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**TEACHING & LEARNING POLICY**

**2024**

**Heaton School Policy Record**

**Teaching & Learning Policy Agreed at:**

**FGB 8.2.24**

**Signed and Approved by:**

**Headteacher --------------------------------------------- (Signature)**

**--------------------------------------------- (Name)**

**--------------------------------------------- (Date)**

**Chair of Committee--------------------------------------------- (Signature)**

**--------------------------------------------- (Name)**

**--------------------------------------------- (Date)**

**To Be Reviewed: September 2024**

**Designated person: J Curtis, Headteacher**

**Teaching and Learning Policy**

**Introduction**

This document is a statement of the principles underpinning teaching and learning at Heaton School. It overarches all other planning and policy documents in our school. The policy reflects the aims of the school and the values which guide our work.

Heaton School strives to eliminate all discrimination, harassment, victimisation and any other conduct that impedes the educational experiences for any student or member of the community.

**Values**

We believe that our students are at the centre of all that we do. Therefore, our curriculum and approach to teaching and learning is child centred, specifically in regard to the functional skills needed in Preparation for Adulthood alongside a developing CEIAG (Careers, Education, Information and Guidance) focus as student progress through school.

Every child is seen as an individual and is respected, valued, nurtured and supported to express their likes, dislikes, thoughts and ideas. This means that there is a high level of individualised teaching and personalised learning in all areas of school.

In practice this means

* Learning starts as students arrive at school each morning and continues to the very end of the day. We are able to assess and monitor progress constantly during the school day in all situations.
* We are committed to life-long learning. Our curriculum is tailored to work towards preparing each student for adulthood in whatever form that may be.
* Students are taught in ways which mean they can remember more and develop knowledge and skills in real life situations as well as in the school setting.
* Our goal is that all pupils make outstanding progress relevant to their individual abilities
* Outstanding learning is achieved through skilful teaching and a creative, relevant and exciting curriculum supported by specialist interventions and support.
* We can assess the smallest steps of progress meaning every success is celebrated and noted.

**Curriculum, pathways and links to assessment**

There is no single curriculum model, teaching approach or strategy and assessment system that meets the needs of all our learners. The curriculum at Heaton has 2 distinct (but flexible) pathways– Core and Sensory. It focusses on the skills and abilities students need to move forward in all areas of their lives and empowers them to strive for independence in whatever way is appropriate to them.

Our curriculum is dynamic and continues to be due to the changing nature of the school. Students at Heaton will follow one of 2 pathways. Core or Sensory, both allow for essential crossover in many subjects.

**Heaton Moor**

**Prep for adulthood**

**Cheadle**

**Prep for**

**Employment & life skills**

**Heaton Moor**

**Prep for adulthood**

**KS 5**

**KS4**

**KS3**

**CORE**

**PATHWAY**

**SENSORY**

**PATHWAY**

**Curriculum**

**Assessment**

**H Levels &**

**Accreditation**

**RFL, H Levels &**

**Accreditation**

**IEP’s**

Heaton students access the parts of the curriculum that are pertinent to them. From 2021- we introduced at Sensory department (mainly for students with PMBL – Profound and Multiple Barriers to Learning). These classes follow an alternative pathway and thematic curriculum to enable them greater access to learning and lessons that are tailored and adapted to suit their needs / targets. This includes sessions that offer exposure to therapeutic sessions alongside National Curriculum subjects, allowing students to work on their therapy needs alongside developing their early communication skills and working through the curriculum.

Curriculum pathways and each subjects curriculum content is the vehicle for the delivery of key skills and our assessment system allows us to focus on the learning in each subject area.

Reading is an essential part of all student’s daily offer at Heaton and takes many forms– Reading is adapted and taught for all students at the appropriate level using appropriate strategies linked to IEP targets developed alongside specialist speech & language therapists’ input.

Our curriculum has a strong emphasis on ‘preparation for adulthood’ using a variety of approaches to ensure that our students are in optimum physical and emotional state to learn

Whilst the overall curriculum is broad and balanced it allows for a personalised approach linked to students own strengths and interests to engage and motivate them.

Each subject area is led by a teacher. Subject leads work across school to ensure the quality and effectiveness of delivery in their subject providing guidance, training and monitoring to ensure coverage in all areas. Subject leads access local and wider networks to ensure their subject knowledge is effective and updated and that this is cascaded to all who deliver a subject.

