



The Blue Tangerine Federation

Teaching and Learning Policy

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1. Summary

Plan

- Be clear and precise about what knowledge or skills you want each pupil or group of pupils, to learn, using formative assessments alongside the school curriculum and the teacher's medium and long term planning to guide this.
- Carefully plan how you are going to teach this **and** plan activities that will help pupils to process and make sense of the new information.
- Do the 'so why?' test. Activities **must** be designed to facilitate learning, not keep pupils busy.
- Ensure CAPPs are used to examine the individual child's gaps in knowledge, skills and understanding.

Teach

- Teachers create a positive learning environment, with clear guidelines and high expectations for behaviour, creating a calm, quiet learning environment.
- Lessons are carefully planned and adapted; relevant resources are organised and ready in advance of lessons, so that all staff are fully engaged with pupils during teaching.
- Teachers use appropriate strategies for working with children with SEND, as well as individual strategies for particular pupils where these have been identified and recorded on their EHCP/ Pupil Profile.
- Support staff are deployed in a targeted way throughout the lesson, according to pupils' needs, to effectively help children with their learning.
- Lessons are generally structured to include the following stages:
 1. Lessons generally start with a recap of prior learning, to aid long-term memory, and to prepare for the lesson.
 2. New information should be delivered in a multi-sensory way. Teachers have high expectations about what their children can achieve. New and key vocabulary is explained before moving on.
 3. Children process and make sense of new information through a variety of short, carefully scaffolded multi-sensory activities, linking their learning to real-life contexts where possible.
 4. An evaluation of the learning takes place; this may include self or peer assessment.
- Home learning tasks are assigned where it is felt that it will have a clear and proportionate impact on learning. Tasks typically involve overlearning or application of knowledge in a real-life context. Children should be encouraged to read at home on a daily basis.

Assessment and Feedback

- Assessment for Learning is embedded throughout the lesson, with lessons adapted accordingly to ensure that the needs of the children are met.
- Questions are adapted and targeted strategically, aimed at exploring the understanding of a particular pupil, or group of pupils.
- Verbal feedback is our primary way of providing feedback to pupils; it should emphasise strengths, identify challenges, and point to next steps. Pupils receive the feedback immediately and are able to act on it straight away, whilst it is most relevant.
- Assessments are recorded using the school's CAPPs (Collett Assessing Pupil Progress System) framework. These formative assessments are regularly updated (moving away from termly data drops) and used to inform planning and track progress.

This policy statement sets out expectations of teaching and learning throughout the school. It has been written with an appreciation that teaching will take many different forms, depending on the individual style of the teacher, what is being taught and the specific needs of the children within the class. By providing clarity for staff, we aim to ensure that teaching is of a consistently high standard.

3. Guiding Principles

Our intent is for our pupils to “thrive in life”, develop confidence, a sense of value and worth as an active participant in their own life. As such, the learning in school marries abstract ideas with real life experiences. We want each child to build on prior learning, gaining confidence in communicating their understanding of what they are taught.

Our aim is for every pupil to leave with a portfolio of accreditations that realises their full potential, equipped with the tools to thrive in life after The Collett. Underpinned by our core values, we want to offer our pupils a broad and balanced curriculum, rooted in a real world practical context that enables them to mature and prosper socially, emotionally, academically and as independently as possible. The curriculum is about achievement, enrichment, and preparation for adulthood.

4. Roles and Responsibilities

At The Collett School, we believe in working collaboratively as a team, sharing expertise and workload. All staff are leaders, inspire others and impact positively on school development. The table below portrays how we support the development of our staff culture.

