



Teaching and Learning Policy 2024

Aim

At Hope Tree School our aim is to provide all students with high quality learning experiences that result in:

- All students achieving their academic potential.
- All students becoming confident, resourceful, enquiring, independent and resilient learners.
- All students being able to build positive relationships and respect the cultures, ideas, values and feelings of others.
- All students being able to make informed choices and participate fully as citizens in their community.

Students of all backgrounds and abilities will be given equal opportunities to learn in order to make progress and achieve their potential.

Principles of Teaching and Learning

To maximise learning, these key areas need to be effective:

- Engagement
- Curriculum and planning
- Quality of teaching
- Learning environment

Engagement

At Hope Tree School we believe that students learn best when:

- they feel relaxed, healthy and alert
- the learning is relevant and stimulating to them
- they understand the purpose and instructions of a task
- they feel secure – in terms of environment, relationships and learning
- they feel valued – the teachers and other adults care about their wellbeing, want them to achieve and take the time to establish what they need to achieve
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility for their learning
- they have an element of control and can work with independence, with support on hand if needed
- their learning environment is well-organised, and resources are easily accessed
- their tasks are matched to their ability and confidence
- their learning is built on existing knowledge and experience and presented in small, logical steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas

- they receive timely positive and constructive feedback and praise for achievements, and have clear and achievable targets

Curriculum and Planning

Students starting at Hope Tree School often have a history of disrupted schooling. The school first aims to re-establish the concept of learning as a positive and enjoyable experience and ensure each student reaches their true potential.

The Curriculum provided is broad based to ensure that each student takes part in the full National Curriculum, and can be differentiated to meet individual needs. We aim to introduce students to a wide range of knowledge, skills and experiences.

The Curriculum emphasises the need to acquire basic skills in literacy, numeracy and science and other core subjects and schemes of work are carefully planned to ensure full coverage of the National Curriculum at a level appropriate to the student's ability.

Core Subjects: English, Maths, Science, PSHE (Includes Life Skills), Computing.

Non-Core: P.E., Design and Technology. History, Geography, Music, Art and Design and R.E.

Links between the subjects are identified, but it is important that students have some experience of the discrete subjects that they will meet in key stage 3.

Some subjects have links to a range of National Curriculum subjects – e.g. PSHE often overlaps with Religious Education, Science, Citizenship and P.E.

During their first weeks at the school, students are assessed in reading, writing and maths and provided with an individual learning plan designed to meet their needs. Many students may have gaps in their learning due to disruption to their educational journeys thus far and with targeted support aimed at closing gaps the aim is to enable them to achieve age-related expectations.

Any student who, despite a period of intensive support, is still not able to access the KS1 or KS2 curriculum, will be provided with a learning programme that meets their needs. Work is carefully differentiated in order to meet the individual needs of students and regular assessment ensures continuity and progression.

Each student has individually tailored positive expectations for achievement. This ensures they are challenged appropriately and experience success frequently.

The curriculum is designed to promote a range of learning styles which will accommodate and support each student's self-confidence, resilience, independence and personal emotional and social development. During planning each student's preferred learning styles are considered and incorporated into the activities provided.

Examples of different learning styles include

- Role play
- Problem solving
- Working individually, in pairs and in groups
- Learning through real life situations
- Practical activities
- Experimenting
- Creative thinking
- Repetition
- Visual/auditory learning
- Research
- Links to the local environment
- Use of ICT/digital resources as an integral aspect of everyday life.
- Projects/investigations
- Hot seating
- Physical activities
- Talking, discussing and asking questions
- Independent learning

Quality of Teaching

Teachers will be creative, flexible and patient in their approach to teaching, using a range of strategies matched to individual student's needs. Quality teaching takes account of a student's prior learning and must ensure continuity and progression.

