



## **Teaching and Learning Policy**

### **January 2024**

#### **Cardrew Court School; Ethos and Values**

At Cardrew Court School we strive for all of our pupils to be successful learners who reach their potential in all they do; confident learners, who develop resilience and show respect to others, via kindness. Learners who become responsible citizens, well prepared for life and work via a range of independence skills, that enable them health and happiness within their future lives.

#### **Teaching and Learning**

At Cardrew Court School we believe that that education should take place in a fully inclusive environment that provides equitable opportunities for all. We believe that learning is the process by which pupils gradually acquire knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and learning is central to our work as educators and it stems from the school's vision statement based on the principles that every pupil deserves and has the right to –

- Belong
- Believe
- Achieve

#### **The Core Offer**

Once at capacity, our core class model will be based on having up to eight pupils with a teacher and teaching assistant, supported by curriculum leads and a multidisciplinary team.

Cardrew Court School will follow the National Curriculum where at all possible, using this as an aspirational baseline, whilst also offering spiral curriculum pathways that allow for individual, small step success the moment a pupil starts at the school.

Our Curriculum will adapt and enhance to give learners the knowledge and cultural capital they need to succeed in life. We will provide a curriculum that promotes reading, communication, independence, resilience, and self-help skills including ways to support their own positive

wellbeing. We support pupils in effectively accessing the curriculum by ensuring EHCP outcomes are fully implemented into the pupil offer – and that the provision includes high quality, therapeutically informed practice to meet pupil need.

### **Curriculum Intent**

Cardrew Court curriculum promotes pupil's spiritual, moral, social, and cultural development. Our curriculum prepares pupils to become confident learners who can access further education, join the world of work, and actively participate in society and their community.

### **Curriculum Implementation**

The Curriculum at Cardrew Court School is implemented through defined accreditation pathways delivered within an enhanced resource provision to pupils with Education Health Care Plans. Personalised accreditation planning ensures pupils can access the appropriate level and number of accredited qualifications suitable and relevant to them and their individual needs, allowing all pupils to experience success whilst providing suitable learning challenge.

Cardrew Court School curriculum includes an accredited Outdoor Education and Vocational Food qualification offer.

Cardrew Court School delivers the curriculum in a safe, nurturing, and calm environment to ensure pupils with high anxiety and communication and interaction needs can confidently engage in their learning.

### **Curriculum Impact**

Cardrew Court School prepares confident learners who are ready and equipped to apply their learning in range of settings beyond school life.

### **Aims**

- To provide a personalised learning experience for every child that takes full account of their individual needs, starting points and aspirations
- To ensure that our pupils are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives
- To ensure that pupils are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- To make links with the learning that pupils do outside the classroom
- To focus upon continual raising standards of teaching and learning in the school, to inspire and motivate pupils and staff
- To identify and share good practice in teaching and learning across all curriculum areas
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency
- To improve levels of achievement and attainment as a consequence

### **Roles and Responsibilities**

#### **Staff will:**

- Support and challenge pupils to achieve their best
- Provide high quality, dynamic and stimulating lessons
- Sequence lessons in a way that allows pupils to make good progress from their starting points

- Provide high levels of interaction for all pupils
- Provide opportunities and guidance to apply and develop literacy, numeracy and other skills
- Encourage and support
- Provide high quality, specific feedback that enables progress to be made
- Work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum
- Use up to date, evidence based pedagogy in all lessons
- Listen to pupils' views, evaluate and reflect on best practice

**See staff foundations for learning and expectations of teachers for more guidance.**

**Pupils will be supported to:**

- Participate fully in lessons
- Strive for continual improvement
- Support each other (and their teacher) so that all learn effectively
- Take an active part in learning within and beyond the classroom
- Take pride in developing and applying their literacy and numeracy skills across the curriculum
- Be enthusiastic, resilient and responsible in learning and improving skills
- Respond as appropriate to specific feedback to upgrade and develop their work
- Rise to challenges, working collaboratively and supportively

**Support staff will:**

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure pupils have understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

**Subject leaders will:**

- Lead on, and with department support, create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Ensure schemes of work enable teachers to sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with the necessary resources for learning

- Drive improvement in their subject, working with teachers to identify and overcome any challenges
- Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand programmes of study
  - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our curriculum policy, behaviour policy, and marking and feedback policy

**Senior Leaders will:**

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in curriculum policy, behaviour policy, and marking and feedback policy

**Parents and carers will be supported to:**

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly

- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning

#### **Governors will:**

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

#### **Procedure**

##### **Planning and Preparation:**

- All teachers should plan lessons that allow all pupils to progress in their learning
- Learning outcomes should be evident and clear to all pupils. Success criteria must be made explicit to all pupils
- Lessons should have a structure which will typically demonstrate evidence based pedagogy
- A variety of learning activities should be planned, taking into account the individual needs of the pupils. Time for pupils to apply knowledge independently and upgrade their work should be built in to lessons
- The use of resources, including ICT, must be carefully planned to enhance learning
- A variety of active questioning techniques should be used to deepen learning and for instant formative assessment and feedback
- All teachers should have an in depth and working knowledge and understanding of the scheme of work / exam specification they are teaching

##### **Teaching:**

- Teachers should encourage individual, small group and whole class activities; all of which promote independent learning
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement. Appropriate department and school policies should be followed for behaviour management.

#### **Assessment, marking and feedback:**

- Teachers should provide pupils with feedback during the lesson following the principles of assessment for learning and the marking and feedback policy.
- Teachers should assess pupils' work regularly, according to the school and department's assessment, marking and feedback policy.
- For more substantial pieces of work teachers may use the What Went Well (WWW) and Even Better If (EBI) system for comments at the end of a piece of work. Where this happens, and where appropriate, pupils should be given some directed improvement time to reflect and respond to the teacher's comments.

- Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies.
- Effective use of data is critical to inform pupils, parents and other staff of pupil progress towards targets.

**See staff foundations for learning and expectations of teachers for more guidance.**

**Monitoring and evaluation:**

Effective monitoring of teaching and learning will help ensure that all pupils make the best possible progress from their starting points.

School leaders and department leadership teams will monitor and evaluate the impact of teaching on pupils' learning through:

- Formal lesson observations
- Learning walks
- Reviewing marking and feedback
- Pupil feedback
- Reviewing of planning
- Reviewing of pupils' books/portfolios

Please read this policy alongside the School's Behaviour policy, Performance Management policy, capability policy, Curriculum Policy, Assessment- Marking and Feedback policy.