



Teaching, Learning & Curriculum Policy

SCHOOL POLICY & PROCEDURE

Document Revised:	February 2023
Ratified by Trustees:	March 2023
Next Review Date:	March 2024

Teaching, Learning & Curriculum Policy

Content

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Statement of intent

Teaching for Learning and Curriculum Policy

'An effective school is little more than a school full of effective classrooms. It matters much less which school a child attends than which classroom they are in at that school. Children fortunate enough to be in the most effective classrooms will learn in six months what pupils in an average classroom learn in a year and the children in the least effective classrooms will take two years to learn the same amount of material.

What matters is the quality of the teacher.'

Dylan William, 2009

The Teaching, Learning and Curriculum Policy underpins all that we do at Talbot House and reflects our commitment to strive to support all pupils to achieve the best that they can.

It reflects the importance we place on teaching, learning and progress and is rooted in the principles of assessment for learning. In our school we want learning to be fun, engaging, motivating and relevant, with pupils of all abilities being stretched, challenged, and supported.

What happens in classrooms has a fundamental impact on the life chances of children and it is our responsibility to get it right.

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1. Key Principles:

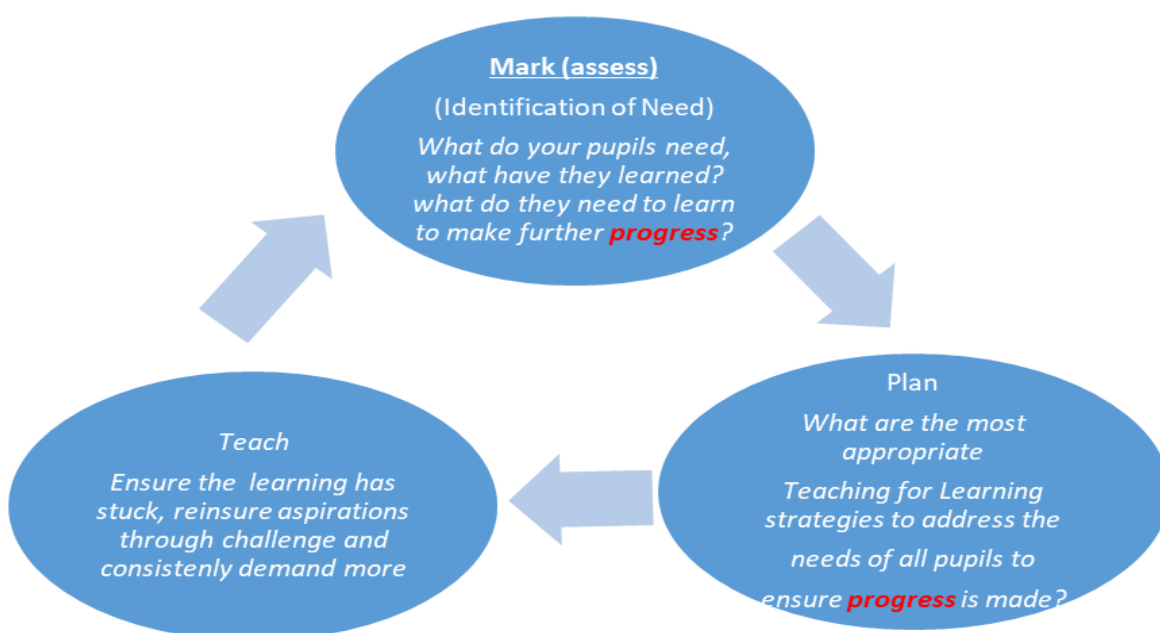
- There is no ceiling to achievement – intelligence can be developed, and we can learn to learn.
- Every child has the right to be successful and the ability to make good progress.
- Every child must know what to do in order to improve and how to do it. High expectations on their own are not enough.
- Consistency of experience is vital.

1.1 The Teaching, Learning, and Curriculum Policy set out clear expectations and entitlements. It identifies the areas and criteria against which we will be evaluated. There should be an ongoing discussion about teaching and learning in curriculum areas with a constant review, reflection, and development of policy and practice. Every member of staff is a **leader of learning** in the school and the Teaching, Learning, and Curriculum Policy should be used to provide a guide to our work. Every member of staff is expected to work collectively with a commitment to providing the very best for our children.

2. Teaching for Learning Cycle

The teaching for learning cycle takes into account that assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.

The cycle, therefore, ensures staff complete accurate marking which informs a clear diagnosis that in turn allows for imaginative and engaging therapy to be planned.



