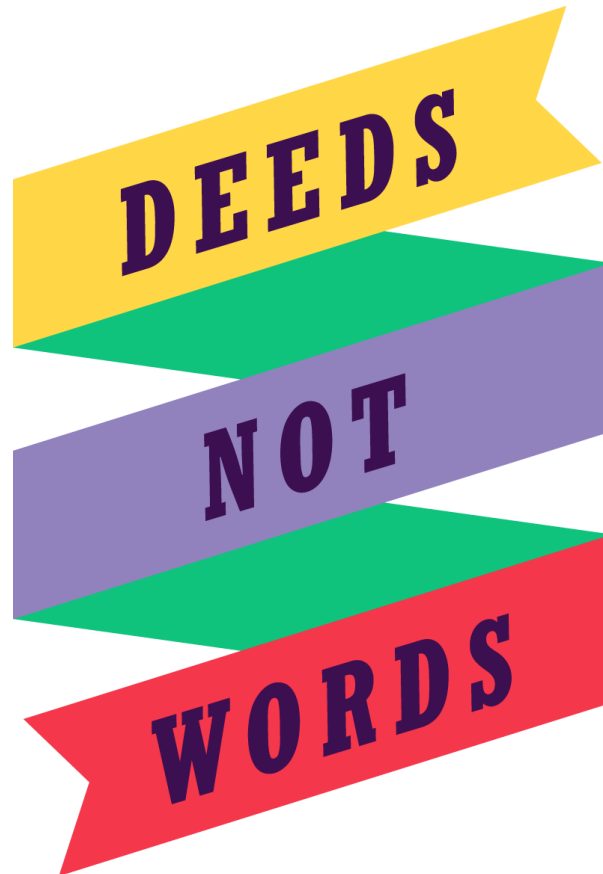




# EMILY DAVISON SCHOOL

## TEACHING & LEARNING POLICY



DATE AMENDED	OCTOBER 2023
DATE OF LAST REVIEW	JUNE 2024
REVIEW DUE DATE	OCTOBER 2024
WRITTEN BY	JO KENDRICK
HEADTEACHER	MICHAEL HUTCHISON
CHAIR OF GOVERNORS	DAVID HARRISON

## Teaching and Learning Policy

### Rationale

Teaching and Learning is at the heart of school life and the key factor in school development. It is the means by which we offer and put into practice a curriculum which is broad and balanced, following guidance from the National Curriculum. We provide access to the curriculum through clearly defined pathways – differentiated to match the learning styles and individual needs of our pupils, enabling them to achieve appropriate outcomes to support them in adult life. Teachers are highly creative in their approaches to remove barriers to learning and we work collaboratively, involving parents, multi-disciplinary professionals and the wider community, in a setting which promotes equal opportunity and respect, enabling young people to apply and consolidate their learning.

### Curriculum Map



### Aims

- We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners.
- Through a combination of learning techniques, we aim to ensure pupils enjoy learning and build a foundation of skills for adulthood.
- We offer our pupils new and exciting experiences through bespoke curriculum opportunities with academic and vocational outcomes, designed to build resilience, confidence and self-esteem.
- We recognise that pupils should be challenged in their schooling; learning from failures and celebrating successes.
- We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

- We deliver teaching and learning through core skill & knowledge acquisition:
- *Literacy*
  - Secure reading skills – address gaps ensure all students read at age related levels
  - Develop fine motor skills to enable students to plan, construct & record their ideas in written form.
- *Engagement*
  - Removing barriers to learning to enable students to focus their attention
  - Provide a motivating, broad and enriched curriculum to capture interest
  - Ensure all students are stretched and challenged
  - Promote independence through work and enrichment activities
- *Physical Development*
  - Weekly 2 hour provision of physical activity
  - Follow students interests to acquire and develop core skills across a range of physical activities
  - Develop physical and mental resilience
  - Understand health and wellbeing in its broadest sense
- *Life Skills*
  - Develop individuality & independence
  - Be able to meet personal care and self-help needs
  - Acquire a knowledge of how to maintain personal safety - including online safety
  - Be able to recognise and apply Emotional Regulation strategies
  - Develop social awareness & become a local and global citizen
- *Problem Solving & Reasoning*
  - Secure core mathematical knowledge and skills
  - Apply knowledge and skills to real life situations and problems
- *Multi Disciplinary Input*
  - Incorporate SALT & OT advice, plans and targets
  - Support from Health, CYPS & Social Care
  - Support from EWOs