Staff Culture	
<p><u>We look after our learning</u></p> <ul style="list-style-type: none"> ➤ Professionalism – <i>be reliable, do the basics, be punctual.</i> ➤ Prepared – <i>be proactive, not reactive.</i> 	<p><u>We look after each other</u></p> <ul style="list-style-type: none"> ➤ Teamwork – <i>we all have a collective responsibility to support the children and each other.</i> ➤ Respectful – <i>show respect to everyone, as a reflection of you, not them.</i>
<p><u>We look after our environment</u></p> <ul style="list-style-type: none"> ➤ Muck in – <i>no job is too big or too small for anyone.</i> ➤ Plant seeds – <i>make your mark and think of the wider impact. Invest in the pupils and the future of the school even if your future is not this school.</i> 	<p><u>We look after ourselves</u></p> <ul style="list-style-type: none"> ➤ Growth – <i>be reflective, aim to be the best that you can be.</i> ➤ Positive – <i>maintain a positive outlook and aim to find solutions to problems we identify. Always offer a helping hand, advice and a smile.</i>

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers’ Standards.

- Actively engage parents/carers in their child's learning both informally via Class Dojo and formally through input for EHCP Reviews, Parents Evenings and the annual written report.
- Meet the expectations set out in this policy, the curriculum guide, the behavior policy, GDPR and the staff code of conduct

Support staff

Support staff at our school will:

- Know pupils well and support adaptations 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 (see Marking and Feedback)
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils 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 with agreed awards programmes
- Demonstrate and model themselves as learners
- Meet the expectations set out in this policy, the curriculum guide, the behavior policy, GDPR and the staff code of conduct

Senior and Middle leaders

Senior and Middle leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils 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 by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in this policy, the curriculum guide, the behavior policy, GDPR and the staff code of conduct

Pupils

Pupils at our school will:

- Look after ourselves
- Look after each other
- Look after our learning
- Look after our environment

Parents and carers

Parents and carers of pupils 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
- Support and give importance to home learning
- Be respectful, polite and work with the school in the best interests of their child.

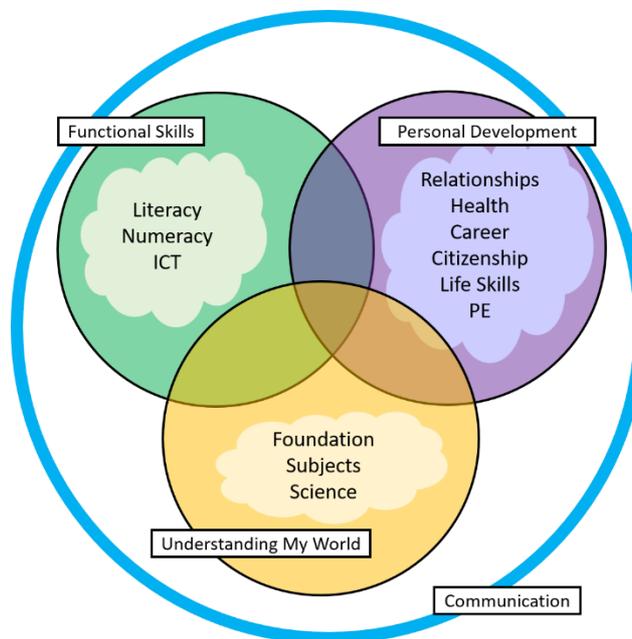
Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school’s approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils’ progress and attainment
- Monitor the effectiveness of this policy and hold the Head of School and SLT to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

