The SENAD Group

Section 7
Policy for Teaching and Learning Including Observing Learning and Book Scrutiny

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Policy for Teaching and Learning

SENAD as the proprietor of its schools and its head Teachers and Principals as the leader of those schools are committed to children and young people learning. We therefore believe that teaching and learning should be viewed in its broadest sense. **By this we mean that pupils are learning through everything they experience and that all adults with whom they come into contact have a responsibility to provide positive learning experiences.** This policy is written for the benefit of all members of the school community, external agencies and parents/guardians. It should be read in conjunction with the Curriculum Policy and policy for Literacy and Numeracy.

This policy meets the School's obligation under The Education (Independent Schools Standards) (England) Regulations 2014 and The Education (Independent Schools Standards) (Wales) Regulations 2003.

The cited paragraph below is for English Schools:

"3. The standard in this paragraph is met if the proprietor ensures that the teaching at the school—

(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;

(c) involves well planned lessons and effective teaching methods, activities and management of class time;

(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;

(e) demonstrates good knowledge and understanding of the subject matter being taught;

(f) utilises effectively classroom resources of a good quality, quantity and range;

(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and

(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act(a)."

The cited paragraph below is for Aran Hall School in Wales:

"3) The teaching at the school must —

(a) enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

(b) foster in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves;

(c)involve well planned lessons, effective teaching methods, suitable activities and wise management of class time;

(d) show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are taken into account in the planning of lessons;

(e) demonstrate appropriate knowledge and understanding of the subject matter being taught;

(f) utilise effectively classroom resources of an adequate quality, quantity and range;

(g) demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from such assessments to plan teaching so that pupils can progress; and

(h) encourage pupils to behave responsibly."

1. VALUES STATEMENT

- To meet our students' needs by fulfilling our Social Inclusion philosophy in the areas of :
  - ✓ Physical needs
  - ✓ Social needs
  - ✓ Learning needs
  - ✓ Emotional needs
  - ✓ Material needs
  - ✓ Medical needs

- To create a social and learning environment that addresses behavioural difficulties through the development of core interactive skills.

- To proactively support communication, using where required, Adaptive and Augmented Communication (AAC)

- To maintain and develop these targets by ongoing school self-evaluation

- To support the development of teacher and other adults supporting learning practice by continuous professional development, effective appraisal and the use of observing teaching within lessons (OTLs).

2. AIMS

All our learners will have the opportunity to reach their full potential and therefore:

- find a way of life which suits them;
- achieve the maximum possible sense of physical & emotional well-being;
- behave less often in ways that are generally regarded as socially unacceptable and have maximum opportunities for inclusion;
- achieve their maximum potential level of independence;
- participate in developing their own learning as far as they can; and
- develop tolerance and contribute to the fundamental values of British society.

3. OUR CURRICULUM

Each school will have a specific curriculum policy that provides for a **broad and balanced curriculum** to develop the full potential of our students. This policy will meet the specific obligations of the standards as follows:

Our English schools will meet the following standards:

"*2.—*

(1) The standard in this paragraph is met if—

    (a)   the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2)is drawn up and implemented effectively; and

    (b)   the written policy, plans and schemes of work–

        (i)   take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

        (ii)   do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

(2) For the purposes of paragraph (2)(1)(a), the matters are—

(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;

(b) that pupils acquire speaking, listening, literacy and numeracy skills;

(c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;

(d) personal, social, health and economic education which–
    (i) reflects the school's aim and ethos; and
    (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);

(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
>   *(i) is presented in an impartial manner;*
>   *(ii) enables them to make informed choices about a broad range of career options; and*
>   *(iii) helps to encourage them to fulfil their potential;*

(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;

(h) that all pupils have the opportunity to learn and make progress; and

(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Our Welsh school, Aran Hall will meet the following standards:

"(2) The school must draw up and implement effectively a written policy on the curriculum supported by appropriate plans and schemes of work, which provides for —

(a) full-time supervised education for all pupils of compulsory school age, which gives pupils experience in the following areas: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;

(b) subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;

