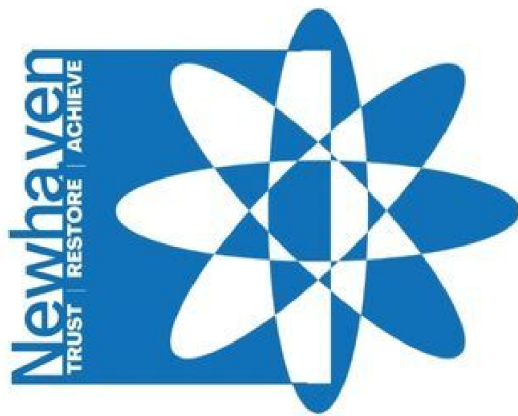


Teaching and Learning Policy

Newhaven School



Last reviewed on: 06/09/2024

Next review due by: 06/09/2025

1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- 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/carers and the wider school community in pupils' learning and development

2. Our guiding principles

Vision

Newhaven School works hard to be a caring, trauma informed community where young people are kept safe, supported as individuals, taught the skills they need and challenged to become successful adults with dreams to realise.

Aims

How we work to achieve our vision:

Trust: our students often struggle to trust adults due to traumatic experiences in their lives and difficulties with the education system where things have gone wrong. We aim to rebuild this trust through trauma, neurodivergence and equity informed practice, making everyone feel safe, stress reduction, psychological thinking, trusted adults and student voice.

Restore: we recognise that things go wrong for everyone and our success is measured by how we deal with this. Through our curriculum and behaviour and relationships policy in particular, we aim to give our students the skills they need to restore and resolve things when they go wrong. We have a particular focus on social communication skills and emotional regulation.

Achieve: like all schools we aim for our students to achieve as highly as possible. For us, this means in traditional exams and courses but also life skills and experiences that will support them in moving on to education, training and employment and developing and maintaining rich relationships through their lives.

3. Planning

Newhaven School Curriculum Intent

At Newhaven, we are ambitious for our students and have designed our curriculum as the vehicle to ensure that they can overcome a range of disadvantages. We aim to provide them with the breadth of knowledge, cultural capital and understanding of the strength of diversity as well as the necessary support they need to succeed in life. This includes opportunities for success academically, technically and vocationally as well as the broader development of students' interests, resilience and skills for life. It is also supported by a detailed development and knowledge of our students' aspirations and interests which are supported by advice and guidance designed to take advantage of the local and wider educational and work environments. This is all in the context of a curriculum in which the diversity of our community is clearly embedded and there is education concerning matters of prejudice and inclusion.

To achieve these aims, the curriculum is carefully planned to ensure that students at Newhaven for longer periods of time experience a coherent growth in knowledge and skills and those with us for a short time have the necessary next steps in their learning carefully assessed and developed. This allows us to work on the gaps

in knowledge and conceptual understanding caused by missing education for a variety of reasons including the pandemic.

We also ensure that our staff is specialist in the areas they teach or well supported where they are not, and have a range of training and curriculum development opportunities to maintain the curriculum focus and purpose.

As well as this, the Newhaven curriculum aims to:

- ② Provide the widest possible range of memorable, life affirming experiences.
- ② Develops learners' confidence and enjoyment in reading.
- ② Allows learners to develop as healthy, engaged individuals and citizens by developing their resilience through RSHE curriculum and the elements of play, psych education and by being trauma informed.
- ② Develop their understanding of and readiness for the world of work through the curriculum and well matched work experience.
- ② Develops their understanding and appreciation of diversity.
- ② Ensures through planned progression that students have the best possible chance of accessing mainstream provision where appropriate.

4. 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.

Our induction processes are designed to make sure we have as much information as possible to enable us to work alongside other professionals and parents/carers to support every student to achieve as highly as possible. We endeavor to gain a comprehensive profile of academic and psychological need to inform our curriculum and pastoral offer for individuals. Student voice is central to this process.

This is how we will create the above conditions for pupils' learning at all times:

4.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Consider at all times the individual needs of every student and plan/respond appropriately
- Plan to address gaps in learning throughout each student's time at Newhaven
- Work closely with pastoral staff and other professionals to support individual needs
- Actively engage parents/carers in their child's learning through regular contact home to celebrate success and work in partnership to address any areas of concern
- Update parents/carers on pupils' progress through written reports as per the data-drop cycle
- Meet the expectations set out in the curriculum policy, marking and feedback policy, literacy/numeracy policies, and behaviour policy

4.2 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
- Ask questions to make sure they've understood expectations for learning
- Identify, create 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 curriculum policy, marking and feedback policy, literacy/numeracy policies, and behaviour policy

4.3 Heads of Departments at our school will:

- Create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Ensure students have structured visual resources to support them to access the curriculum
- Sequence lessons in a way that allows pupils to make good progress from their starting points, addressing gaps in learning throughout
- 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 understand the topic
 - Demonstrate excellence
- Moderate progress across their subject and all key stages by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the curriculum policy, marking and feedback policy, literacy/numeracy policies, and behaviour policy

4.4 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 curriculum policy, marking and feedback policy, literacy/numeracy policies, and behaviour policy

4.5 Pupils

Pupils at our school will engage with support to:

- Take responsibility for their own learning, and become curious, ambitious, engaged and confident learners
- Meet expectations for good behaviour for learning, respecting the rights of others to learn
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the home school agreement

4.6 Parents and carers

Parents and carers of pupils at our school will be supported to:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance and punctuality
- 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 importance to home learning where required
- Meet the expectations set out in the home school agreement

4.7 Management Committee

The Management Committee 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

5. Learning environment

All learning spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Well-equipped and attractive zones such as dedicated teaching, pastoral and breakout areas
- Display materials to support what pupils in their learning, as well as visuals to promote school policies, social communication and independence
- Accessible resources for learning such as books, worksheets and other equipment
- A considered seating layout that allows everyone to learn to the best of their ability

- Displays that celebrate and support pupils' learning

6. Differentiation

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

- Pupils with an Education, Health and Care plan (EHCP)
- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

We will achieve this by:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinators (SENCO), therapists, our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Providing differentiated materials as needed

SEND Policy

<https://www.newhavenschool.co.uk/special-educational-needs-disability-send/>

7. Home learning

Home learning, or homework, will be provided when pupils have missed significant learning in school, or require/request additional support outside of the classroom. It is most effective when done in a supportive, secure environment, with focused time set aside. Newhaven will timetable a "period 6" in school with specialist staff for any pupil who would benefit from this arrangement.

All home learning will be made available in the Google Classroom

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

8. Marking, Assessment 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. We will track students' progress using a combination of formative and summative assessment. We will feedback to parents and carers regularly, and will provide a dedicated parents' evening written report for every student at least annually.

Marking and Assessment Policy

9. Monitoring and evaluation

We will monitor teaching and learning in our school, as per the Development Cycle, to make sure that all of our pupils make the best possible progress from their starting points. All SLT and teaching staff will have specific targets on their Performance Development Plans to support pupil progress.

SLT, Heads of Departments, teaching and support staff will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Regular pupil progress meetings
- Gathering input from student council and individual students
- Book scrutinies

11. Review

This policy will be reviewed every year by SLT and the Management Committee. At every review, the policy will be shared with the full Management Committee.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Equality information and objectives