Teaching and Learning
POLICY

Contents

1

Our Vision

To develop a curriculum that enables disengaged students to flourish and engage in education whilst providing them with the opportunity in a safe and structured environment to deal with their social and emotional difficulties.

Our Mission

We believe in investing in people. As professionals in the helping profession, we believe and aspire to offer a better future to those children, young people and families we work with. Success for us means unleashing the potential of each individual we engage with, so they can grow and develop each day, to be better versions of themselves. Our values are grounded in our determination to be the change we want to see in the world, through passion, commitment and integrity. We want to plant a seed of kindness and compassion in a generation that will produce resilience & hope and enable them to fulfil their own destinies. Our success therefore will be measured in the lives we changed through REACH.

REACH's curriculum will offer intense mentoring and support for young people, placing them in a class with a maximum of 7 students, facilitated by a dedicated mentor, teacher support and coach throughout their time in REACH. This model endeavours to promote the development of strong positive relationships that provide a foundation from which the student can embark upon a positive cycle of achievement.

REACH provides a curriculum that fully adopting the National Curriculum aims to provide opportunity for all pupils to learn and achieve and to promote pupils' spiritual, moral, social and cultural development to prepare all pupils for the opportunities, responsibilities and experiences of life.

Policy Rationale

REACH is committed to delivering high quality teaching & learning, for all students. All the Students that attend REACH have the right to access a broad, balanced curriculum. REACH uses sport and a movement based curriculum to REACH out and engage those students who are currently excluded from education. We will use the beneficial effects of sport to empower students, teach them to manage anger, give them confidence in learning and helping them engage in learning at their referring school. REACH will cater for students with or without and EHCP. REACH recognises students need for a more individualised and personalised curriculum that offers both educational and therapeutic intervention to enable them to regain confidence in learning. The teaching staff at REACH have a collective and individual responsibility to strive to deliver lessons and learning experiences of the highest quality within the confines of a broad and balanced curriculum.

This policy works in conjunction with REACHES 'Promoting Positive Behaviour for learning' document and 'Marking Policy'.

REACH identifies the need for continued professional development, professional mentoring and strong systems of support and analysis to empower staff to achieve these ambitions.

Aims and Objectives

- For our students to feel safe and conduct themselves in a calm and orderly manner

- For REACH's behaviour system to be clear, understood, and applied consistently by all adults

- To ensure high quality teaching and learning experiences for students of all abilities and aptitudes

- To provide a framework for teaching and learning within which there is flexibility and scope for creativity

- To provide coherence of approach and consistency of expectation

- To make explicit the entitlement of all students

- To raise attainment by increasing levels of student engagement, motivation, participation and independence

- To promote reflection on, and sharing of, good practice

- To promote an understanding of how learning takes place

- To make explicit a baseline for monitoring and evaluating the teaching and learning that takes place

- To provide practical guidance and clear procedures

- To provide a focus for development

- To inform teachers, students, parents/carers, directors and the wider community about the aims and processes of teaching and learning

- To identify specific areas of responsibility within the staff team

Definition of Learning

Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and

understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore, we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking. When discussing learning within REACH we must take into account the further challenges created by our students' fractured educational history, learning needs (e.g. ASD), medical issues (e.g. ADHD) and social, emotional and mental health needs.

The Learning Environment

At REACH we believe that "Success is built on belief", therefore learning most effectively takes place when:

- Students have developed trusting relationships with staff

- When we meet students specific needs, providing them therapeutically with what they need

- The environment is calm, secure, stable and stimulating

- Students' self-esteem is high

- Students understand the purpose of the learning and see relevance to their own experience

- Students understand the ways in which learning takes place

- The learning builds on prior knowledge and understanding

- Success criteria are explicit and models are provided

- The learning is active and collaborative

- Student questioning, reflection, and discussion are encouraged

- Independent learning and thinking is facilitated and encouraged

- There are opportunities for creativity and utilising different learning styles

- Students can self-assess, know what they need to do to improve and are able to set appropriate targets

- Students have opportunities to transfer skills, knowledge and understanding to other contexts

- Students understand the wider context that learning takes place in e.g. Post 16 experience etc.

Inclusion

REACH recognises its responsibility to provide a broad and balanced curriculum for all its pupils and in so doing acknowledges that teachers will need to modify different areas of the curriculum to meet individual student needs. REACH also recognises that specific strategies and learning aid will also be required to make work accessible to all learners.

Setting suitable learning challenges

For less able students who may have other special educational needs, work will invariably need to be drawn from earlier key stages so that pupils can show progress. This means that individual timetables and programmes of study will be required for all students.

More able students will be challenged and will be encouraged to take rolls of leaderships within sessions.

Responding to students' diverse needs

Students from diverse and vulnerable groups are often over represented in REACH. These include Children Looked After by the Local Authority, on Child Protection Plans, with mental health difficulties, as well as those with other Special Educational Needs including autism and speech and language difficulties. Based on this understanding REACH staff continually adapt and modify their teaching to ensure all students can take part in lessons fully and effectively.