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3. Planning

Effective learning takes place when clear learning objectives are combined with engaging learning activities. The planning of successful learning opportunities must link directly to the appropriate and accurate use of assessment for learning, which allows teachers and pupils to measure progress and reflect on what has been learned.

3.1 In planning, staff should always consider:

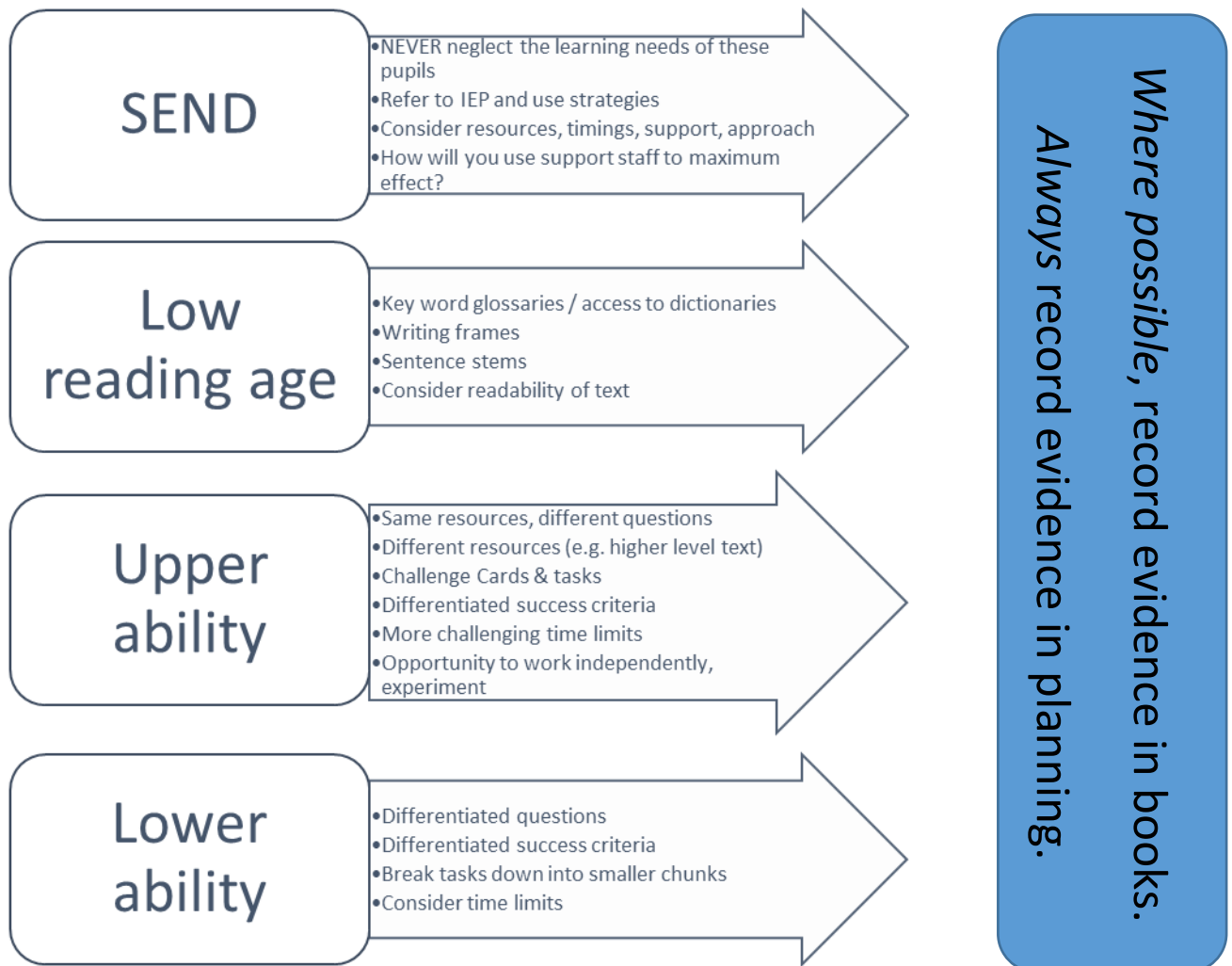
- Why am I teaching this lesson (linked to previous lessons and identified skills deficits)?
- How will I personalise this lesson to ensure all pupils are challenged and make expected progress over time?
- How will I know all pupils have made progress?