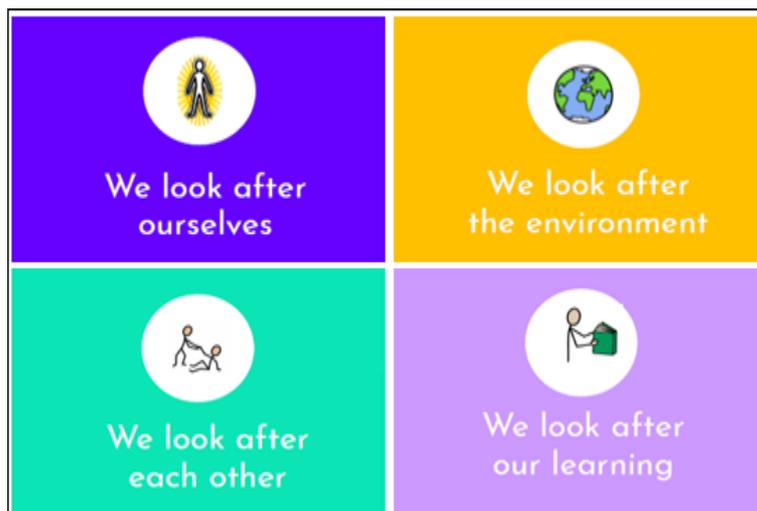
5. Curriculum

Our curriculum seeks to meet the needs of the individual and to prioritise those most important to them. We have moved away from the teaching of separate subject areas, instead combining those most important aspects of the national curriculum under themed areas of learning;



Topic based teaching is at its most effective when the different Areas of Learning overlap. Lessons which incorporate more than one Area of Learning tend to be more engaging and relevant to pupils as they frequently have a practical aspect as well as a real world context.

We also use our school values to promote pro-social behaviors as part of our holistic behavior curriculum:



6. Planning

Planning

Planning is a process not a product. Its purpose is to enable high quality teaching which meets the needs of all students.

Long-term and medium-term planning

Planning addresses the curriculum's necessitated coverage over three years to ensure breadth and entitlement. Planning makes clear reference to the diversification of needs, race, beliefs, gender, sexuality and the resources chosen by the teacher in delivering the curriculum content. British values are embedded and SMSC incorporated.

Long-term (yearly) and medium-term (half-termly) plans are typically produced collaboratively within each department, and provide an overview of curriculum coverage across the different subject areas for each class. They are working documents and are subject to change, so are not expected to be detailed. Long and medium term plans are completed using the pro-forma available on the server, so that there is consistency of format across the school.

Short term planning

Short term planning needs to be clear and precise about what knowledge or skills each pupil, or group of pupils, will learn. This should be guided by formative assessments, with each objective explored in depth and with planned progression over time. Adaption is essential to meet the needs of all learners. Then it should be determined how this is going to be taught, referring to the guidance in the 'teaching' section. Carrying out the 'so why?' test ensures that activities are designed to facilitate learning, not keep pupils busy.

Teachers have the freedom to plan in whichever format enables them to deliver the most effective outcome. Irrespective of format the following are non-negotiable and must be included in planning:

- Date
- Summary of key needs of children
- Subjects/Areas of learning being taught
- Learning Objectives
- Success Criteria and/or Next Step targets likely to be taken from CAPPs
- Learning activities taking place in the lesson
- Adaptation/Groups
- Where adults are being deployed
- Assessment for learning

Other considerations

Planning can be printed out and annotated by hand, or Afl typed directly onto the plan and the plan stored on the server. If planning is being digitally annotated there is no requirement to print it out.

In addition to weekly subject planning, children should be supported in making progress towards their EHCP targets, and their progress recorded. This may be incorporated as part of a weekly plan, or in a specific EHCP target plan.

There is no requirement that a whole week is planned in detail, as the expectation is that each day builds on and is connected to the previous days' work. A 2+3 arrangement (2 days planned, 3 days with notes which are added to after the previous two days have been taught) is perfectly acceptable.

The quality of planning is evidenced through the lessons that are delivered and subsequent progress made by pupils over time.

7. Teaching

General Principles

- Provide multi-sensory learning opportunities and visual supports *to support working memory difficulties.*
- Tasks for each learner are precisely differentiated and carefully scaffolded *to reduce cognitive load.*
- A variety of activities delivered in short bursts and with regular breaks *to support those with attention and concentration difficulties.*
- Use clear, simple, literal language, with new vocabulary taught explicitly *to support communication difficulties.*
- Give time and opportunity for children to make sense of information *to support slow processing speeds.*
- Lots of opportunities for recapping and overlearning *to support long-term memory.*

- Be positive, have high expectations and promote a growth mindset *to develop confidence and self-esteem.*
- Clearly explain what they are learning, and why they are learning it, providing relevance to *support motivation.*