During periods of extended closure or where it is not appropriate for students to attend in the main body of the school; where Emily Wilding Davison School is unable to deliver a face to face curriculum, we will adapt and adopt the following protocols, to ensure maintenance of provision for our pupils:

- Work offered to families in the core areas (English, Maths, Communication Development, Social Interaction and Physical Development)
- Work provided via a variety of platforms; online (Google Classroom & SENICA), videos, practical challenges, daily reading based activities, paper work packs (including practice papers) and welfare calls.
- Weekly and daily timetables available
- Weekly support over the phone; discussing work, providing advice on how to engage students in work, identifying areas of work requirements

- Where appropriate, support provided by Alternative Provisions or Teaching in the Community

All teachers endeavour to maintain a focus on the provision requirements, as set out in Section F of the child's Education and Health Care Plan(EHCP), to maintain focus and support through prolonged disruption to standard school access and timetabling.

On return to full time education, Emily Wilding Davison School works to support children and their mental health to promote and maintain access to onsite education.

## **Effective Teaching**

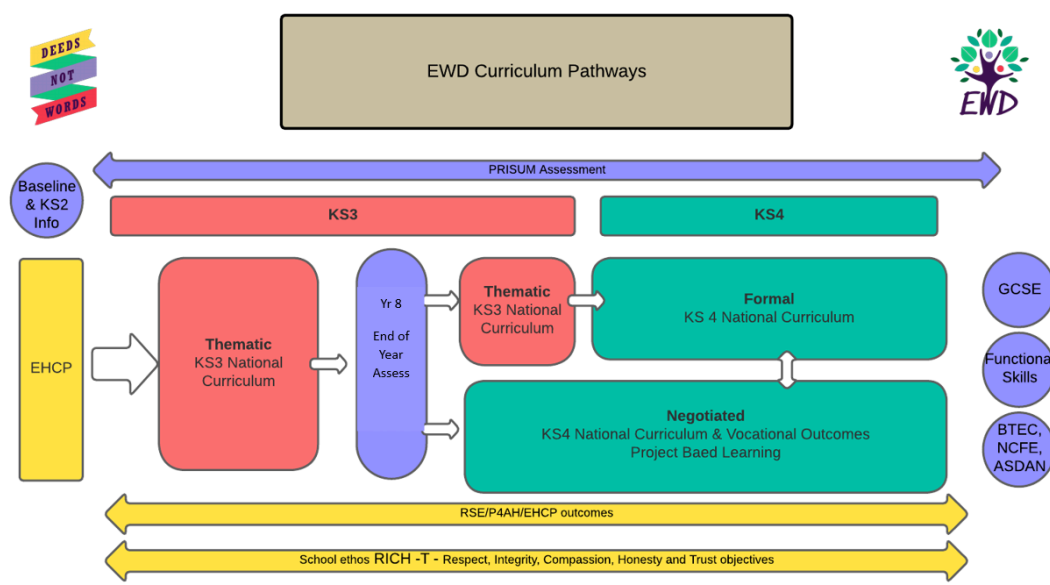
Teaching focuses on motivating children and building their confidence when applying their skills & knowledge. We have developed creative and differentiated SOW based on the new National Curriculum.

We believe children learn effectively when the teacher provides:

- a safe environment where children can take risks;
- shared learning objectives which are understood by the pupils;
- opportunities to review and reflect on the learning;
- a breadth of experiences and opportunities for practical and theoretical learning
- appropriate questioning techniques used to challenge – inc allowing processing time
- regular constructive feedback shared with pupils
- differentiated support for the learning of all pupils;
- a planned programme of educational visits to stimulate, apply & reinforce learning;
- a variety of teaching approaches are utilised – whole class, group work, paired, individual and independent tasks
- celebration of achievement and excellence in displays, assemblies and celebration

