TEACHING AND LEARNING POLICY

Contents

➜ Principle

In 2011, the government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. This guidance was initially published to further strengthen the previous guidance published in improving the spiritual, moral, social and cultural development of pupils to ensure young people leave school prepared for modern life in Britain.

In November 2014, the government outlined that all schools must now have a clear strategy for embedding these values and show how their work has been effective in doing so.

IncludEd promotes these values through our own school values, curriculum delivery, and the school offer and enrichment activities. The purpose of our actions will ensure that all pupils at IncludEd have a voice that is listened to through the school based activities outlined below. In order to recognise the impact of these values through our work we have identified key performance indicators to allow us to judge the effectiveness of our work through our curriculum offer, school vision statement and IncludEd Code of Conduct.

To provide the consistent delivery of effective teaching and learning that ensures excellent levels of progress for all students taking into account any learning barriers.

To support all of our students to achieve their full potential and the highest academic qualifications possible by ensuring they have learning opportunities to support this.

To keep learning at the heart of what we do at IncludEd and provide all stakeholders with a clear vision of teaching and learning.

➔ Introduction

All schools are, on occasions, asked to keep information confidential. This can relate to a variety of issues such as underage sexual activity, abuse, drug use or The aims and principles of this policy have been arrived at through a considered process of discussion, consultation and reflection involving all teaching staff, pupils and parents.
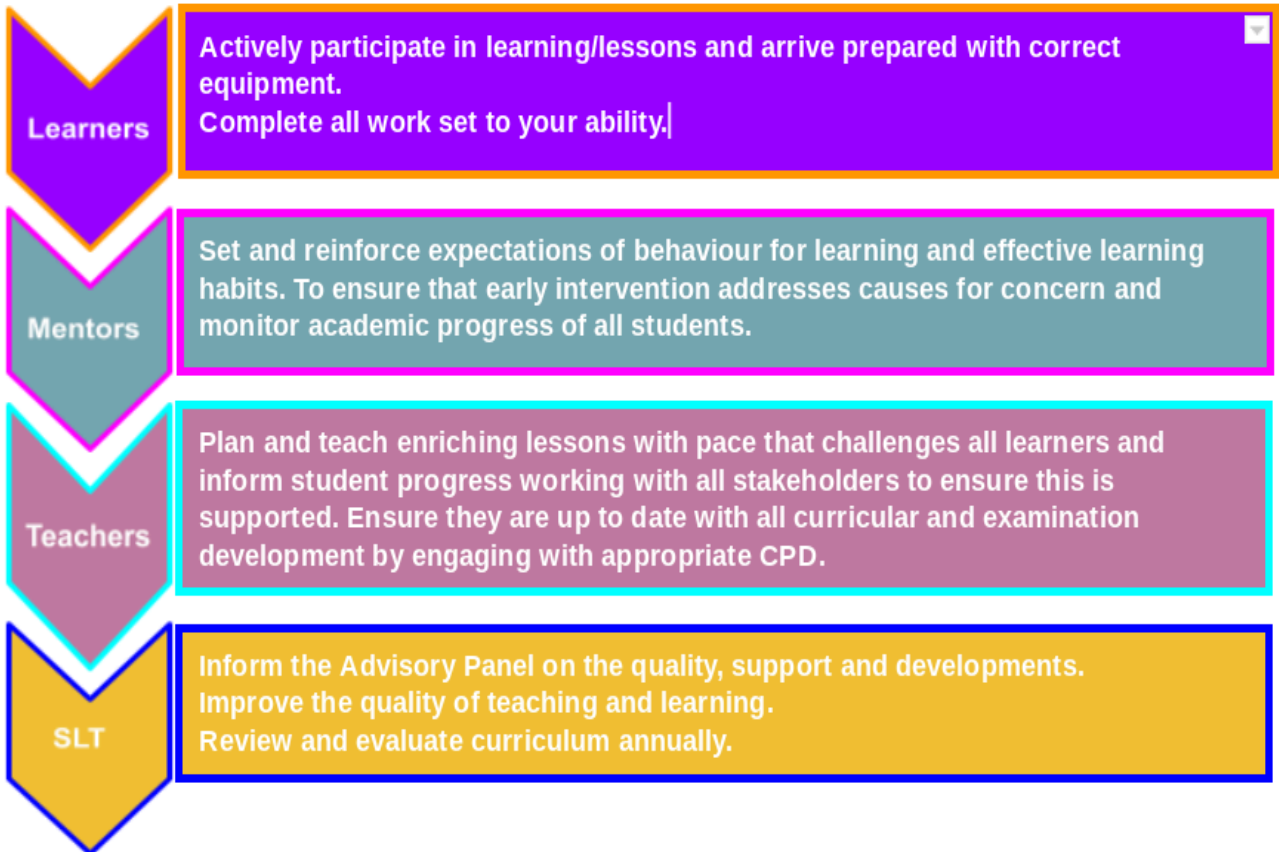
At IncludEd, we are passionate about the concept of 'life-long learning' and believe that learning should be a rewarding and enjoyable experience for all. We need all to be 'active participants' in their learning and not 'passive recipients'.