Active Learning

All lessons should be enjoyable and aim to inspire. Pupils are actively engaged during all parts of the lesson, processing and making sense of new information, not sitting passively for long periods. A variety of activities will be delivered in each session, such as:

- New information delivered in a multi-sensory way, e.g. hands-on resources, videos etc.
- Use of talk partners, e.g. Think-Pair-Share and/or small group work
- Group discussion
- Clear and specific modelling of the task that children are required to do.
- Independent work
- Outdoor learning
- Games and/or Drama
- Use of ICT, e.g. iPads
- Mini whiteboards

Support

Teachers should deploy support staff in a targeted way according to pupils' needs, to effectively help children with their learning. They must also be mindful of the need to develop independence. Teachers and support staff work closely as a team. They are fully prepared for lessons, ensuring relevant resources are organised and ready in advance of lessons, so that they can be fully engaged with pupils during teaching.

Assessment for Learning (see Assessment)

AfL takes place throughout the lesson and teaching is adapted based on this.

The Learning Environment

- Clear guidelines and high expectations for behaviour, creating a calm, quiet learning environment.
- Defined zones are created for different activities, such as a reading corner and areas for small group work.
- Is tidy and organised so that resources are easily accessible and appropriate for the different ability levels and needs within the class
- Seating arrangements are carefully considered with the children's social and academic needs in mind.
- Has displays which are attractive and well presented, stimulate and support learning and/or celebrate the work of pupils of all abilities.

8. Marking and Feedback

Rationale

Effective learning is more likely to take place when there is feedback to the pupil that:

- is completed during or as recently after the learning experience as possible.
- is positive and constructive.
- is regular and consistent.
- is appropriate to the needs and cognitive ability of the pupil
- allows students to address errors and misconceptions and provides opportunities to extend their learning.
- is easily understood by staff, pupils and parents.

All feedback should be meaningful and motivating for the pupil, and manageable for the teacher.

Purpose

Feedback and annotating work serves a variety of purposes:

- To record the level and type of support a child has received when completing an activity.
- To diagnose what has and has not been understood and correct errors/misconceptions.
- To recognise achievement.
- To identify next steps in learning and extend students learning where appropriate.
- To motivate students.

Overview

Throughout the school, adults annotating pupils' work use two colours, **tickled pink** and **green for growth**.

Detailing level of support

If pupils have worked **independently** this is indicated by a circled **I**. Independent work does not preclude the use of resources such as dictionaries, wordbanks etc, as long as the child is independently selecting and using them. Notes should be made alongside the **I** detailing any particular resources independently accessed by the pupil.

If pupils have had **adult support** when they are working this is indicated by a circled **S**. Further notes should be made by the supporting adult detailing the support provided (e.g. 1:1 support, scaffolding questions, copy writing, scribing etc.), alongside the initials of the adult providing the support.

Providing feedback to pupils

For the majority of our pupils, feedback should be immediate and related to the learning objective of the lesson. Feedback should be given at a level appropriate for the individual pupil to understand.

For a large number of pupils verbal feedback is more useful due to difficulties with reading decoding/comprehension. Pupils receive the feedback immediately and are able to act on it straight away, whilst it is most relevant.

Written feedback is used primarily to acknowledge pupil’s effort, through a tick and/or stamp. Further written feedback should be provided only if it will have a commensurate impact on progress and achievement of the learning objective. General feedback can be provided through a short statement where accessible. Specific errors can be indicated using the marking code, but only where there is a clear purpose, and being careful not to demoralise students. Any marking should be presented clearly.

As children progress through the school, the nature of the feedback being given will change to reflect their developing needs and cognitive ability. The table on the following page details the various annotations that may be made to pupil’s work by teaching staff. Staff will use these as required, dependent on the activity undertaken, the nature of the feedback being given and the cognitive ability of the pupil.