(c) pupils to acquire skills in speaking and listening, literacy and numeracy;

(d) where the principal language of instruction is a language other than English or Welsh, lessons in written and spoken English or Welsh, except that this requirement will not apply in respect of a school or part of a school which provides education for pupils who are temporarily resident in Wales and which follows the curriculum of another country;

(e) where a pupil has a statement, education which fulfils its requirements;

(f) personal, social and health education which reflects the school's aims and ethos;

(g) appropriate careers guidance for pupils receiving secondary education;

(h) where the school has pupils below or above compulsory school age, a programme of activities which is appropriate to their respective needs;

(i) the opportunity for all pupils to learn and make progress; and

(j) appropriate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

We instruct in English in all of our schools (see SENAD's English as an Additional Language Policy, number 716).

4. RESPONSIBILITIES:

4.1 All Members of staff are expected to:

- Value students as individuals, respecting their right to be educated in a caring, safe and supportive environment.
- Communicate effectively with students, respecting individual communication systems
- Foster and promote good relationships between all members of the school.
- Provide a well organised and structured environment in which students know what is expected of them and can function as independently as possible.
- Offer equal opportunities in all aspects of school life.
- Adopt a positive approach at all times and ensure that small steps of achievement are celebrated.
- Encourage students to take increasing responsibility as they progress through the school.
- Work in mutually supportive teams.

4.2 Teachers are expected to:

- Provide stimulating programmes of learning.
- Offer challenging and enjoyable activities.
- Provide lessons which are prepared, structured and paced to make effective use of the time available.
- Ensure, through assessment and record keeping, that learning is continuous and progressive.
- Ensure that students have a clear and common understanding of the high expectations held of them individually, according to their ability and aptitude and of the targets to which they are working.

- Give students opportunities to reflect upon their progress and where possible to involve them in the next steps in their learning including choices at KS2, KS4 and in Post 16.
- Maintain up to date knowledge of the curriculum.
- Set realistic but challenging targets.
- Communicate with parents on a regular basis.
- Identify cross curricular opportunities to develop functional skills
- Ensure the use of ICT is embedded across the curriculum.
- Provide opportunities and experiences which promote the spiritual, moral, social and cultural development of the learners.
- Ensure programmes of study do not allow students to become radicalised.
- Provide personalized learning.

4.3   Therapy Staff are expected to:

- Participate in the planning and delivery of certain aspects of the curriculum to foster a total communication environment and to address sensory issues where necessary.
- Assist in evaluation and assessment.
- Offer individual skills and expertise in therapy throughout all settings.
- Work with individuals and groups to ensure therapeutic priorities are met.

4.4   Teaching Assistants are expected to:

- Support the ethos of the learning area in which they work.
- Be able to lead class groups for short periods under the direction of teaching staff or in the absence of teaching staff.
- Ensure the class environment is ready for learning each day.
- Be involved in supporting the multi-disciplinary approaches for groups and individual students.
- Supporting recording of progress and deficits in teaching and learning.

4.5   Student Support Assistants (Care) are expected to:

- To follow teacher and teaching assistant direction during the education day in order to provide appropriate personalized learning.
- Use their own talents and skills to contribute to the overall experience of the pupils and the life of the school.

- Contribute to the delivery of individual programmes.
- Participate in discussions and meetings about individual students.
- Offer support for individuals or groups in the classroom.

4.6   Registered Managers (Care) are expected to:

- Provide appropriate evening and weekend activities to compliment the taught curriculum, in particular for students who will be leaving care at the age of 18 onwards.
- Set appropriate targets for personal care and independence.
- Ensure students are punctual and suitably dressed and equipped for the school day.
- Support punctual attendance and Alterative Provision for non-attenders

4.7   Senior school leaders are expected to:

- Support staff and students by regularly monitoring the teaching and learning process.
- Recruit and retain suitable staff.
- Provide opportunities for appropriate training.
- Implement a system of development, monitoring and evaluations of teacher and classroom support staff performance and improvement.