3.2 Key Expectations: Planning for Progress

- Staff must demonstrate that they are planning for the individual need of all pupils in their class. Staff should demonstrate sequential planning for progress through the appropriate use of Talbot House templates for long-term, medium-term planning.
- Support plans should be used along with other relevant SEND information to support planning.
- The Senior Leadership Team (SLT) will monitor the quality of planning for progress and ensure the quality of pupils' work linked to teacher feedback and how they make progress.
- It is a requirement that planning for progress takes into consideration the pupil's support plan, to ensure that medium-term planning, weekly planning, and learning objectives are fit for purpose, allowing every pupil to make progress over time.

3.3 Personalisation

- Personalisation needs to be seen as the aggregation of the hundreds of subtly different interactions that we have with each of our children, according to their level of attainment and progress. It can mean a number of different things, including seating arrangements, space, level of support, resources, or approach support plans should be considered when planning for learning.
- Personalisation starts with the understanding of the support plan, this provides information about pupils and their needs. This information gives valuable insights into the child's barriers to learning and how they can be supported to overcome them. Consideration must be given to the effective use of support staff; these additional adults are a valuable resource and must be used effectively to maximise the progress of those children who are most vulnerable.
- It is impossible to differentiate perfectly for every pupil in every lesson, but below are some suggestions for how differentiation could be approached for different groups of pupils.



4. Curriculum

To allow all children opportunities to make progress both socially, emotionally, and academically through a broad and balanced curriculum. We want all our children to achieve the best they can, therefore we aim to deliver a curriculum that best suits the needs of the child.

4.1 Blue Zone Aim

- To have an effective pre-formal curriculum, that links all activities and objectives that link to the pupil's individual SCART and SCERTS targets. To offer children a constant environment that is safe for them to explore whilst challenging their learning. It should allow children the freedom to explore and become independent in making choices.
- Continuous Provision
 - Outdoor play
 - Creative
 - Construction
 - Roleplay
 - Children will demonstrate what they know and understand.

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- Adults will observe children's learning to inform future planning.

4.2 Orange and Yellow Zone

Pupils will follow the national curriculum for Key Stage 2 and Key Stage 3. Phonics, reading comprehension, spelling, and reading are a focus within the curriculum. Pupils will also benefit from activities to support preparation for adulthood, social skills, well-being, and Health & Fitness.

4.3 Green Zone

All pupils will follow the national curriculum for Key Stage 3 and Key Stage 4 alongside activities to support preparation for adulthood, social skills, well-being, and Health & Fitness.

Pupils will also be offered reading intervention and literacy to enable them to achieve the best outcomes in all subjects.

4.4 For all our children we consider:

- Opportunities to access a curriculum that is the best fit for them.
- Children who struggle with low literacy levels.
- Preparation for adulthood including Careers.
- Children who struggle to stay in lessons or lack concentration.
- Children who struggle with attendance.
- Children who are refusing to engage in education.
- Qualifications and accreditations for all children, especially those in year 11.
- Children being given opportunities to achieve the qualification that is right for them.
- Create opportunities for children to build on their talents.
- Teaching groups.
- Opportunities to stretch and challenge all pupils.

5. The Thrive Approach at Talbot House

At Talbot House, we have adopted the 'Thrive Approach'. The Thrive Approach helps pupils become emotionally resilient. Each child works toward an action plan which is personalized to their particular needs and delivered by a trained Thrive practitioner. We have two Thrive practitioners, one in the lower school and one in the upper school who carry out assessments and 1:1 sessions.

We expect staff to be consistent with the Thrive approach across the school with all pupils. This is supported by regular 'Thrive' CPD from the practitioners.

5.1 The Thrive Approach looks at;

- The child's behaviour.
- The child's social and emotional needs.
- Those children who have suffered substantial emotional trauma, looked-after children, as well as children who have experienced domestic abuse, physical abuse, and neglect.
- Children who are vulnerable, suffer from low self-esteem and struggle socially and emotionally.

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P – **Playfulness** in interactions can diffuse conflict and promote connection.

A – **Acceptance**, accepting needs and emotions that drive behavior without judgment.

C – **Curiosity**, being curious as to where a behavior has come from.

E – **Empathy**, real connection with how they are feeling and showing compassion.

6. Preparation for Adulthood

We believe our children benefit from a curriculum that allows them to build social skills, work together as well as independently, building skills to prepare them for adulthood, there we build this into our curriculum. Pupils participate in many activities allowing them to grow socially and emotionally. All pupils across the school are offered health and fitness PE, well-being, preparation for adulthood, and social skills.

7. Rewards

We want our pupils to take responsibility for working towards rewards through learning socially, emotionally, and academically. Pupils accumulate points daily across the week. They receive pocket money each week that is deposited into their E-Banking, allowing them to learn about money.

We use a 'Traffic Light System' throughout the day to encourage respect for others, respect for themselves and respect for their school.