Through our Teaching we should equip our pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Appropriate Learning and Teaching experiences help our pupils to lead happy, fulfilled and rewarding lives.

We believe that it is the entitlement of every child to have access to a high quality 'learning environment' and 'effective teaching' and that it is the provision of these that are the most significant factors in determining:

- Pupil attitudes to, and successes with, learning
- Standards of attainment
- Rates of progress
- Enjoyment

➔ Roles and Responsibilities

Learners

Actively participate in learning/lessons and arrive prepared with correct equipment.
Complete all work set to your ability.

Mentors

Set and reinforce expectations of behaviour for learning and effective learning habits. To ensure that early intervention addresses causes for concern and monitor academic progress of all students.

Teachers

Plan and teach enriching lessons with pace that challenges all learners and inform student progress working with all stakeholders to ensure this is supported. Ensure they are up to date with all curricular and examination development by engaging with appropriate CPD.

SLT

Inform the Advisory Panel on the quality, support and developments.
Improve the quality of teaching and learning.
Review and evaluate curriculum annually.

➔ Learning

Learning needs to;
- Develop literacy and numeracy skills
- Allow students to develop socially, emotionally, physically and academically
- Be inspirational, focused and targeted
- Allow students to develop through a journey of self-discovery
- Be exciting, challenging and memorable
- Regularly Inform students' progress

Lessons should be underpinned by IncludEd's instructional pedagogy which is evidence based and research informed. It is fundamentally based on the principles of cognitive science and developing student long term memory to aid learning and progress over time. Lessons should:

- Be INCLUSIVE through catering for the needs of ALL learners
- Be well PLANNED to meet the needs of the group
- High EXPECTATIONS should be in place for all learners
- Be CHALLENGING and push students' understanding forward
- Be STIMULATING and ENRICHING
- Be FOCUSED and PURPOSEFUL
- Have a VARIETY of activities where appropriate
- Foster CREATIVITY and INNOVATION in the students
- Have time built in for REFLECTION
- Demonstrate PROGRESS of all learners

Learner responsibilities:

- Understand lesson outcomes through shared success criteria;
- Be ready to learn and actively engage in learning
- Be motivated, interested and play an active role in making progress;
- Use both peer and self-assessment fairly and responsibly to improve their learning;
- Actively participate in lessons; generate ideas and concepts, and contribute to questions and discussion to the best of their ability;
- Collaborate effectively with others and show respect to each other;
- Show a capacity for independent and interdependent learning;
- Accept offers of help when needed, including attending academic interventions;
- Demonstrate a commitment to achieve their own targets;

- Be resilient in their learning;
- Put the best effort into their work to be marked/complete and end point tasks;
- Read comments written by teachers and respond positively to the instructions to improve their work;
- When appropriate, self-assess work using criteria provided;
- Engage with offers to catch up on missed work after absence; to work towards ensuring all end point tasks are completed to the deadlines set;
- Keep standards of presentation of work high and take pride in all work undertaken;
- For long term absence: To access online learning and take advantage of remote learning opportunities as and when directed to by their teachers.

Students are reminded of these expectations through their daily work with tutors and teachers. We ask all students to 'work hard and be kind' and this is articulated through the co-operative values of self-help, self-responsibility, solidarity, democracy, equity and equality.