The Collett School marking key			
I	Independent work.	Both are annotated to show the level of support given/independence shown. Non-negotiables to be included on all work.	
S	Supported work.		
Initial	Initial work to identify who marked it.		
	Something pupil has done well, used for pupils who can read where beneficial.		Area for development/next step. Used for pupils who can read where beneficial.
VF	Verbal feedback given.	H	Hand under hand
PS	Peer supported	😊 / ✓	Correct.
CW	Copy written	. ?	Incorrect answer or pupil to check this section/question.
1:1	1:1 Support	SP	Spelling. For subject specific words identified word written and copied 3x by pupil for words relevant to the pupils spelling level/HFWs add to spelling book.

Responding to feedback

When pupils respond to feedback or correct their work these are to be made by pupils in **purple** pen. If a VF comment has been made during the activity this is recorded on the page and the pupil will continue with their work in their pen/pencil including the items identified by the adult. Pupils may also be encouraged to self-assess their progress against the learning objective or to consider how challenging they found a learning task.

9. Homework

Rationale

The intention with homework is to support and reinforce what is taught in the classroom and the wider curriculum. As there are children with a wide range of ages and cognitive abilities across the school the nature of homework can differ greatly between and within classes. The school is also mindful of the impact that homework can have on family life and the difficulties some of our children find with bringing 'school' into the home setting.

Expectations

Homework in The Collett School is set in line with the rationale above. **There is a minimum expectation that all children are encouraged to read at home with an adult and that they are given appropriate books to enable them to do so.**

In addition to reading, within Lower School there is a flexibility as to what homework is set.

Teachers can choose a variety of activities to be completed at home should pupils be able to.

Within Upper School there is an expectation that in addition to reading, weekly spellings are set for the majority of pupils, alongside an additional task related to learning.

Types of Homework

Examples of possible homework formats

Spellings	Talking/discussing a topic
Reading with an adult	Researching a topic
Reading independently	Watching the news
Reading comprehension	Collecting items/scavenger hunt
Phonics	Preparing for a new topic
Times tables	Pre-learning vocabulary
Functional life skills	Exploring somewhere new
Shopping	Practising fine motor skills
Practical activities	Practising gross motor skills
Making a building/model	Developing social skills

The above list is not exhaustive as teachers may set homework with a different format to suit the needs of individual pupils.

Recording Homework

Completion of homework may be evidenced in a variety of ways, these include but are not limited to:

- Photos
- Models
- Written work

- Work completed online
- Verbal recounts
- Feedback from parents/carers

Where possible a permanent record of a pupil's homework is kept in a dedicated homework folder.

Frequency of Homework

For those pupils completing homework the expectation is that pupils undertake homework on a weekly basis. However, teachers may set homework that is to be completed over several weeks, for example a half term's project. The decision to do this is at the class teacher's discretion and work will be monitored in an appropriate manner (for example, using Class Dojo).

Marking/feedback

Homework is marked in accordance with this policy.

Home Involvement

Completing homework (alongside remembering to hand it in at school) helps pupils to develop independence, conscientiousness and self-esteem. In some instances, for homework to be effective it may require adult involvement to support the learning. We will endeavour to support parents/carers to the fullest extent possible through Class Dojo, telephone communication and face to face meetings where necessary.

10. Assessment

CAPPS (Collett Assessing Pupil Progress Scheme)

Pupil progress is recorded using the school's CAPPS framework. These formative assessments are updated on at least a termly basis, and used to inform planning and track progress. Teachers must know what work has been produced independently, and what has been supported; the marking code may be used to assist with this.

External Assessment

For certain children and/or skills it is sometimes beneficial to complete a standardised assessment. An example of this is the HAST-2 spelling assessment. These assessments are used to inform teaching planning and next steps, as well as to provide an externally recognised benchmark of pupils abilities.

11. Monitoring

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

Staff will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Teacher observation
- Termly pupil progress meetings
- Reviewing marking and feedback
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies
- Moderation of work

Monitoring will be usually be led by Heads of Department and SLT, but all staff will be involved in the process. Feedback from monitoring will be recorded and used to inform staff appraisals, where appropriate.