4.8   The Head Teacher/Principal is expected to:

- Oversee the implementation of a policy on performance management of teachers
- Monitor the learning in the whole school.
- Monitor and evaluate the actions needed to improve outcomes for learners and that teacher and senior leaders are effective.
- Ensure senior leaders recruit and retain suitable staff, making effective use of training.
- Ensure that there is an effective system of development, monitoring and evaluations of teacher and classroom support staff performance and improvement.

4.9 SENAD as proprietor is expected to:

- Implement a policy of teaching and lesson observation that is *'fit for purpose'*
- Monitor provision of schools
- Oversee the performance management of schools and their self-assessment
- Oversee the implementation of a policy on performance management of senior leaders and the Head Teacher/Principals
- Support Head Teachers in implementing improvement policies

5 STRATEGIES FOR TEACHING AND LEARNING:

5.1 THE LEARNING ENVIRONMENT:

We recognise that the environment has a significant impact on learning. We ensure that environments conducive to learning and optimum curriculum access are facilitated by:

- Respecting and promoting individual communication systems.
- Using symbols and photographs to support social communication and social organisation
- Providing interesting and accessible displays.
- Providing as appropriate, uncluttered classrooms, communal spaces and work spaces.
- Ensuring the necessary equipment and resources are available and accessible
- Organising classrooms to promote independent working, learning and organisational skills.
- Supporting challenging behaviour consistent with individual management programmes.
- Employing strategies to support sensory difficulties.
- Supporting individuals through sensitive use of advocacy.
- Using a wide variety of teaching styles to meet learning needs and curriculum intentions.
- Deploying support staff effectively and providing appropriate levels of support for individuals.

- Multi-disciplinary planning.
- Involving students in the planning and evaluation of their own learning at the appropriate level.
- Having challenging but achievable targets.
- Recognizing achievements.
- Ensuring students are purposefully occupied for as much of the time as possible.

5.2 TEACHING AND LEARNING STYLES

Teaching styles vary and are adapted to suit the needs and abilities of our learners. This means adopting a range of approaches which may include:

- Personalised learning
- The enquiry approach.
- Practical activities.
- Functional approach.
- Key questions.
- Out of classroom activities.
- Community access.
- Educational visit.
- Use of ICT.
- Individual, group work, whole class, differentiated activities.
- Role play drama.
- Multi-sensory approaches.
- Making use of individual and group motivators.
- Foundation learning.

Student's achievements in learning are recognised by a variety of motivators and rewards designed to suit individual groups and to encourage 'working together' as well as individual achievement.

6 ENSURING PROGRESSION AND CONTINUITY

6.1 Functional Skills

Achievement through access to the statutory curriculum to which all students are entitled is a priority for all.

This includes options and choices at KS4 and Post 16. The promotion of functional skills to maximize potential for students is a priority in all settings.

6.2 Communication

Students will develop pragmatic skills through being given structured opportunities to:
- Make choices.
- Make requests.
- Direct peers and adults.
- Follow directions.
- Turn take.
- Repair conversation/communication.
- Reason.
- Predict.
- Negotiate.

Students will develop as necessary, augmentative skills through using:
- Signs and symbols.
- Visual materials.
- Technological aids.

Students will develop use of language and literacy skills through:
- Differentiated written and visual material.
- Symbol support.
- Appropriate sentence length.
- Appropriate vocabulary.
- Appropriate style and size of print.
- Enjoyment of books.

6.3 Social Organisation

Students will develop skills for:
- planning and following routines
- predicting
- managing change

6.4 Personal Development and Independence

Where appropriate and at a level appropriate to the student's cognitive and personal development each student will be encouraged to:
- Identify his own strengths and weaknesses.
- Ask for help.
- Express feelings.

- Show respect for others and the environment.
- Take responsibility.
- Initiate.
- Make decisions.
- Participate in planning and evaluating their own learning experiences.
- Extend concentration and attention.
- Problem solving.
- Manage risks.

6.5 Motor and Sensory Skills

Motor and Sensory Skills will be developed through ensuring:
- Correct positioning for optimum functioning.
- Periods of sitting to be alternated with periods of movement.
- Calm distraction free environments to be available.
- Physical activity prior to table top work to be available.
- Physical movement and practical activity and exploration to encourage spatial awareness.
- Sensory exploration opportunities.
- Integrated fine and gross motor activities.
- Integrated visual-spatial activities.