**How we assess learning, progress and achievement.**

See Assessment & Marking Policy.

Our prime focus is to develop the knowledge, skills and understanding of each pupil. To do this we strive to ensure that all activities taught are appropriate to each pupil’s unique profile of need delivered in ways appropriate to their level of attainment.

Each subject is used to assess specific areas of our bespoke assessment package that was written and developed by our teachers for our students (H Levels), this is done alongside assessment using Routes for Learning (primarily for learning in the sensory pathway), IEP targets and accreditation where appropriate.

Staff record assessments formatively in individual student work files and summatively using an online platform called Evidence for Learning (EfL). EfL allows us to use data to support curriculum delivery and impact.

The whole staff team play an essential part in capturing the evidence to allow us to assess progress effectively. The skilled Teaching Assistants support pupil progress by targeted teaching, detailed observation and feedback of pupil’s learning in individual work files. They contribute to regular team meetings. Their work is well monitored by teachers and jointly they assess students’ progress over both short and long term.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subject | **H Level / assessment method** | | | | | | | |  |
|  | **English** | **Maths** | **Life Skills** | **UTW** | **F&C** | **P&H** | **Accreditation** | **IEP (EHCP)** |  |
| English Writing & Reading |  |  |  |  |  |  |  |  |  |
| Maths |  |  |  |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |  |  |  |
| Humanities (Including RE) |  |  |  |  |  |  |  |  |  |
| Work Related Learning |  |  |  |  |  |  |  |  |  |
| Community |  |  |  |  |  |  |  |  | **Embed functional core skills out of school** |
| PE |  |  |  |  |  |  |  |  |  |
| Life Skills |  |  |  |  |  |  |  |  |  |
| PSHE |  |  |  |  |  |  |  |  |  |
| Art |  |  |  |  |  |  |  |  | Arts Award |
| Food Tec |  |  |  |  |  |  |  |  |  |
| Forest School |  |  |  |  |  |  |  |  | Accreditation |
| Careers |  |  |  |  |  |  |  |  |  |
| Music |  |  |  |  |  |  |  |  |  |
| Performing Arts |  |  |  |  |  |  |  |  | Accreditation |
| Computing |  |  |  |  |  |  |  |  | Accreditation |
| Sensory Learners |  |  |  |  |  |  |  |  | And Routes for learning |

**How is the curriculum delivered?**

Classes in each pathway are taught in class groups for all subjects with specialist teachers delivering Art, Forest School and Performing Arts.

Grouping of students is based on need or learning style but timetables enable groups to mix when appropriate.

Sessions are delivered through a rolling programme of activities. Each scheme of work will be delivered via what we term “Scaffolded learning” which usually covers a half a term block or longer to include repetition of a format or skills to embed skills and knowledge. Through the opportunity to re-visit some areas of learning encompassing a topic or themed based approach.

A sensory approach – PMLD/PMBL classes use a new thematic curriculum with a Timetable that reflects this with all sessions having a sensory element to activities.

Multi-disciplinary work is central to the delivery of our curriculum and therapeutic interventions and strategies will be seen in all lessons.

**Timetables**

Teachers use a class timetable that allows flexibility when needed

* Pupils may spend specific sessions each day on IEP targets / therapy programmes e.g. physiotherapy, hydrotherapy or sensory circuits
* Pupils may not be able to tolerate working in a group for long periods of time and may have a timetable which includes sessions where they work on their targets in different areas e.g. the Sensory Room & forest school

**Classes -** At Heaton School there are currently 13 classes across 3 Key Stages and 2 sites.

**Sharing the curriculum with parents**

We recognise the importance of sharing what we are teaching with parents but acknowledge that the curriculum offered to a child will vary depending on their needs and abilities rather than just their year group. Parents are given updates via targets sent home and a series of parents evenings and reports throughout the year.

This culminates in a learning journey that parents access via Evidence for Learning providing an overview of their child’s achievements across the curriculum.

**The role of the EHCP:**

To secure personalised learning Heaton School uses the information contained within pupil’s statutory Education, Health Care Plans to inform teaching and learning whilst expanding on the school curriculum. Through such consideration the school is able to identify and focus upon agreed outcomes targeted in lessons and in discreet IEP targets.

