



## **Teaching and Learning Policy**

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<b>Owner</b>	<b>Naomi Fearon</b>

# **Reddish Hall School - Teaching and Learning Policy**

## **Introduction**

This policy is an agreed School Statement of the aims and principles of teaching and learning at Reddish Hall School. Reddish Hall School is a Day School for children aged 5 to 16 who exhibit a range of complex learning needs, social, emotional and mental health needs and also pupils who have been diagnosed with autism or demonstrate behaviours associated with autism. Pupils are placed from a wide range of local authorities and they all have an Education, Health and Care Plan (EHCP). Before joining our school and as a result of their behavioural and emotional difficulties and/or associated learning needs many have been unable to access an educational curriculum effectively.

All pupils at Reddish Hall School will have access to an education that is personalised to their needs, engaging and will encompass a purposeful and balanced curriculum. We believe the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson and informally outside the classroom throughout the whole school day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Teachers, Instructors and support structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils.

## **Rationale**

At Reddish Hall School, we believe that every child has an innate capacity for learning which should be nurtured, cared for, stimulated, harnessed, promoted and developed through the provision of an exciting, creative, relevant curriculum that is appropriate to the specialist and complex needs of our pupils. At Reddish our curriculum is planned to ensure that every child has the opportunity to develop:

- Their full potential both academically and socially
- Positive attitudes, healthy relationships and essential life and work skills
- The ability to make informed choices, gaining experiences and developing responsibilities for their future

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### **Curriculum**

While independent school regulations do not require National Curriculum coverage, Reddish Hall School is committed to covering the National Curriculum wherever possible and its programmes of study. This commitment must, however be consistent with any Education, Health and Care Plan for any young person which may well prioritise particular subjects or key areas of learning.

Curriculum aims:

At Reddish School we want the curriculum to enable all pupils to become:

- Successful learners
- Confident and happy individuals
- Responsible citizens

We provide a curriculum for all pupils which:

- 1) Focuses upon developing pupils:
  - a. Personal attitudes and attributes
  - b. Key skills
  - c. Knowledge and understanding
2. Is planned and coordinated, provides continuity and progression
3. Is based upon first-hand experiential learning to offer breadth and depth to the curriculum.
4. Is inclusive and provides equality of opportunity, promotes personalised learning reflecting pupils' needs, interests, learning styles and access to a range of varied experiences, resources and organisation.
5. Sets high standards, with teaching staff providing appropriate challenge and support to enable pupils to maximise their potential.
6. Recognises that learning does not just take place within a formal classroom setting.

### **Primary Curriculum**

The Primary Curriculum is comprised of English, Maths, Topic, Computing, PSHE, Cooking and PE (including swimming). Topic encompasses Science, History, Geography, Art, DT, Music and RE.

Enrichment is offered through a range of theme days and Outdoor Education. There are also a range of interventions offered to those identified by the SENCO and Class Teacher.

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### **KS3 Curriculum (11-14)**

The KS3 Curriculum is comprised of Maths, English, Science, RE, Humanities (History and Geography), Computing, Art, Cooking PSHE and Horticulture.

Enrichment is provided through Outdoor Education, Spanish and Music.

There are also a range of interventions offered to those identified by the SENCO and Class Teacher.

### **KS4 Curriculum (14-16)**

In KS4, Maths, English Language, Science, PE and PSHE are compulsory. Pupils then choose their options from:

English Literature- GCSE  
History-GCSE  
Computing-GCSE  
Geography- GCSE  
Cooking-BTEC  
Sport-BTEC  
ASDAN  
Health and Social Care

Enrichment is provided through Outdoor Education, Spanish and Music. The inclusion of work experience is a key part of the school's program for all KS4 pupils.

As well as the PSHE curriculum and work experience we offer at Reddish Hall School, Careers guidance is also given to all pupils recommended in the Gatsby Benchmark.

### **Effective Learning and Teaching**

We acknowledge that people learn in many different ways, and recognise the need to develop strategies that allow our students to access learning in ways that support and challenge them. We aim to take into account the varied academic and social needs of our students when organising our curriculum and teaching. Teachers' planning (including differentiation), curriculum and social targets, well-being plans and interventions for identified pupils will reflect this.

We also acknowledge that developing strong relationships with students in our school is beneficial and contributes to their academic and personal development.

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### **Monitoring and Evaluation**

Teaching, the curriculum, subsequent planning is monitored, reviewed and evaluated regularly to ensure that:

- Highest standards and quality of learning are achieved
- It reflects and responds to the children's specific needs both academic and social
- There is clear progression of both skills and knowledge

### **Planning for the Curriculum**

#### **Long Term Planning**

All departments/Year Groups have a curriculum overview to demonstrate the range and progression of topics/subjects throughout the year. Each subject progression is relevant and appropriate to the needs and age of the pupils.

#### **Medium Term Planning**

Each class/department produces a scheme of work for each termly focus/Topic. In order to show clear progression and learning within in each term. The scheme of work includes:

- Clear learning objectives
- Opportunities for Assessment and Key Questions
- A short brief on the activity to be carried out
- Learning Outcomes

Each SoW must be accompanied by a target sheet which demonstrates the current level pupils are working at and targets and differentiation for each individual pupil.

#### **Short Term Planning**

Short term planning is to be based on the Medium Term Planning and is to inform the teacher of coverage that week in order to ensure high quality teaching and learning. As the planning is to inform the teacher that week, it is up to each individual teacher to use their own preferred format of lesson planning for the week.

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### **Classroom environment**

At Reddish Hall School in order to meet the complex needs of our children, we ensure that each classroom has:

- Clearly displayed timetables (visual and interactive), which are capable of being changed on a day to day basis.
- Keywords/Topic vocabulary clearly labelled areas and resources clearly labelled with expectations and objectives.
- Displays that incorporate ‘calming and therapeutic’ colours.
- A clear layout free from clutter

Less displays are used around the classroom to avoid visual over stimulation and so emphasis can be put onto the displays that are used

### **Extended Schools Curriculum**

At Reddish Hall, we aim to provide a wide range of trips and after school clubs in order to engage and enthuse the pupils.

School trips are regularly planned throughout the school to support the curriculum in addition to reward trips as part of ‘options’.

We offer after school clubs run by support staff throughout the school year. After school clubs are organised and planned based around pupil’s interests.

### **Monitoring and Evaluation**

The Headteacher has responsibility for the curriculum and teaching and learning and delegates responsibility to the Leadership Team and other staff members to ensure that the curriculum has progression and appropriate breadth to meet the needs of all pupils. The Headteacher and Deputy Head will ensure monitoring practices are in place, outcomes and evaluation recorded with appropriate review actions taking place.

SLT and MLT will:

- Monitor and evaluate the effectiveness of the curriculum in meeting the needs of all pupils
- Evaluate practice through lesson observations, learning walks, deep dives and work evaluations.
- Provide feedback to staff
- Identify priorities for development
- Assess outcomes in terms of pupil achievement
- Feedback and report to colleagues and SLT