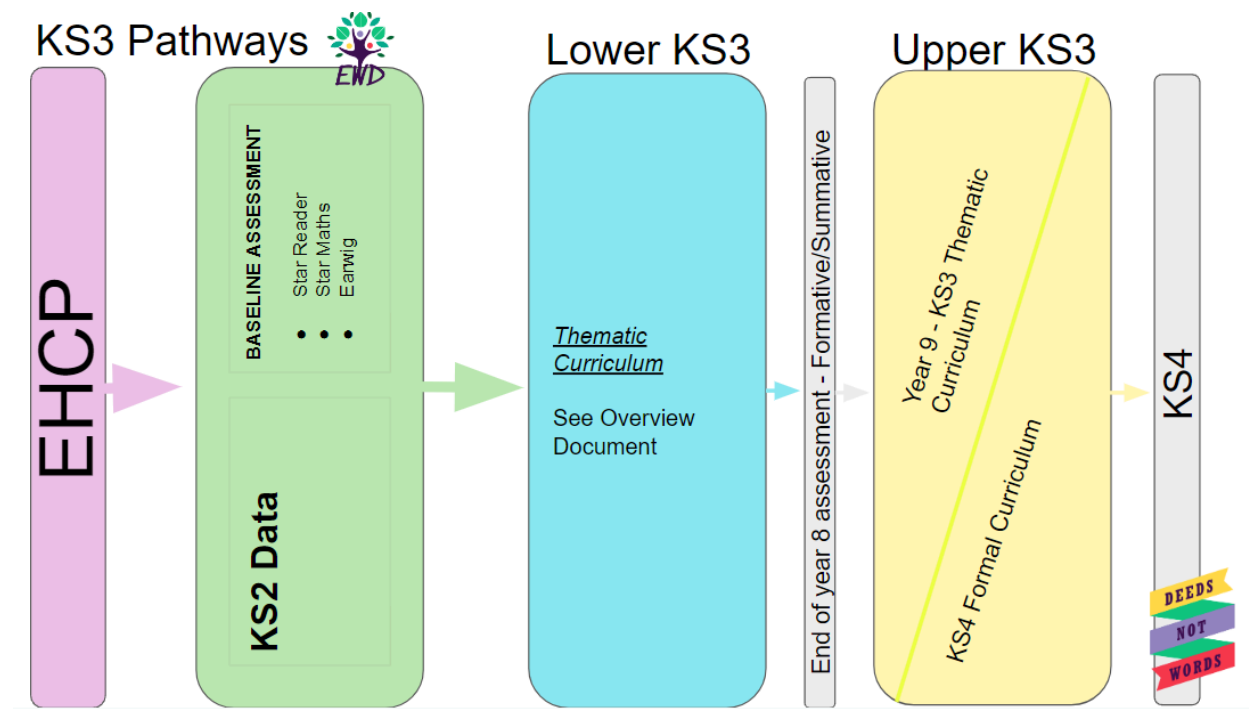
## **Education Pathways**

Students' learning pathways are decided by baseline assessments and guidance from their EHCPs.