This in turn informs the work the school carries out with the MDT working to support all students EHCP outcomes and provide the support each pupil requires and guides collaboration with any outside agencies.

**Post 16 Department and Cheadle Heath Campus**

Students continue to follow the 2 curriculum pathways, Sensory and Core, as they progress into post 16. Core subjects still remain with the addition of a stronger focus on preparation for next steps and transition through life skills sessions and increased access to community based and work related learning. We have also introduced an ‘Options’ lesson for post 16 students on our Core pathway where they have the opportunity to spend time with our specialist teachers in Art, Performing Arts and Forest School with a view to choosing this as a longer term option therefore continuing to develop and harness specialist skills in that area alongside gaining accreditation.

At the Cheadle Heath campus our post 16 students continue on the same educational journey with a greater emphasis of preparation for adulthood, work related learning and community access. Students will shop for and cook their own lunch, work towards the Duke of Edinburgh Bronze Award, access the local leisure facilities as well as work towards travelling more independently by public transport.

**The Learning Environment**

We aim to provide a learning environment in school (on both sites) that is appropriate and responsive to pupil’s needs and enables them to make the best possible progress.

We do this by the creation of

* Flexible learning environments that can be adapted according to different activities - A total communication environment
* A learning environment to support good behaviour for learning e.g. low distraction areas in each classroom
* 2 safe and secure sites
* Attractive and motivating outdoor spaces that offer a range of areas to accommodate varied interests
* Specific features such as the tactile trail for our pupils with visual impairment
* Areas to support emotional well-being e.g. for everyone in school to access calm and quiet space
* Some specifically adapted areas – blue room/ light room/ sensory integration areas and hydrotherapy pool

**Multidisciplinary work**

This is achieved through collaboration with a wide range of other professions. We achieve this by:

* Termly meetings with all Therapy and Health colleagues.
* Therapy approaches and techniques are embedded into the curriculum e.g. Sensory integration, PECS, Intensive Interaction, Visual Impairment strategies
* Staff training from professionals to enable teaching staff to deliver a “universal level” of interventions in classes.
* Joint action planning in key areas
* Therapy plans which reflect class topics
* Jointly planned sessions
* Therapy / specialist teacher lead sessions
* Skill sharing
* Staff work holistically and input into student’s home and support families
* The provision of an on-site nurse and nursing team facilitates the inclusion of students with significant medical needs. These staff maximise student’s learning opportunities and work on IEP targets at appropriate times

**Whole school approach**

Student’s learning is supported by the wider team of staff, students and volunteers in school. They all contribute to the achievement of outstanding learning; they uphold high expectations of pupils and personal expectations as learners themselves within the school.

**Links with families and the wider community**

We are proud of our partnerships within our community and value the contribution that these bring to both our pupils and staff. We have an outward looking perspective and a long tradition of collaboration which has promoted and enable inclusive opportunities and practices. We maintain a range of inclusive links with a number of local schools These include an arrangements whereby small groups of mainstream pupils join a class for a weekly group session or the support of individual Heaton pupils. We actively explore local community facilities and activities to enrich our student’s curricular activities. We continue to develop our links with other schools and our own practice in order to improve teaching and learning over time.

We see parents and carers as the child’s first educators and we aim to work in partnership with parents regularly and in a proactive manner. High levels of communication with parents are maintained by:

* Daily contact via Class Dojo
* Sharing progress and learning journeys using Evidence for Learning
* Parent & carer surveys
* Seeking and valuing parents’ /carers thoughts, ideas and contributions about their child’s progress
* A variety of methods of communication e.g. class Dojo, text and email messages, telephone calls, parent meeting, reports
* Parents / carers helping in school on a regular basis
* Families attending a wide range of school events over the year
* A good level of parental representation on the Governing Body Parents / carer support group meeting and parent input to working parties
* A responsive and open policy to addressing any issues which parents may raise

We continue to examine our practice in school to ensure that families are enabled to support their child’s learning.

**Governors**

Our Governors determine, support, monitor and review the school policies on teaching and learning.

Each member of the governing body is linked to specific subjects and hold biannual conversations with subject leads and SLT which ensure Governors act as “critical friends” and provide challenge to the whole teaching team.