7   PERSONALISED LEARNING FOR TEACHERS

Personalised learning for teachers improves pathways to access and maximum learning for all pupils at their individual levels of engagement. It means being flexible enough to provide tasks suited to individual learning styles, strengths, communication methods and levels of ability.

Personalised learning strategies in the environment includes:

- Identifying different objectives and outcomes for individuals.
- Presenting different tasks or challenges to individuals.
- Presenting information in different ways.
- Providing resources to facilitate individual access.
- Providing appropriate levels of support for individuals.
- Distinguishing between experience and achievement.
- Distinguishing between knowledge and skills.
- Identifying and providing opportunities to develop individual priority targets within a curriculum context.
- Being cyber-safe and avoid becoming radicalised through learning

Personalised learning in medium term planning should mean:

- Identifying areas of the curriculum to prioritise for groups or individuals.
- Identifying areas of the curriculum which should be visited in detail and those which can be dealt with in outline or at an experiential level.
- Identifying material from other key stages where necessary.
- Including a range of activities suitable for different levels of ability.
- Identifying a range of resources to facilitate the learning process.
- Identifying a range of assessment strategies to suit different learning styles.
- Identifying a range of recording methods to suit different communication and abilities.

8 Observing Learning in Teaching (OLT)

SENAD schools and their Head Teachers will use a range of processes to evaluate the effectiveness of learning. These will include the following:

Developmental Observations
Senior school leaders will carry out developmental ungraded observations throughout the year.

Peer Learning
All teachers can take part in peer learning sessions. The focus of learning for both the observee and observer should be agreed by both parties.

Both the observee and observer should have identified their learning outcomes. These observations can support innovation in teaching and learning. These peer learning sessions may occur as part of a development plan decided at the learning and teaching reviews or it may be a key improvement strategy in a poor performing area.

Learner Walk
Observers can implement planned learner walks across academic areas. These can be a collection of typically five to fifteen minute 'drop ins' to various sessions. There should be a theme for this type of observation decided at the learning and teaching reviews. These are often recorded on an OL7 and held within each School/Subject Sector Area.

Learner walks should be undertaken in a supportive and professional manner and learners should not be asked for their views of an individual teacher during learning walks. All staff should understand that the performance of an

individual will never be the focus of a learning walk but that collective feedback will be given. A programme of learning walks should be notified to lecturers so that they know the theme of the learning walk for that week.

Feedback from the learner walks can be shared at team meetings and the reviews of observations of teaching and learning. There is typically no individual feedback to members of staff. Feedback to colleagues may present an immediate opportunity for them to participate in the focus and planning of the next Learner Walk

Book scrutiny
School leaders will periodically review planning information and students books. The objective of this is to support teacher practice and where necessary, support development and improvement in practice.

Graded Observations
The School will seek to observe sessions delivered by full and part time staff. Each member of staff will be observed typically no more than once per term.

However a School may choose to observe proportionate to risk and as a result of data analysis. The observation process will apply to both curriculum based sessions, group and one-to-one tutorial sessions, enrichment and any other key learning processes. Graded Observations can be carried out by Senior School Leaders and SENAD senior staff as part of this process.

Peer Observations by SENAD
SENAD will typically do peer graded observations with school leaders to check their evaluative skills to assess learning and provide appropriate and developmental feedback to teachers.

RELEVANT POLICIES TO CROSS REFER TO:

- Curriculum Policy   701
- English as an Additional Language Policy   716
- Moderation of Teacher Assessment   717
- Policy for Literacy and Numeracy   720

- **DfE teachers' standards (Part 1 and 2)**

ANNEX 1: TEACHER PERFOMANCE STANDARDS[1]

PART One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
- establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils
- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge
- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity

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[1] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers__Standards.pdf

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning Environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART 2: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - ✓ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - ✓ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - ✓ showing tolerance of and respect for the rights of others
  - ✓ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ✓ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.