Teaching staff will:

- Ensure they meet the Teachers' Standards;
- Promote learning and their subject area;
- Provide a rich variety of learning experiences for ALL students;
- Plan lessons in accordance to the students ability;
- Regularly assess and feedback to students on their progress through as range of formative and summative strategies and adhere to the marking policy to support next steps feedback to all students;
- Advise students on how to improve work in their books or folders. Key questions or statements are given, not lengthy targets by using fine diagnostic methods to correct faulty interpretations;
- Allow students to improve their work and remark it when done. (We call this dedicated improvement and reflection time);
- Continually re-assess student progress, intervening in response to maximise on student achievement;
- Insist on high standards of presentation and care with all work (draft and final);
- Award students a level/grade once per assessment period;
- Share good practice with marking in meetings;
- Co-operate with SLT by providing when asked a sample of marking;

- Recognise and reward effort and progress;
- Encourage the use of cooperative learning structures where appropriate and develop independent and flexible learning;
- Have consistently high expectations of all students and foster a culture of high aspirations;
- Apply IncludEd's policy for behaviour for learning;
- Encourage and promote student independence and interdependence;
- Create a safe non-judgemental environment where students feel valued;
- Develop a creative and enjoyable learning environment;
- Maintain a liaison with all parents and carers about the progress of learners;
- Take responsibility for their own learning through active participation and engagement with relevant CPD;
- Ensure they provide high quality remote learning opportunities as and when appropriate.

➔ Impact

When can teaching and learning happen?

If students are to learn in school, it can happen within three contexts; lesson, routines and events.

- Lessons – those planned experiences when students are in the care of a teacher or others and work through a programmed scheme of work to move towards their learning goals. The lesson may take place in a range of settings.

- Routines – those regular occurrences in schools when students go about their school life whilst being influenced by the place in which they find themselves. Routines, the start of the day, lunchtime, leisure time, moving around the school, access to ICT, homework and many others.

- Events – IncludEd arrange events such as educational visits, sporting occasions, community volunteering, residentials and the like. All of these events create opportunities for students to both learn curriculum content and/or develop qualities and personal characteristics. IncludEd recognises that the aims of the school will be achieved through lessons, routines and events and they can be achieved much more successfully if all of these are planned and carefully managed.

Important considerations;

- Relationships – the relationships within IncludEd will be based upon an understanding of the social, emotional, behavioural and learning needs of the child. There will be an expectation of appropriate challenge and mutual respect.

- Student Voice is used and actively encouraged both at the beginning of the 'theme' and throughout so as curiosity and the desire to pursue aspects of learning are satisfied. Student Voice is taken and phrased as 'questions' which can then be answered by the whole class, groups or individuals (but fed back to the whole class) as appropriate. The class teacher 'manages' the balance between Student Voice and National Curriculum Coverage on a continuous basis so whilst the student's are shaping and having an active part in the direction of their learning, they are also still receiving a broad and balanced curriculum in terms of coverage, continuity and progression.

- Assessment – the students at IncludEd will learn well when learning is planned, based on what students know, understand and can do. Assessment of learning (summative) is there to inform the individual learning strategies for student progress. When students know where they are now, what they need to do next to improve, they are clearly involved in the assessment for learning (formative) process and will learn.

The key issues;

The key issues can be narrowed down into these essential components of school life.

- Teaching Style – schools need a balance of teaching styles ranging from whole class didactic teaching through to individual exploratory work passing through interactive group work or interactive whole class teaching on the way. IncludEd will undertake a range of styles based on learning preference and understanding of need through assessment and experience of working with the student.

- Environments – students learn well when the environment in which they find themselves is well ordered and well managed, where there is discipline and clarity about expectations.   Environments will vary depending on the curriculum content or the characteristics that are being developed. Included will provide or access a variety of environments.

- Rules and Behaviours – Included will use a clearly defined and managed set of expectations and consequences to promote positive approaches to learning and each other.

➔   Monitoring and Evaluation

All Senior Leaders have a responsibility to ensure the teaching and learning policy is adhered to across IncludEd through monitoring and supporting all staff.