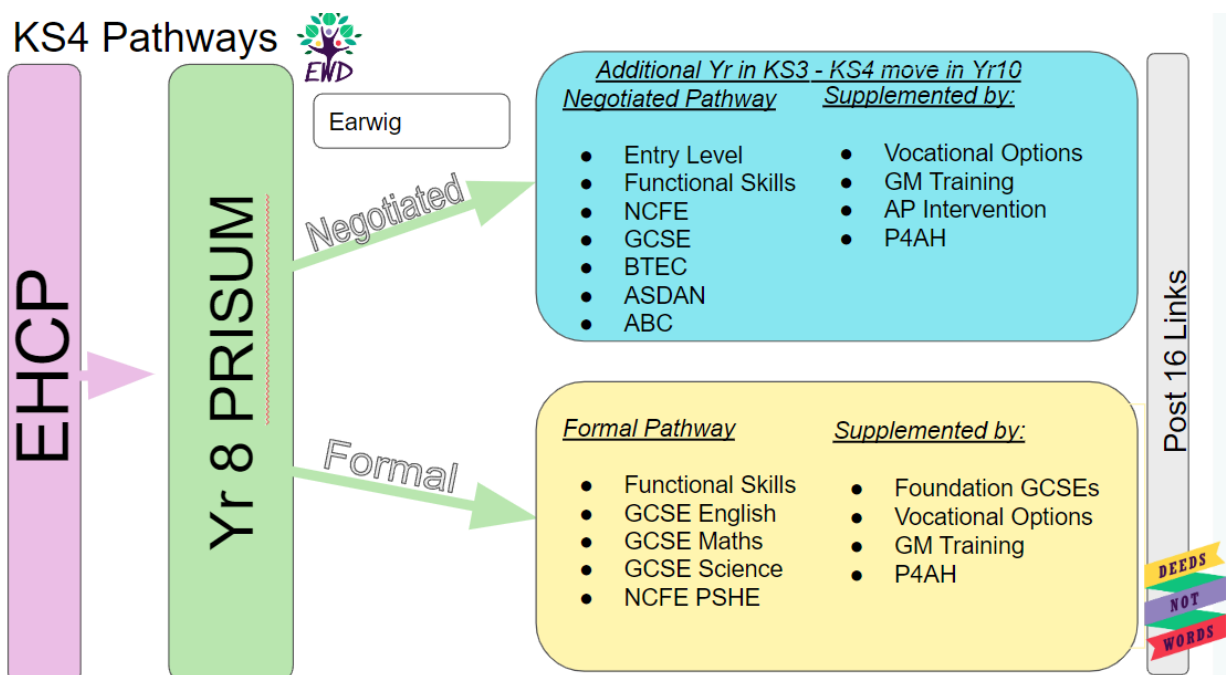


These are potential routes for access to an appropriate curriculum. They highlight opportunities to progress and expected outcomes.

### KS3



## KS4



## Curriculum Approaches

### **Negotiated/Vocational**

We recognise that some students require a less formal, more practical approach to learning which increases their engagement and potential to succeed. For those accessing a semi formal curriculum key content is delivered via a mix of classroom teaching, with enriching activities (such as Forest School, curriculum visits and cookery) for Maths, English and where appropriate Science, working towards Functional Skills and Entry Level qualifications. Students learn through theme-based topics, planned over a two year cycle, which change termly. Activities and resources provide full curriculum across the core curriculum content, with additional aspects of Humanities, PSHE, IT, Cooking & Nutrition and Social Sciences that can be built in, depending on options choices.

In addition to the more traditional aspects/subjects within the curriculum, students are offered a range of vocational placements, courses and qualifications, further broadening their horizons and preparing them for adulthood.

## Formal /Academic

All students at Emily Wilding Davison, continue to follow the National Curriculum started in previous mainstream schools. Students following more traditional academic routes have the added advantage of smaller class sizes meaning a very targeted approach to support their progress.

In addition to their formal curriculum studies (Science, Humanities, PE, Art and IT) they may also select a vocational option, in an area such as construction or motor vehicle maintenance, to supplement their academic choices.

All students work towards GCSEs with milestone qualifications en route to these - such as entry level, functional skills and supplemented with BTEC qualifications.

### Curriculum Offer Across Key Stages

Our curriculum pathways are broken down to provide students with the knowledge and skills they need to succeed and ensure they are best equipped for adulthood. The options and coverage reflect students learning styles and needs according to their developmental stage and information from their EHCP:

Curriculum coverage and outcome opportunity

	<b>Subject</b>	<b>Key stage 3</b>	<b>Key stage 4</b>
<b>Core</b>	English	✓ Gold Step Up to English	✓ Functional Skills & GCSE
	Mathematics	✓ Entry Level	✓ Functional Skills & GCSE
	Science	✓	✓ Entry Level & GCSE
		<b>KS3 Foundation Subjects</b>	<b>KS4 Options</b>
	Art & Design	✓ Arts Award	✓ inc fine Art & photo GCSE
	Computing	✓	✓ T Level & BTEC
	Food Technology	✓	✓ BTEC Level 1 & 2