In particular they:

* Monitor the effectiveness of teaching and learning strategies in terms of raising pupil attainment in specific subjects
* Support teaching and learning by helping to allocate resources effectively
* Ensure that school buildings and premises are best used to support successful teaching and learning
* Ensure that staff development and appraisal policies promote good quality teaching and learning
* Monitor the effectiveness of the teaching and learning policy through the school self-review processes. These include the biannual meetings with subject leaders, the Headteachers termly report as well as the impact of in-service training.

In addition to this document please see the Document Teaching at Heaton School – A guide for Teachers, the curriculum map (below) and Assessment & Marking Policy

**Heaton School Curriculum Map**

**Expectations of the curriculum content (Intent)**

Our Intent is for students to – Enjoy, Challenge, Celebrate, Achieve at Heaton

We recognise the importance and value of providing a curriculum which is

* Balanced and broadly based to develop the knowledge and skills of pupils as appropriate to their age and stage of development
* Prepares pupils for future life
* Promotes spiritual, moral, cultural, mental, social and physical development of pupils
* Promotes independence
* Accessible and relevant to pupils.

The national curriculum forms part of the whole school curriculum: the programmes of study for each subject are followed where they are relevant and accessible. Some parts are not accessible to all pupils attending Heaton School. Our learners who experience multiple/complex needs must benefit from a curriculum which is broader than the National Curriculum, one that is driven by individual pupil need. This has been recognised by the Rochford Review for those learners not engaged in subject specific learning. (<https://www.gov.uk/government/publications/rochford-review-final-report>)

Our provision will address such need to secure breadth, balance and relevance within curriculum experiences. The school uses many aspects of the National Curriculum as the main ‘vehicle’ for learning to enable teachers to design bespoke experiences and target setting to address outcomes identified within EHCP’s and with a focus on preparing for adulthood.(<https://www.preparingforadulthood.org.uk/>)

The curriculum at Heaton School includes targeted therapy and work on specific areas of development such as social interaction, physical wellbeing, health and independence and a focus on priority areas such as developing communication which is delivered through a “total “ communication approach across the whole school and through feeder schools.

The curriculum is tailored and flexible to suit the learners at Heaton School, it builds and embeds the knowledge secured at Key Stage 1 & 2 progressing through the key stages while increasingly focusing on functional skills that are appropriate to each individual, and **which will enable them to develop as young adults, attend college or supported living / work.**

**Implementation / management and monitoring of the Curriculum**

KS3 Classes are largely taught by the same teacher and teaching team – this impacts transition into school positively and provides a nurturing and consistent environment in which to learn.

In KS4 and 5 classes will have more regular input from specialist teachers in specific subjects (Including Art, performing Arts, Forest School PE and Music) .

Subject Leads - Each teacher (apart from ECT’s) are responsible for leading one or more subjects. Leaders may identify developments for their subject to be part of the overall school development Plan in agreement with the Headteacher and SLT. All subject leads link to a governor with whom they have 2 biannual conversations to share development, delivery and monitoring of their subject area.

**Activity Responsibility / Who?**

Subject Policy

Subject Lead and linked governor

Rolling programme

for KS3,4 and 5

Schemes of Work

Medium term planning

Class Teacher and HLTA

Individual Lesson planning

SLT, Subject Lead, Governor and Teachers

Subject effectiveness Review

**Curriculum content**

Lead teachers take responsibility for;

* Ensuring policies are updated and reviewed
* Creating Rolling Programmes and Schemes of Work for class teachers
* Monitoring delivery through learning walks, meetings and questionnaires
* Moderation of assessment using Insights for learning.
* Ensuring appropriate recording systems are in place and used by teachers
* Providing support for colleagues and arranging training as appropriate.
* Ensuring resources are appropriate and available.

|  |
| --- |
| **Curriculum**  Rolling programmes of study ensure coverage in all Key Stages and have been designed based on the National Curriculum in KS 3 & 4. KS5 follow a continuation of these programmes based around Preparation for Adulthood and functional skills including the Duke of Edinburgh award scheme. Opportunities to deliver strands of subjects such as Maths, English, Communication, Computing and PSHE are incorporated into every lesson where possible. |

|  |  |
| --- | --- |
| **Core subjects:** | **Foundation subjects:** |
| * English * Mathematics * Science | * Music * Computing * Physical Education * Art and Design * Humanities * Community * Forest Schools * Performing Arts * Personal, Social, Health and Economic education (PSHE) * Religious Education – is incorporated via daily Assemblies and RE themed days. |

**Rolling Programmes of study**

At Heaton School pupils who follow the both pathways are based in classes arranged both by need and by age: therefore classes have pupils in a range of National Curriculum Year groups. A rolling programme cycle is used to support planning to ensure breadth of curriculum cover. Programmes show progression and challenge that builds as students’ progress through school and prepares for the next stage in each individuals development (College or Supported Living / Work).