The Senior Leadership team evaluates the effectiveness of the Teaching and Learning policy by:
Validating and supporting Faculty judgements through teaching and learning reviews, which include:

- Work Scrutiny
- Analysis of student progress and attainment data
- Observations of teaching and learning
- Student voice feedback
- Parental and other stakeholder feedback

In addition to this there is an annual review of exam results if applicable.

CPD
The CPD is an integral part of developing the teaching and learning at IncludEd. The programme aims to meet the needs of teachers and align with whole school improvement objectives in order to make teaching and learning more effective.

- All staff have access to a series of workshops throughout the year to meet their individual pedagogical development needs, these are built around the whole school objectives;

- Staff, especially those new to teaching, will have a fully supported and monitored action plan to ensure they have access to professional development to move their practice forward. This will include the use of incremental coaching and mentoring;

- All staff are expected to share practice and support each other.

➜ Democracy

Value	How do we promote democracy	Impact

1. Democracy
Links to IncludEd Learning Code of Conduct:
• Respect ourselves
• Respect our school and everybody in it
• Be polite and treat each other with care
• Make our visitors feel welcome
 	
Links to school curriculum/offer:
• Maths (data handling)
• English – Understanding and Speaking and Listening
• SMSC – Social, Moral
• Lesson activities – Effective participators, Creative thinkers, Reflective learners, Independent workers, Team workers
• School Council
 	
Links to school vision statement:
	• IncludEd Learning promotes and teaches
	  pupils about democracy (views of others) and the electoral process (data handling)
	• IncludEd Learning's partnership with
	    - The Local Authority
	    - Manchester Secondary PRU
	    - Local Mainstream partner schools
	 is high profile and involves regular meetings where representatives share student concerns and discuss issues that affect the students
	• We discuss how to obtain the views of others through pupil voice; surveys; class visits, site visits and meetings with parents; Advisory Panel members and staff/visitors
	• SMSC curriculum is established throughout IncludEd Learning.
	• Democracy is also promoted through the maths curriculum with a focus upon data handling enabling the students to strengthen their keep concepts/skills of obtaining views of others
	• PHSE/Citizenship where students learn about other societies, faiths and ways of life and learn about the development of democracy in Britain
		• Students' voice is recognised and listened to – leisure/play equipment survey and outcomes acted upon (play/leisure area designed incorporates pupil views)
		• Agenda items underpin the developments of the school improvement plan – healthy lifestyles/eating, lunchtime activities
		• Leisure time rules identified and cascaded through the school; students remain safe at IncludEd
		• Behaviour and safety of the school further informed
		• Governance of the school further informed
		• SMSC outcomes addressed in an informed way; personalisation of learning remains at the heart of provision/all students at IncludEd Learning make progress within SMSC
		• Long term planning curriculum pathways map provision for all students within IncludEd; curriculum offer provides equality of opportunity for all learners
		• Personalised learning programmes track progress identifies personal learning outcomes for learners struggling to make appropriate progress – all students at IncludEd now make expected progress within literacy and maths (see progress reports)

We will ensure the entitlement of each pupil to access a variety of opportunities to promote academic, social, emotional and physical development. We will use communication friendly , nurturing and empathetic approaches and a fully inclusive learning environment to promote student learning and personal development. We will provide choices and challenges in order to maximise potential and build upon strengths and interests. All the members of the school community are valued equally and work in partnership with parents, careers and the wider community. We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.		
	UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account. Students are supported so they can express their views and preferences at their annual reviews and conversion meeting to formulate their Education Health and Care Plans.	

