



## Teaching and Learning Policy

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<b>Status</b>	New Policy
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<b>Agreed by the Headteacher</b>	March 2024
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<b>Review Cycle</b>	Every three years
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<b>Next Review</b>	March 2027
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<b>Lead Staff</b>	Ivonne Puttmann
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## Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has achieved the Bronze Award: Rights Committed

This policy is written with particular reference to the following articles

**Article 19** (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**Article 23** (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

## Mission Statement

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring** and **safe**.

Our goal is to develop our students to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

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### 1. Aims

This policy aims to:

- Explain how we will create an environment at our school where pupils love to learn and are able to progress and achieve
- 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 pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

### 2. Our guiding principles

Our vision for our school is 'Getting it right for every pupil'. Stone Bay is a learning community where the expectation is that every one of its members can improve and grow. Stone Bay School leadership, senior curriculum leaders and teachers have created a bespoke curriculum that is ambitious and designed to give all of our pupils the knowledge and cultural capital they need to be happy, included in their local community and be as well prepared as possible to succeed in life as an adult. Our ambitious curriculum is designed to build on skills and knowledge working towards career pathways. Teaching and learning is continuously supported by our great variety of specialist strategies which ensure we meet the needs of every pupil at every step of the way. Our curriculum is adaptable and personalised according to the pupils' interest and ambitions identified in their EHCP reviews and Careers interviews and the knowledge of adults who advocate for their child or young person.

Pupils 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 the expectations are
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- 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 supported in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere even when learning is challenging
- Can regulate and manage their emotions (with support) if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

### 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 pupils' 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/carers in their child's learning through the use of Class Dojo, termly updates on progress towards individual learning intentions that include suggestions for home learning and inviting parents into school once each term for themed days, 'stay and play' or celebrations.
- Update parents/carers on pupils' progress through termly updates on progress towards termly learning intentions, parent consultations three times a year and through their child's annual review of EHCP for which they will produce a written report on pupil progress towards EHCP outcomes.
- Meet the expectations set out in the Stone Bay Behaviour and Pupil Wellbeing policy

#### 3.2 Support staff

Support staff at our school will:

- Know pupils 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

- Feedback observations of pupils to teachers using our agreed assessment systems
- 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
- Meet the expectations set out in the Stone Bay Wellbeing policy and the marking and assessment policy (see appendix of this policy document)

### **3.3 Senior Curriculum leaders and TLR holders**

Senior Curriculum Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Support teachers and each other to sequence lessons in a way that allows pupils 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 pupils to:
  - Achieve breadth and depth
  - Fully access each topic, strand and skill set based on individual needs and abilities
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress through the review of timetables, planning, by carrying out learning walks and observations and by reviewing the Stone Bay School pupil progress data for their subject area
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the Stone Bay Wellbeing policy and the marking and assessment policy (see appendix of this policy document)

### **3.4 Senior leaders**

Senior 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 the Stone Bay Wellbeing policy and the marking and assessment policy (see appendix of this policy document)

### **3.5 Pupils**

Pupils at our school will **(to the best of their ability and depending on their own individual needs)**:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for positive behaviour for learning and respecting the rights of others to learn
- Be at school on time and engage with 'getting ready to learn' activities
- Demonstrate curiosity and engagement, give things a go, explore and investigate
- Know their learning intentions and how to improve
- Put maximum effort and focus into their work – develop persistence
- Complete home learning activities as required
- Meet the expectations set out in the Stone Bay Wellbeing policy and the marking and assessment procedures (see appendix of this policy document)

### **3.6 Parents and carers**

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give their children the opportunity to generalise skills at home

### **3.7 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 headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

## 4. Planning

At Stone Bay School our curriculum is built on the four priority areas of development as outlined in our pupils' EHCPs, and includes a deep understanding of the Early Years Framework and preparation for adulthood. Combining these important building blocks gave us our **6 curriculum subjects**.

EHCP Priority areas of development	Stone Bay School Curriculum subjects
<b>Cognition &amp; Learning</b> <b>Communication &amp; Interaction</b> <b>Social Emotional and Mental Health and</b> <b>Sensory &amp; Physical</b>	<b>My Language &amp; Literacy</b> <b>My Thinking</b> <b>My Social Emotional &amp; Mental Health</b> <b>My Body</b> <b>Understanding My World</b> <b>My Creativity</b>

Teachers will use topic cycles and focus texts as well as subject specific long-term plans.

In our subject long-term plans, we outline clearly which skill sets teachers should focus on in each subject strand across the different terms of an academic year. Throughout our three-year plan senior curriculum leaders have ensured even coverage of all skill sets.

See our EYFS policy for more details on our school's teaching and learning in the early years.

## 5. Learning environment

When pupils are at school, learning will take place in classrooms, shared learning spaces, outdoor learning areas such as class gardens, play grounds, forest school, animal and horticulture area.

