

# 702EWS

## Edgewood School Teaching and Learning Policy

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<b>Related Regulations</b>	
<b>Annexes and Supplementary Info</b>	
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## Edgewood School – Teaching and Learning Policy

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### 1. Aims

This policy aims to:

- Explain how we create an environment at our school where young people love learning, are productive and feel valued
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all young people in our school
- Involve young people, parents and the wider school community in young people's learning and development

### 2. Intent

Young people learn best at our school when they:

- have their basic physical needs met
- feel secure, safe and valued
- feel a sense of belonging to the group
- are engaged and motivated
- can see the relevance of what they are doing
- know what outcome is intended
- can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed

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- Have access to the necessary materials
  - Are not disrupted or distracted by others
  - Can work with others or on their own, depending on the task
  - Are guided, taught or helped in appropriate ways at appropriate times
  - Can apply the learning in both familiar and new contexts
  - Can persevere when learning is hard
  - Can manage their emotions if things are not going well
  - Recognise that all learners make mistakes and mistakes can help us learn

The intent of this policy (and Edgewood School's teaching) is to enable our pupils to increase their sense of wellbeing, productivity and high quality relaxation throughout their time at our school so that they can fulfill their life aims and contribute to society.

### **3. Roles and Responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is how we will create the above conditions for young people's learning at all times:

#### **3.1 Teachers**

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#).
- Actively engage parents and carers in their child's learning through weekly newsletters, parent consultation days, open days and regular communication.
- Update parents and carers on young people's progress at least on a termly basis (and more frequently if there are concerns), and produce an annual written report on their child's progress.
- Meet the expectations set out in the Curriculum Policy, the Marking and Feedback Policy, the Assessment, Recording and Reporting Policy and the Performance Management Policy.

#### **3.2 Support staff**

Support staff at our school will:

- Know young people 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.

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- Feedback observations of young people to teachers.
  - Ask questions to make sure they've understood expectations for learning.
  - Identify and use resources to support learning.
  - Have high expectations and celebrate achievement.
  - Demonstrate and model themselves as learners and as positive role models.
  - Meet the expectations set out in their job description

### **3.3 Subject Leaders**

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows young people to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for young people to:
  - achieve breadth and depth
  - fully understand the topic
  - demonstrate excellence
- Moderate progress across their subject by 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 best practice
- Confidently meet the expectations set out in curriculum policy, marking and feedback, the literacy and numeracy policy and performance management policy

### **3.4 Senior leaders**

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education for all
- Celebrate achievement and have high expectations for everyone

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- Hold staff and young people 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 through mentoring and coaching, enabling teachers to support one another where appropriate
  - Address underachievement and intervene promptly
  - Meet the expectations set out in curriculum policy, marking and feedback, the literacy and numeracy policy and performance management policy.

### **3.5 Pupils**

Pupils at our school will be encouraged to:

- Acknowledge responsibility for their own learning, and support the learning of others
- Understand the expectations for good behaviour for learning, respecting the rights of others to learn
- Be curious, ambitious and engaged
- Know their targets and how to improve
- Apply effort and focus into their work

### **3.6 Parents and carers**

Parents and carers of young people at our school will:

- Value learning
- Encourage their child as a learner
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning

## **4. Implementation**

We recognise that pupils who attend Edgewood School have specific, diverse, complex and individual needs. Our curriculum aims to meet these needs and, as a result, is bespoke to our setting. It combines the best features of mainstream, Life Skills and therapeutic curricula to enable all learners to progress.

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Our ultimate goal is that pupils are enabled to be active learners, who fulfil their potential academically, socially and independently.

The curriculum offer is not subject specific for all pupils, some of the pupils function at the very early stages of development; development is holistic with learning tasks often supporting the development of a range of skills. However, Literacy, Numeracy and PSHE are taught to all pupils in line with their individual abilities, in addition to being addressed through other curriculum areas. In addition to the whole school text scheme of work, teachers plan their own schemes of work for their classes and individual pupils, in line with their agreed Learning Goals and positioning on the Literacy, Numeracy and/or Growth Frameworks. Planned schemes may use documents or commercial schemes/websites, adapted for use with individual pupils.

The Edgewood curriculum establishes a love of learning and preparation for adulthood. We provide appropriate challenge and experiences supported by highly specialised staff.