	Geography	✓	✓ ASDAN
	History	✓	✓ ASDAN
	Music	Disapplied via EHCPs, but experience offered through enrichment activities	
	Physical Education	✓	✓ inc NCFE & GCSE
	PSHE - inc RSE	✓	✓ inc Thrive
	MFL	Disapplied via EHCPs, but experience offered through enrichment activities	
	Construction		✓ AVC Level 1
	Motor Vehicle Repair		✓ ABC Level 1
	Beauty		✓ ASDAN - leading to BTEC in 2024
	Outdoor Learning opportunities	Forest School - WILD	Duke of Edinburgh 2025

NB – Students access IT experiences in KS3 in preparation for a specific computing curriculum in KS4. Languages are accessed through whole school enrichment opportunities and linked to aspects of Schemes of Work, where appropriate. The adaptations are to reflect the appropriate progress expectations of our population; their SEMH needs and their cognitive capacity.

## Schemes of Work

The Schemes of Work have been written using guidance from the National Curriculum, in line with the pathways detailed above, ensuring learning experiences that are challenging yet achievable. They provide a range of learning objectives, suggested teaching activities (with forest school ideas) and cross curricular links. These are working documents that all staff can contribute to; increasing the range of teaching ideas, and which are reviewed regularly by the Teaching & Learning team.

The Schemes of Work act as a tool through which a student's personal progress can be measured; providing opportunities for core aspects of development (outlined in the beginning of this policy) to be assessed. Teachers are required to ensure they:

- Have high expectations



- Deliver Quality First teaching
- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning

## **Reading**

At Emily Wilding Davison we develop student's reading through various approaches and activities. We employ phonic and sight recognition strategies incorporating visual, pictorial & key word support to meet the needs of individuals. We commit to enabling students to read with books that are appropriate to each individual's approach to reading. We develop an interest in books and reading for pleasure, including enjoying a wide variety of texts such as fiction, non-fiction and poetry with a range of 'tools' to interpret text. We want children to read with confidence, accuracy, fluency and understanding to become independent readers. We place importance on applying these skills across the curriculum.

Students targets are set from our own Scheme of Work. These objectives are then embedded within whole class teaching, small group activities and 1:1 reading. Additionally, we use Speech and Language advice and guidance from NHS therapists and ELKAN trained members of staff to provide additional support for some students via intervention sessions.

Phonics teaching is structured around the Read Write Inc programme. We use specific resources matched to phases 1-6 to teach phonics at the appropriate stage for each individual; these range from online resources to practical and sensory activities led in the classroom. Our highly creative staff have enhanced reading opportunities with sets of resources which are shared and used across school.

For those students, particularly with an ASC diagnosis, where sight recognition appears to be their approach to reading we use; word fading and Star reading assessment and recovery programmes to support their catch up reading development.

## **Handwriting**

At Emily Wilding Davison school we introduce letter formation using Read Write Inc guidance and materials, to support children with verbal and visual prompts to help them remember how to correctly form letters. We then use a specific handwriting scheme for those learning cursive handwriting.

## RSE

Please see our separate RSE policy outlining the curriculum and delivery arrangements within Emily Wilding Davison.

### Promoting fundamental British values – Promoted throughout the curriculum

Citizens of the UK should:

- Respect and obey the law.
- Respect the rights of others, including their right to their own opinions.
- Treat others with fairness.
- Look after themselves and their family.
- Look after the area in which they live and the environment.

We believe that our code of conduct underpins the fundamental British values to:

- Always try our best at everything we do.
- Listen to each other.
- Treat each other with respect and value our differences.
- Make time to talk through our problems.
- Care for our environment and everything in it.

### Safeguarding & Behaviour in the Curriculum

At Emily Wilding Davison we teach principles and awareness of behaviour choices and maintaining personal safety through our PSHE and IT curriculums. In addition to this, focused Thrive sessions support those students who need individualised or more specific intervention.

### Protected Characteristics

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- [being pregnant](#) or on maternity leave
- [disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'. These are taught at EWD School through PSHE and Thrive sessions. Students learn to respect each other, not discriminate against each other, and to be tolerant of difference.