These spaces will be kept safe, clean and ready for pupils to use them and will be assessed for any possible risk.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Accessible resources for learning such as books, toys, sensory resources (e.g. ear defenders, rocking chairs, chewy necklaces, wobble cushions, blankets, dark dens etc.) and other equipment
- A (seating) layout that allows for everyone to participate in group activities and carry out individual tasks by themselves
- Displays that celebrate and support pupils' learning
- Displays that give supporting adults and visitors key information such as My Learning Intentions Display, Pupil passport (with links to other key documents such as wellbeing plans), Medium Term Plan and link to weekly planning,
- Visual timetable highlighting the Stone Bay School Curriculum subject names
- Zones of regulation Display
- RRSA charter (We are a rights respecting school and are working with UNICEF to achieve Gold standard)
- 'Gateways poster' to give key information on daily wellbeing support
- Key technology, e.g. plasma screen/interactive whiteboard, iPads
- Access to outdoor learning resources (with clear links to learning intentions)

## 6. Adaptive teaching

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

- Pupils with special educational needs and disabilities (SEND) including
  - those with severe learning difficulties – this is the majority of pupils attending Stone Bay School
  - those who work on the early developmental stages and on a pre-subject level (Engagement Model - see Appendix 2)
  - those who are pre-verbal and using a variety of strategies and approaches to communicate their wants, needs and ideas
  - those with complex needs such as sensory integration difficulties
  - those with moderate learning difficulties working on pre-key stage levels
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

We support all our pupils in accessing the full curriculum by using support staff effectively to provide extra support.

We use a wide range of **specialist strategies** to meet every pupil's individual needs:

- Communication strategies and approaches:
  - PECS, CRCBs, low, mid and high-tech devices
  - Intensive Interaction
  - Tac Pac
- Approaches to develop attention and engagement:
  - Attention Autism
  - The Curiosity Programme
- Strategies to support self-regulation and wellbeing
  - Zones of Regulation
  - Sensory circuits and sensory diets
  - Fun with food
- Play development:
  - Identiplay
  - Sensory play
  - Messy play
- Strategies that support the development of literacy skills:
  - Dough Disco
  - Write Dance



## 7. Home learning

Home learning can support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning will be made available through Class Dojo, Education City, guidance provided through parent workshops or parent consultations and through suggestions on pupil's termly learning intentions.

Home learning will be suggested to parents and carers on an individual basis and its purpose will be clearly outlined alongside each task and linked to pupils' learning intentions and EHCP outcomes.

## 8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. Feedback will be meaningful and always be adapted to the individual pupil's ability to understand and process information.

Marking will take place by making comments on observations which are recorded across all areas of pupils' learning, clearly outlining what pupils have achieved (reference to Termly Individual Learning Intention, subject, strand and skills set) and what level of support was given.

See Appendix 1 for an overview of the Stone Bay School marking system.

## 9. Assessment, recording and reporting

We will track pupils' progress using a combination of ongoing formative and termly summative assessment.

We will provide **termly learning intentions** for pupils. These are based on

- pupils individual learning outcomes according to their EHCPs,
- our 6 subjects,
- a reading learning intention
- an RSE (Relationship and sex education) learning intention

We carry out ongoing formative assessment of progress towards these learning intentions by recording daily observations on our assessment app Evidence Me.

We will also provide termly written feedback through a termly learning intentions review which will be sent home.

Furthermore, we will provide verbal reports at termly parents' evenings.

We carry out termly summative assessment by grading progress in our 6 subjects within pupil progress meetings. We use the data we gather from this to inform our decisions about

- Pupils personalised progress and School Development Plan Priorities
- Commissioning of Therapy and individual therapeutic support
- Pupil Premium funding allocations
- Staff CPD
- Quality of Education and improvements needed
- School improvement

Parents and carers will receive a written report before and after their child/young person's Annual Review of EHCP meeting.

See appendix for a detailed overview of our assessment processes.

## 10. Monitoring and evaluation

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.

The leadership team and senior curriculum leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Timetable monitoring
- Monitoring of pupils' Individual Termly Learning Intentions
- Conducting learning walks
- Reviewing pupil work, observations and marking
- Termly pupil progress meetings
- Monitoring of pupils' wellbeing plans
- Planning scrutinies

See appendix for Stone Bay School's performance management policy

## **11. Review**

This policy will be reviewed every three years by the educational leadership team. At every review, the policy will be shared with the full governing board.

## **12. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour & Pupil Wellbeing policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Home-school agreement
- Equality information and objectives

## **Appendix 1 - Marking and feedback at Stone Bay**

At Stone Bay we will aim to encourage a culture of celebration of all our pupils' achievements. We believe all pupils, no matter what their level of skills or understanding may be, are able to make progress and we have ambitious aspirations for every member of our community.

We celebrate pupils' achievements through Class Dojo, Star of the Week, celebration assembly, individual class praise and 'working towards' systems, verbal, gestural and pictorial positive feedback and praise.

### **Marking and feedback - descriptions and abbreviations of support levels**

- physical support - PS
- verbal support - VS
- visual support - ViS (now and next, CSCB, word mat, objects of reference. symbols, social stories, timetable, symbol/written instructions)
- gestural support - GS (makaton)
- no support/independent - I

To define further, staff will detail the consistency and duration of the support given by using additional descriptors such as

- initial,
- occasional
- continuous

Learning intentions will be commented on as to whether they have been met -

- met,
- partially met
- not met.

## **Appendix 2 - The engagement model at Stone Bay**

The engagement model is reflected within our curriculum and its terminology will be used when recording observations and feedback.

### Anticipation

- Is the pupil able to predict, expect or associate a particular stimulus with an activity?
- Is their prediction because of their previous knowledge, experience or skill?

### Initiation

- Does the pupil spontaneously and independently initiate an action with the stimulus or activity to bring about a desired outcome?
- Are they able to prompt another person to do an action?

### Persistence

- Does the pupil show perseverance or determination in actively trying to find out more about the activity or stimulus?
- Do they sustain their attention in the activity?

### Exploration

- Does the pupil show interest and curiosity in the stimulus or activity?
- What exploratory behaviours does the pupil use to investigate it?

### Realisation

- How does the pupil interact with a new stimulus or activity?
- Do they show realisation, surprise, delight, amazement or fear at a new application of their previous learning?