➔ The Rule of Law

Value	How do we promote the rule of law	Impact
2. The Rule of Law **Links to school Code of Conduct:** • Respect each other's property • Only leave the classroom and school with permission ● Follow the time out protocol • Take care moving around the school • Take care on our way to and from school **Links to school curriculum/offer:** • PHSE/SRE/Emotional Confidence & Well-Being Programme – Relationships scheme of work • ILP targets • Behaviour Management Strategies **Links to school vision statement:** • Celebrating success • Promoting educational potential • Working for success • Preparing students for life after school	• We have high expectations of students' conduct and this is reflected in our Behaviour Policy • Positive Behaviour Management Strategies and support to guide learners in identifying ways they can moderate their behaviour and act towards others • Personalised targets and address behaviour for learning in a consistent and informed way • Good behaviour and consistent demonstration of our values by staff • Recognition of students' positive behaviour through rewards and merits • Postcards, phonecalls and texts sent home to parents/carers to identify positive behaviour • IncludEd Learning scrutinise behaviour data at regular meetings throughout each term • Through regular reviews and through classroom discussions students are taught how to earn trust and respect and supported to develop a strong sense of morality; knowing right from wrong and doing • Through our safeguarding policy and safeguarding training (whole staff)	• Behaviour policy and associated positive behaviour management strategies identify triggers and de-escalation techniques to assist students in changing their own behaviour towards others • Anti-bullying policy identifies nature of learners; succinct record keeping enables staff to determine alternative strategies for the management of behaviour • Parents/carers help determine IEP targets; strengthened vision statement 'all members of the school community work in partnership with parents/carers • Students celebrate achievements throughout the school; peer assessment embedded within weekly reward systems • Manchester Secondary PRU regularly informed by the Head of Centre and school self-evaluation document leading to opportunities to scrutinise data and challenge outcomes • Behaviour and safety within the school further strengthened through robust staff training and protocols which determine information sharing
UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.		

➔ Individual Liberty

Value	How do we promote individual liberty	Impact
3. Individual Liberty **Links to school behaviour code of conduct:** • To be kind and considerate towards others • To look after the school and everything in it • To keep ourselves and others safe **Links to school curriculum/offer:** • E-safety • PSHCE/SRE - Relationships scheme of work • Life Skills and travel training • Citizenship **Links to school vision statement:** • Celebrating success • Promoting educational potential • Providing choices and challenges • Integrating into the wider community • Preparing for life after IncludEd Learning	• Through our school values, students are taught about personal responsibility, choices, ambition and aspiration • Students' aspirations are recognised, and promoted within tutor time, the aspirations boards and wider aspects of our curriculum • Centre rules are displayed which provide meaning and relevance for each learner • Peer and self-assessment encourages students to determine what went well and how improvements can be made in all aspects of learning (e.g. marking policy and can do statements) • Through the use of outcomes identified within EHCP/Annual and Transition reviews students' voice is obtained through 'All about me' in the residential provision and 'students' views annual review document' • Students are encouraged to take opportunities to follow their aspirations/ interests through our curriculum, vocational courses and lunchtime and in their local communities • Students' achievements are celebrated in displays, on our web site and the Manchester Secondary PRUs newsletters • Students are taught how to keep themselves safe through the PSHE and the Relationships curriculum delivered throughout the school; they learn about how to keep safe by teachers reminding them about the safety rules in science, PE, E-Safety, food technology, computing, and off site visits • The school has a high profile approach to e-safeguarding as recognised in our e-safety policy, protocols and posters;	• Students' voice obtained to determine outcomes for destination planning; destination fully informed • Curriculum offer identifies appropriate personalisation which encourages engagement; students continue to make progress over time • Class rules help inform behaviour outcomes • Learning environments are conducive to well-being; learning environments continue to support students' progress over time (use of work stations and calming areas) • Students enjoy their time at IncludEd Learning (see parent and students' questionnaires); curriculum interest/aspiration led • Students' learning celebrated by whole school community • Relationships through PHSE curriculum (safety) identifies learning outcomes which are fully adapted to support informed progress over time • E-safety protocols embedded throughout the school
UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights. **UN CRC Article 31:** All children have a right to relax and play, and to join in a wide range of activities.		