## Teaching Time

Our day at Emily Wilding Davison School (new timings following consultation for 2024 onwards)

### KS3

ARRIVAL/ BREAKFAST 8.30 - 9.00	TUTOR TIME 9.00 - 9.20	SESSION 1 9.20 - 10.00	SESSION 2 10.00 - 10.40	BREAK 10.40 - 11.00	READING 11.00 - 11.20	SESSION 3 11.20 - 12.00	LUNCH 12.00 - 12.40	SESSION 4 12.40 - 1.20	SESSION 5 1.20 - 2.00	TWILIGHT 2.00 - 3.00
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### KS4

ARRIVAL/ BREAKFAST 8.30 - 9.00	TUTOR TIME 9.00 - 9.20	SESSION 1 9.20 - 10.00	SESSION 2 10.00-10.40	READING 10.40 - 11.00	BREAK 11.00 - 11.20	SESSION 3 11.20 - 12.00	SESSION 4 12.00 - 12.40	LUNCH 12.40 - 1.10	SESSION 5 1.10 - 2.00	TWILIGHT 2.00 - 3.00
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In addition to specific teaching sessions, mealtimes, break times and extra-curricular activities increase the time spent engaging in communication and social development, as linked to their EHCPs.

Statutory guidelines state there must be 38 weeks of teaching time (equivalent to 190 days or 380 sessions). At Emily Wilding Davison School we incorporate within this; activities such as religious festivals, concerts, educational visits, sports days and whole school celebrations, social activities with parents, residential experiences and curriculum focussed weeks.

## Teaching in the Community (TIC) & Tutoring

Where students have increased levels of anxiety or are unable to meet the behaviour expectations of the school we may offer 1:1 sessions within the student's local area or within our on site tutoring provision. This is agreed and identified through a professional meeting with family and other agencies involved with the child. TIC follows the curriculum pathway identified for the student and focuses on core subject teaching - i.e. Maths and English. Additional follow work will also be set to be completed independently.

When this is agreed within the home, parents must be in attendance when learning takes place in the home.

## **Alternative Provision (AP)**

Some students may require a long term or short term provision away from the setting of Emily Wilding Davison School. Alternative Provision is offered by a range of providers and selected based on the students pathway and individual needs. AP provisions are located within reasonable distance from the student's home area. We use the following providers; Engage, Educ8, EBI Learning, Maximise Education and GM Training (additionally used for arranging work placements within the school too).

All providers are subject to a Service Level Agreements, Safeguarding checks and DBS clearance. Curriculum delivery and attendance monitoring is conducted by the Emily Wilding Davison leadership team.

For more information, please refer to the Alternative Provision rationale.

## **Assessment and Responsive Teaching**

Appropriate assessment is a crucial element in promoting learning at Emily Wilding Davison School and exists to help the teacher to help the child. It ensures effective teaching by providing the evidence for closer matching of tasks to the child's needs. Use of 'Responsive Teaching' strategies informs future planning and teaching approaches. Assessment takes a variety of forms within the school, scaffolded through the schools use of EHCPs and Earwig assessment. Please read our assessment policy for more information.

At Emily Wilding Davison School we are committed to involving pupils in assessment of their own learning, wherever possible.

## **Monitoring**

Inherent in the school's monitoring procedures will be the principle that all school staff and governors will be involved in the monitoring process. Primarily, the school leadership team coordinates half termly monitoring in their linked areas and work with key staff across school to complete this.

The prime purpose of monitoring is to improve standards in all areas of school life. Governors receive feedback on a termly basis, via the strategic sub-committee and are also able to gather information during monitoring visits into school.

Monitoring and evaluation of Teaching and Learning includes the collection of evidence and the critical reflection on policies and practices (action research).

## **Responsibilities**

It is the responsibility of all teachers to provide the highest quality teaching for our students. It is the responsibility of SLT and Subject Developers to monitor the quality of the Teaching and Learning within their subject area and to offer support as required.

The Senior Leadership Team are responsible for monitoring the quality across the school and to identify where development is needed.

Governors have a statutory duty to monitor that the processes are in place and that the school is addressing students' needs.

### *Disability and Equality Access*

The school's planning considers the needs of individuals in accordance with the governing body's participation with the Disability Equality Scheme.

## **Review**

This policy is to be reviewed by Teaching & Learning SLT members bi-annually and any amendments brought to the attention of The Governing Body for discussion and approval.