It will also demonstrate:

- confidence – staff will have good subject knowledge and ability to set appropriate objectives, and are able to adjust these in the moment to accommodate a student's current needs.
- empathy – staff know individual students' emotional, social and behavioural needs and tailor their approach accordingly.
- enthusiasm and passion
- high expectations – there is optimism about, and high expectation of success (based on clear and achievable targets)
- effective planning – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all students
- an interactive approach – students contributions are encouraged, expected and extended
- good pace - which matches the ability and attention of the students being taught
- effective, focused feedback – timely and delivered using a method best suited for individual students
- a range of methods for learners to meet the challenge and present their understanding
- space for reflection and meaningful dialogue;

In Key Stage 1 and 2 the daily timetable includes sessions for self-directed learning, small group learning and one-to-one learning.

In Key Stage 3 self-directed learning will take the form of project work.

Learning Environment

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

Classrooms will be well resourced, provide a stimulating and purposeful learning environment, and will be organised to facilitate learning and the development of independence.

Excellence is celebrated in display and performance. Each student is given an opportunity to have work displayed. students are encouraged to believe that any exhibited work should represent their highest standards of personal achievement.

Assessment and Reporting

The school has a team approach: teachers, teaching assistants, therapists, and other professionals are all involved in monitoring students's progress using individual education plans.

Ongoing formative assessment is used to guide the progress of individual students through each lesson by identifying what each student has learned, supporting them to correct and improve and identifying the next stage in their learning.

Judgements are based on a number of sources including:

- individual questioning, answers and discussions
- feedback through checking of written work and marking
- group discussions and activities
- observations
- short tests and quizzes
- specific assignments for individual students
- self and peer assessment.

Half termly teacher assessments are made in Reading, Writing, Maths and Science in order to establish the level of attainment and to inform future planning.

Assessments are made at the end of each topic in the other subjects.

Formal summative assessments and standardised tests will be used termly.

All assessments will take individual students' needs into account and can be made as practical and/or verbal as needed. All results from assessments are analysed and used to inform future planning. (See Assessment Policy).

Based on formative, summative and regular teacher assessments, teachers set individual targets for each student. These are normally 3 or 4 in number and will include those for both behavioural & social and curriculum subjects.

Targets are detailed, specific and time related. Targets should be shared with the student and parents to encourage partnerships in learning.

Reporting

Written reports are provided for parents at the end of each term. Parents are invited to attend their student's annual review as part of their EHCP once a year. Interim reviews are held once a term or more frequently as needed.

As classes are small, teachers are in regular contact with parents during the year and updates can be given and plans adjusted during these times.

Visitors and trips

The use of visits and visitors to enrich the curriculum is important as a means of enhancing teaching and learning. These occur throughout the school year to widen students' experiences and support learning across a range of subject areas.

Parents and students

Parents are encouraged to support their child's learning by:

- ensuring that their child arrives at school regularly and brings the necessary equipment
- providing support for their child in consultation with school staff
- participating in discussions concerning their child's progress and attainment
- ensuring early contact with school to discuss any issues that may arise.

Students are encouraged to support the school's aims by:

- attending school regularly and punctually
- coming to school with a positive attitude and a desire to learn
- conducting themselves thoughtfully and communicating any worries or concerns
- taking increased and age appropriate responsibility for their own learning.

Monitoring and Evaluation

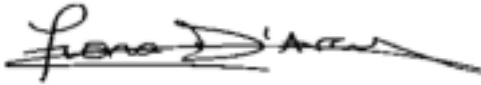
Formal monitoring by senior staff will take place at least once a term. This will involve classroom observations, book looks, student interviews/discussions and scrutiny of planning across a range of subjects.

Student progress meetings will be held termly by senior staff with class teachers. The results of monitoring will be evaluated and used to inform improvements in teaching and learning within the school. A report of the findings and actions planned/taken will be presented to the Advisory Board (See Monitoring and Evaluation Policy).

Signed:

A handwritten signature in blue ink, appearing to read 'P. Sandf'.

Head of Learning

A handwritten signature in black ink, appearing to read 'Fiona D'Arcy'.

Head of Pastoral Care

Date: March 2024

Review Date: March 2025