**Core Pathway -**

KS3 - 3 year rolling programme,

KS4 - 2 year rolling programme

KS5 - 3 year rolling programme

In order to provide the best curriculum to meet the needs of, motivate and engage each pupil in the school, there is flexibility in terms of;

* Curriculum content within the boundaries of the Scheme of work
* Resources / environment
* Strategies to deliver the curriculum
* Teachers planning for their classes to work on aspects together e.g. joint teaching and curriculum related outings.
* Subjects being taught through special days/ events rather than sessions each week so they are more accessible e.g. RE themed days
* Some children’s timetables include areas that may not be taught to all students e.g. Forest School, Sensory Circuits / Regulation, physio therapy and work experience
* Structured play. This is part of the school day as this is considered essential to pupils’ development and learning

**Bespoke Sensory Curriculum / Pathway**

We recognise this group of learners are working in the “here and now” and as such need repeated opportunities to practice and revise their learning. It is expected that this group of learners will require a multi-sensory approach that has cultural capital and experiences at its heart. Special consideration will be given throughout the curriculum to learners with multisensory and Visual Impairments and their ability to access all activity.

A thematic approach (to all but 5 subjects) ensures that activities are planned to allow each pupil to achieve their full potential and become engaged and as independent as possible in their learning, to stimulate our pupils to acquire a continuum of learning opportunities, responsibilities and life experiences.

Subjects taught using themes -

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| English | Maths | Understanding the World  (Science & Humanities) | Computing / ICT | Communication | Music | Food Tec |

* **PSHE** delivered as a separate subject not linked to themes.
* Subject specialist teachers deliver **Art, Drama, Forest school**.
* **PE** follows the PE rolling programme for the Sensory department – which can be tied into themes when possible and if appropriate to the activity

This thematic approach is planned to ensure that our curriculum content provides breadth and flexibility. The PMLD/PMBL classes will work together, with the therapy team and with other classes to tailor delivery for each individual. Therapeutic and medical needs are integrated into the day to ensure that learning focuses on the needs of the individual

**Impact**

This is seen on an individual level for each student as they journey through the curriculum. Impact may be very evident, however will more often be seen through very small steps taken by students over a long period and observed by a number of the teaching team.

Students will be assessed to allow for the “spikey” profile we see in many students in this area. Using combinations of the frameworks provided by Routes for Learning, H level assessments, IEP targets and WJEC accreditation. Students will be assessed in the relevant areas for them allowing teachers to assess flexibly across all the frameworks selecting relevant areas and excluding areas that are not appropriate.

Our curriculum, and the delivery of it, enables all our students to progress to the next step in their education at Post 19. It also empowers students to learn how to be independent and make choices regarding the next steps in their lives such as employment or independent living. The impact of the curriculum – to prepare each individual for adulthood in the most appropriate and best way - is very evident in the learning journeys of student in Yr14 as they leave to go to their next destination.

**What does the curriculum achieve for the students? What do they learn? How do we know?**

**Assessment**

The curriculum allows teachers to record and monitor the small steps of progress students make. Heaton School has created its own bespoke assessment package “H- Levels”, using Evidence for Learning as an online platform to record progress and report to parents.

**H Levels** assess students over 8 areas rather than in many individual subjects, however we maintain that at Heaton School we will teach what the students need and assess this progress rather than teach to assessments that may not be tailored to our cohorts. This system allows continual cross curricular assessment opportunities with regard to IEP targets and subjects focusing on 1 H Level.

**Routes for learning** - From September 2021 we have been using Routes for Learning as an assessment tool for assessing learners with profound and multiple learning difficulties (PMLD). They focus on learners’ early cognitive development, their communication and social interaction skills, and their interaction with the environment.

**IEP** – These targets are taken from the long-term targets on Education Health Care Plans and are individual to every student – these are assessed across all subjects.