➔ Mutual Respect

Value	How do we promote mutual respect	Impact
4. Mutual Respect **Links to school behaviour code of conduct:** • To be respectful towards ourselves and to others • Be polite to visitors • To keep ourselves and others safe at school and to and from school **Links to school curriculum/offer:** • PSHE curriculum and scheme of work • SMSC Long term planning – social, moral, spiritual and cultural • DofE • Emotional Well-Being and Confidence Programme **Links to school vision statement:** • Working in partnership, parents and professionals • Working for success • Whole school community valued equally **UN CRC Article 2:** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from. **UN CRC Article 30:** Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.	• We have high expectations about students' behaviour and this is reflected in our Behaviour Policy • Our anti-bullying policy demonstrates an understanding of students' difficulties in communication and in making their needs known • Incidents are recorded and triggers a review of the Behaviour Management Strategy where further strategies and approaches are identified to address issues • Through our behaviour code, PSHE lessons and mentoring lessons students are taught to respect each other, to be cooperative and collaborative, to be supportive and to be understanding of differences • The staff at IncludEd treat all students with mutual respect; staff assist all students on a daily basis in the development of their behaviour and personal skills through the implementation of the code of conduct, class rules and IEP targets • Through our wider curriculum we study ways we can help others, e.g. volunteering in the community • We support a range of charities such Refugee Week, Children In Need and cancer charities identified each year by students' initiative • We use literature and video to promote a wider understanding of the beliefs of others through our PSHE curriculum identifying when such areas will be addressed through our long term planning for this subject area • We celebrate a range of different cultures and their faith/beliefs • Mutual and self-respect is also promoted through the Code of Conduct, PSHE lessons and throughout the curriculum	• Staff CPD further strengthened to inform all policy, protocols and strategy throughout the school • Students at IncludEd remain safe; students are equipped with strategies that make their needs known to staff • Staff able to guide students into making good choices through the allocation of tutor time, and the deployment of teaching assistants to classes so that students are well supported by planned interventions • The code of conduct is upheld throughout the school leading to informed practice • Staff able to guide students into making good choices through planned intervention which is outcome led • ILPs reflect targets identified to support respect/behaviour towards others • All staff monitor ILP targets, and Behaviour Management strategies assisting teaching teams in establishing targets that provide meaning and challenge • SMSC outcomes firmly embedded throughout the school leading to students' making good progress over time • PSHE curriculum provides appropriate breadth and balance for all learners throughout the school • IncludEd Learning provides opportunity to pursue learning through a common approach to learning • Visiting professionals and organisations, the police, the fire brigade, careers advisor, authors etc underpin our school offer by creating opportunities to maintain students' interests and curiosity

➔ Tolerance of Different Beliefs and Faiths

Value	How do we promote tolerance of different faiths and beliefs	Impact
5. Tolerance of Different Faiths and Beliefs **Links to school behaviour code of conduct:** • Treat others with respect • Respect the school and property • To keep ourselves and others safe **Links to school curriculum/offer:** PSHE curriculum SMSC long term planning – Spiritual, Moral, Social and Cultural Creative Arts (Art, Design and Music) – Food Technology, Emotional Confidence and Well-Being Programme **Links to school mission statement:** • Promoting opportunities for all • Encouraging students to make choices • Promoting success • Working with parents and professionals • Preparing students for life after IncludEd **UN CRC Article 14:** Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters. **UN CRC Article 30:** Every child has a right to learn and use the language, customs and religion of their family	• We have high expectations about student conduct and this is reflected in our Behaviour Policy and Equal Opportunities Policy. • Tolerance of different faiths and beliefs is promoted throughout IncludEd. Students learn about different religions, their beliefs, places of worship and festivals; Students' work is often displayed within the school environment • Long term planning identified practical opportunities for students to learn about their own and others beliefs • This is supplemented by visits from local religious representatives (class and whole school), where students are provided with opportunities to learn about significant religious festivals such as Ramadan, Diwali, Christmas , Chinese New Year and the Jewish and Islamic New Years. • Opportunity to learn about similarities across all faiths, eg Festival of Lights (Advent, Diwali, Hanukkah etc) and Whole school culture day ???	• Behaviour data is scrutinised for potential trends over time; pupil behaviour support plans updated accordingly • Partner schools and Manchester Secondary Pru further informed; and are provided with termly opportunities to monitor behaviour and challenge the data presented Annual Reviews held for those with an EHCP • PSHE curriculum provides breadth and balance for all cohorts of learners • School environment celebrates learning and students' achievements • Opportunities created to underpin our school vision statement of uniting parents and professionals by holding meetings and reviews • Students continue to enjoy their learning and the opportunities it brings; students fully engaged within the teaching/learning process, evidenced by observations and self evaluations • Students' progress over time and learning outcomes determined for all areas of the curriculum; school meets statutory guidance on reporting to parents