and pupil progress in the subject
- Staff have access to curriculum guidance & development, planning documentations and aware of subject expectations
- There is evidence of the subject in planning and pupil work/evidence
- There are appropriate resources available for staff to deliver the subject
- The subject is visible within school - enrichment days or special activities are planned for on an annual basis
- CPD is provided where possible for staff to drive the subject forwards

## **'Learning' at Hope School and College**

Learning is part of everything that we do at Hope School and College. We have high expectations of each pupil within school. We plan for learning formally in lessons and also informally in all of the experiences that we have within school.

We are highly skilled practitioners that understand that pupils learn in different ways: visually, auditory, verbally, physically, logically, socially, solitarily. We recognise the individual needs of our pupils and that they learn best with our support, nurture and guidance. We also understand that pupils with specific conditions such as ASC learn with carefully planned communication, environments and approaches. In everything that we do in school the learning style of our pupils is a focus to encourage – interest, engagement and progress.

## **What does 'Learning' look like?**

Learning is visible in a variety of ways at Hope School and College. We expect pupils to be actively involved in all lessons and make progress. We value every effort our pupils make and make sure we aim to enable pupils to:

- Be engaged – explore, realise, anticipate, persist, initiate
- Be interested and motivated to learn



- Be actively involved in lessons in the classroom around school
- Be happy and stimulated
- Be supported and nurtured to make progress
- Try their best
- Ask for help if needed
- Look and listen to staff and peers
- Communicate in lessons – using symbols, switches, pointing, speaking and listening etc
- Make choices and follow instructions
- Work in a variety of contexts – groups, pairs, individually
- Demonstrate thinking and problem solve
- Work independently where possible
- Work functionally where appropriate
- Work in different ways and use the senses to understand the world
- Be safe and well behaved

For more on pathways (see Curriculum Pathway overview on the school website)

### **Continued Professional Development**

All staff in school have a staff development booklet that are renewed annually. In school we have statutory training that is embedded into the practises and curriculum within school. We have set INSET days and planned staff meeting time designated to curriculum initiatives, changes and developments. Any information is cascaded to all staff in departmental meetings, email etc.

### **The Role of Governors**

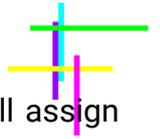
Our governors determine, support, monitor and review the school policies on Teaching and Learning. In particular they:

- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes.
- These include reports from subject leaders and the annual headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

### **The Role of Parents and Carers**

We believe that parents and carers have a fundamental role to play in helping young people learn. We do all we can to inform parents and carers about what and how pupils are learning by:

- holding parents' evenings to.....
- annual review meetings
- sending information to parents at the start of each term in which we outline the topics
- sharing IDPs with parents and carers
- offering learning at home opportunities where appropriate
- sending home reading books and schoolwork where appropriate
- writing in pupil diaries or class Dojo
- completing parent view questionnaires as a form of evaluation each year in school



For more information about the curriculum, please contact the school office and they will assign you a contact, thank you

Completed, April 2022 by Hope School and College Senior Leadership Team

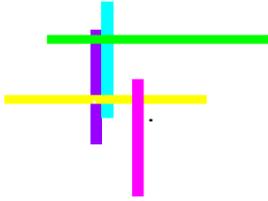
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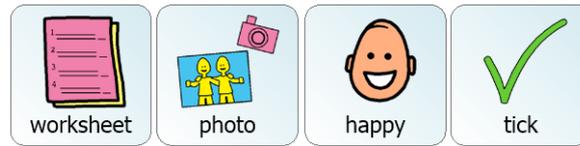
Appendices:  
**Hope School and College Curriculum & Assessment Map**