Through therapeutic intervention, sports core values, resilience based curriculum and community experiences REACH seeks to redress this issue for disaffected students throughout the Key Stage 2 and 3.

REACH believes that to respond to the diverse needs and backgrounds of its students it needs to personalise, as much as possible, the target setting and assessment processes. Each student has the opportunity to participate in their own planning and assessment process at regular intervals throughout their time with us, which includes self-assessment and the opportunity to ask questions about what they have learnt, are about to learn and its relevance to them.

Overcoming potential barriers to learning and assessment for individual and groups of students

Students at REACH are seen as individual and learning packages are individualised to their needs. REACH believes that key issues that causes disengagement have to be tackled and addressed through a THRIVE Approach to ensure that students are ready to learn. For pupils whose needs are not adequately supported through the

teaching strategies provided in the classroom, more intensive approaches might be necessary to overcome potential barriers. Some pupils with severe and often extreme behavioural difficulties may require support from mentors, councillor, or other specialist professional (Educational Psychology, Child and Adolescent Mental Health, Speech and Language Therapy) before they are ready to access learning.

In all cases specialist support from within REACH or from external agencies, needs to liaise closely with the Alternative Education Lead to adjust programmes of study and passport.

Curriculum, Assessment, Recording and Reporting

Students Passport

Student's passport provides staff and professional with all the key information needed to work with a particular students. It will include essential information form the referring school and their EHCP (if they have one), teaching and behaviour strategies, students like and dislikes and key de-escalation strategies. Some students have a risk management plan(RMP) (read in conjunction with Behaviour policy).

Students Interview

At the student's interview additional information is gathered via discussion with pupil, parent/carer and from other associated parties. This information, together with the EHCP and Educational Psychology Service advice, feeds into the Pupil Passport and forms the starting point and the baseline assessment for assessing work with students.

Baseline Assessment

Following interview and admission, steps are taken to collate the range of baseline information received which covers academic, social, emotional and physical development through Thrive (collated with home and school before entry), schools current levels, and attendance.

Baseline is essential at REACH as it enables us to monitor their progress during their time at REACH.

Induction Sessions

REACH offers a specific induction package for students that enables them to settle into REACH and develop positive relationships with staff, give staff the opportunity to get to know the students and to complete the student passport and a RMP if required. During induction therapeutic intervention will also start and the programme will be bespoke to the students specific needs.

Students Personal Learning Intention (PLI) will be set prior to entry but will be visited with the student during induction. They with focus on growth mindset and resilience.

Curriculum offer

Reach offers a curriculum that is inclusive to all students regardless of ability or need.

- Core curriculum - maths and english
- Project learning - Science, geography, history, ICT and Art are covered through a thematic approach to learning
- Bounce back learning - a resilience based curriculum that promotes life skills and self development
- Movement learning - Sport, Community based projects, horticulture and cultural experiences
- Reflection - growth mindset

Setting and Recording Learning Outcomes

Social, emotional and physical and academic progress are monitored for all students that attend REACH. THis enables us to demonstrate progress over the 12week period of time.

PLI targets are set based on the initial reason for referral and have a growth mindset focus. Evidence is collected throughout their time at REACH through photographic, verbal and written sources and recorded on students PLI journals on google classroom.

Learning outcomes are taken from the schemes of work and progress is monitored in line with the key skill consortium.

Data for PLI is taken weekly, social and emotional progress is assessed 4 weekly through thrive and academic progress every 6 weeks. Weekly meetings will be held with staff to discuss the progress progress of students in all areas and discuss extra intervention if required.

Teacher Planning and Recording

Teachers at REACH are expected to develop plans for individual lessons from schemes of work designed for specific subject areas. Collaborative planning sessions are run weekly to share ideas and assist in producing creative lessons, however the responsibility for having appropriately planned lessons still lies with the class teacher.

Detailed schemes of work represent the intended delivery to individual or groups of pupils for a given period. Similarly learning outcomes represent the intended levels of achievement for pupils who take part in the planned lessons. It is important to remember that in all educational settings and particularly in REACH, what is planned for pupils and what they actually take part in is not always the same. For this reason it

is important that teachers record accurately what actually takes place so as to inform future planning and provide the explanation and evidence for inconsistent progress.

Reporting

- Daily - attendance and behaviour is reported to referring school
- Weekly - behaviour, attendance, engagement and progress based on agreed criteria at referral
- 6 weeks - behaviour, attendance, engagement and progress based on agreed criteria at referral

Encounter (N)		Engaged (E)			Gaining (U)			Mastered (M)	
1	2	3	4	5	6	7	8	9	10
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.		Support is still provided but there is a reduction in the level or frequency of prompting given.			The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.			The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.	
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learner's performance is increasingly purposeful and co-ordinated, but it is not yet sufficiently accurate to effectively accomplish the task.			The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.			The skill is smooth, swift and accurate. No further refinement is needed.	
The skill has been observed on a single occasion only.		The skill is observed on more than one occasion but only intermittently.			The skill is reliably repeated but may need refreshing after a break.			The skill is consolidated and maintained over time. It is remembered after a break.	
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.			The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.			Skills are reliable demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	