#### **4.1 Planning**

Lessons will be planned well to ensure good short-, medium- and long-term progress. Planning documents will outline the young people's progression through the subject, but also indicate:

- The pieces of work to be more formally assessed
- The key vocabulary for each unit
- The range of learning activities involved
- The opportunities for enrichment, extra or cross-curricula links, stretch and challenge
- Research-informed best practice, such as Rosenshine's principles, chunking instructions, dual-coding and other strategies to maximize learning and minimise extraneous cognitive load.

#### **4.2 Learning Environment**

When pupils are at school, learning will take place in classrooms, therapy rooms, breakout spaces, sensory integration rooms, specialist teaching spaces and outdoor spaces.

These spaces will be kept safe, clean and ready for young people to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Simple and uncluttered environments to reduce cognitive demand
- Accessible resources for learning such as books, worksheets and specialist equipment
- Personalised seating arrangement that allows everyone to see the board, participate and address individual requirements for sensory needs

- Displays that celebrate and support young people's learning while meeting the sensory needs of our pupils.

Learning is not limited to our school site, due to our frequent visits to the local community, where pupils have opportunity to develop their cultural capital, independence and life skills.

### 4.3 Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are gifted and talented/most able

To do this effectively, as a school we will:

- Using support staff effectively to provide extra support
- Working with our Speech and Language therapists, Occupational Therapists, Literacy and Numeracy Specialists, our pupils, and their parents/carers to establish the appropriate level of material to support and stretch these young people to make good progress
- Providing writing frames, word banks, glossaries, visual prompts, visual models and vocabulary lists where necessary

### 4.4 Marking and Feedback

Feedback will clearly explain to young people what they're doing well and what they need to do next to continue to improve their work. Where appropriate and tailored for individual need, the general principles of our marking policy are as follows:

- feedback should be timely and respond to the needs of the individual so that they can actively engage with the feedback and will include information on the support required and the levels of engagement
- a dialogue, both verbal and written, should be created between teacher and student
- when marked work is returned to young people, it is essential to allow time for pupils to read the comments and engage with the feedback
- feedback is a part of the school's wider assessment process, which aims to provide an appropriate level of challenge to young people in lessons, allowing them to make good progress
- where appropriate, pupils should be encouraged to assess their own work against the learning objectives and success criteria

- whole-class feedback, peer-assessment and self-assessment are valuable tools for learning that should occur regularly, however, this needs to be well structured by the teacher to ensure it is a meaningful process
- there should be two pieces of detailed feedback per term as the agreed maximum

Please see the Marking and Feedback policy for more details.

#### **4.5 Assessment, recording and reporting**

We will track young people's progress using a combination of formative and summative assessment. Formative assessment is completed on an ongoing basis by teachers through the use of low stake quizzes, analysis of pupils' completed work and pupils' responses to questions in class and end of topic tests amongst other assessment methods. Summative assessment is completed on a termly basis using the in-house "Assessment without Levels" assessment grids, using teachers' formative assessments.

We will provide regular Learning Goals for pupils, and provide twice yearly verbal reports against these at Parent/Carers' Consultation Days. A written report is provided for the pupil's Annual Review of their EHCP.

### **5. Impact**

We will monitor the impact of our teaching and learning in school to make sure that all of our pupils make the best possible progress from their starting points.

Senior Leaders will monitor and evaluate the impact of teaching on young people's learning through:

- Conducting learning walks
- Conducting learning and teaching observations
- Reviewing marking and feedback
- Termly progress meetings (RAP Meetings)
- Student voice from the school council
- Book scrutinies

Please see our Performance Management policy for more details.

### **6. Continuing Professional Development (CPD)**

As part of a multidisciplinary school we provide a multidisciplinary CPD programme that is also specifically tailored for our pupils. We use INSET days and CPD meetings to provide CPD to our teachers alongside speech and language therapists,



occupational therapists and learning support workers, as well as delivering CPD specific to our teachers.

Please see our CPD calendar for more information. Specific training requests for external training are reviewed and approved as appropriate to ensure our teachers are at the forefront in their practice with young people with SEND.

## **7. Review**

This policy will be reviewed annually by the senior leadership team to ensure classroom practice is fully up-to-date and responsive to pupils' needs. At every review, the policy will be shared with the teachers in the school via SharePoint.