	Early Years & Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key stage 5	PMLD
Curriculum	Early Years Foundation Stage	National Curriculum	National Curriculum	National Curriculum Functional Skills	Functional Skills	Sensory Curriculum Irish curriculum
Assessment	Early Steps 2021	Engagement Steps Progression Steps	Engagement Steps Progression Steps	Engagement Steps Progression Steps	OCR Duke of Edinburgh	Engagement Steps 'I can' thematic booklets
Core	<b>Communication and Language</b> Listening Attention and Understanding Speaking	<b>Communication</b> Speaking and Listening	<b>Communication</b> Speaking and Listening	<b>Communication</b> Speaking and Listening	<b>Communication</b> Speaking and Listening	<b>Communication &amp; Interaction</b> Expressive Communication Receptive Communication
Core	<b>Personal, Social and Emotional Development</b> Self-Regulation Managing Self Building Relationships	<b>Personal, Social and Emotional Development</b> Citizenship Physical health and Mental Wellbeing Relationships Education	<b>Personal, Social and Emotional Development</b> Citizenship Physical health and Mental Wellbeing Relationships and Sex Education	<b>Personal, Social and Emotional Development</b> Citizenship Physical health and Mental Wellbeing Relationships and Sex Education	<b>Personal, Social and Emotional Development</b> Citizenship Values for Living	<b>Personal, Social and Emotional Development</b> Citizenship Physical health All About Me
Core	<b>Physical Development</b> Moving and Handling Gross and Fine Motor Skills	<b>Physical Development &amp; Physical Education</b>	<b>Physical Development &amp; Physical Education</b>	<b>Physical Development &amp; Physical Education</b>	<b>Physical Development</b> Health & Fitness	<b>Physical Development</b> Therapy Input Postural Management
Specific	<b>Literacy</b> Comprehension Word Reading Writing	<b>Literacy</b> Comprehension Word Reading Writing	<b>Literacy</b> Reading Writing	<b>Functional English</b> Functional Reading Functional Writing	<b>Functional English</b> Functional Reading Functional Writing	<b>Literacy</b> Sensory Stories
Specific	<b>Maths</b> Number Numerical Patterns	<b>Maths &amp; Problem Solving</b>	<b>Maths &amp; Problem Solving</b>	<b>Functional Maths</b>	<b>Functional Maths</b>	<b>Maths</b> Sensory Stories Rhymes
Specific	<b>Understanding the World</b> Past and Present People, Culture and Communities The Natural World	Science RE History Geography Computing Cooking & Nutrition Languages	Science RE History Geography Computing Cooking & Nutrition Languages	Science RE History Geography Computing Cooking & Nutrition Languages	Employability & Careers Community Links Enrichment Days Duke of Edinburgh Independent Living Skills	Thematic approach / cross curricular coverage
Specific	<b>Expressive Arts and Design</b> Creating Materials Being imaginative and Expressive	Art Design Technology Music Dance / Drama	Art Design Technology Music Dance / Drama	Enterprise activities Options	Art Design Technology Music Dance / Drama	Art & Design Thematic approach / cross curricular coverage

Nb – within key stages there is flexibility, teachers can use *other* curriculums to support pupils in class where appropriate



## Hope School and College Marking Policy



At Hope School and College, we value all the different work pupils undertake. We demonstrate this by ensuring work is celebrated, acknowledged and assessed.

The aim of our marking and feedback is that the pupils feel their work is valued and so staff are able to assess learning for the next steps in learning

We do this in a variety of ways:-

### Feedback

- Ensuring verbal praise is given during lessons
- Stickers, stamps and written comments are to be added to appropriate pieces of work
  - Pupils to self-assess within lessons where appropriate at their own levels
    - Special achievements may be taken to the headteacher
- Pupils who show a positive attitude towards schoolwork, or achieve milestones may also get star of the week in a designated assembly
  - Work may also be displayed on the wall in class
    - Some classes have reward charts

### Marking

- Staff can use any colour of pen to mark work – we like lots of colours
- Staff can make positive comments on work where appropriate
  - Staff to sign and date work
- Staff to encourage pupils to self-correct where appropriate
  - Pupils can mark their own work where appropriate

### Evidence

- Pupils in Early Years & Key stage 1 have evidence files – divided into learning areas  
Files contain; pieces of work, photographs, observations, assessment tracking sheets, IDP evidence and special achievements
- Pupils in Key Stage 2 & 3 will have curriculum workbooks and some pupils will have 'learning journeys' these will contain; work, photos, observations and evidence towards IDPs
- Pupils in Key Stage 4 have workbooks and files linked to accreditation units (see separate curriculum pathways information for more clarification)
- Pupils in College will have accreditation files with evidence and photos linking directly to the framework in which the pupil is working. (see separate curriculum pathways information for more clarification)

### Communicating with Parents

- We celebrate learning with parents – formally and informally
- We may share work at parents' evening, annual reviews and through comments in school diaries or Class Dojo.