



Hidelow Grange School

Teaching and Learning Policy

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Role: Headteacher	
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Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

For a more detailed description of what the school offers see “Statement of Independence” and School Prospectus.

OUR PUPILS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

THE VISION

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;

- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND INTENT

Our values

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others

Our Curriculum Intent

For our staff: Everyone at Hidelow supports and challenges pupils to invest in education as a priority for a successful placement

For all learners:

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

Teaching and Learning at Hidelow Grange School

Rationale

The purpose of this document is to establish clear and consistent expectations for all teaching staff so that all lessons at Hidelow Grange School are of the highest quality with effective pace and challenge, and meet the learning needs of all pupils.

We recognise that every pupil possesses unique skills, abilities and aptitudes. They each have an entitlement to access a broad, challenging and rich curriculum. Every pupil is entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential.

Hidelow Grange School aims, through successful teaching and learning, to develop the whole child and to enable our pupils to make good progress and develop a lifelong love of learning.

Roles and Responsibilities

Head of Education

To ensure the effective and rigorous implementation and monitoring of the policy.

Headteacher

- To provide appropriate support, training and resources for all teaching staff- as a whole staff group and individually;
- To monitor and evaluate the delivery and impact of the policy;
- To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.
- To provide support to enable teachers to develop their teaching methods.

Teaching team

- To be responsible for the co-ordination of long, medium and short term planning of schemes of learning, taking into consideration the aims and objectives of this policy;
- To ensure that their own teaching meets the National Teachers' Standards: ensuring that teaching and learning in their classrooms is at least good;
- To implement this policy by planning and delivering high quality learning experiences;
- To have a growth mind set for themselves and their students;
- To actively reflect on their practice;
- Create attractive and informative displays that help move learning forward;
- To work collaboratively with colleagues to share best practice and improve teaching across the school.

Pupils

- To arrive promptly in lessons with all their equipment and ready to learn;
- To work with a positive attitude in lessons to enable staff to implement the policy effectively;
- To develop their learning outside the classroom by completing learning tasks set as homework.

Those with parental responsibility

- To support the policy of the School, in line with the Home-School Agreement, by providing support for young people at home, allowing them to continue to develop their learning effectively.
- To work with their young person to ensure they arrive in school on time with the correct equipment.

Our Expectations

Teaching

Teaching includes the whole range of activities that a teacher employs to promote learning and progress within their classroom and beyond.

We expect our teachers to:

- Draw on expert subject knowledge and wider general knowledge including current affairs;
- Plan individual lessons and series of lessons to ensure all learners are challenged to progress;
- Have consistently high expectations of all pupils;
- Implement varied learning activities;
- Share clear achievable lesson objectives with pupils every lesson;
- Ensure pupils are aware of the success criteria they are working towards;
- Use effective differentiation to meet the needs of all learners so that they make good progress relative to their starting points;
- Provide a quick start to the lesson with an engaging starter activity, ensuring no time is wasted;
- Set a purposeful and appropriate pace to the lesson to encourage engagement and make good use of the time available;
- Set challenging and purposeful homework;
- Provide feedback (oral and written) assessment opportunities and reporting in line with school policy;
- Embed Literacy, Numeracy and Digital Competency skills through all curricular areas;
- Evidence cross-curricular links in their medium term planning;
- Establish a positive climate for learning in lessons to encourage interest and engagement;
- Promote high standards of behaviour;
- Ensure their classrooms are tidy and support learning- including through the use of attractive and relevant displays;
- Respond to assessment to identify pupils at risk of falling behind, and pupils making better than expected progress by providing appropriate intervention and support.

Learning

‘Learning can be defined as an alteration in long term memory’ (EIF 2019). It is also the process by which an individual acquires knowledge, skills and attitudes through experience, study or being taught.

We believe that learning is an interactive process therefore we provide activities that allow the learner to work with others to solve problems, to explore concepts first hand and to develop language as a means of learning and a tool for thinking.

We believe learning will most effectively take place when:

- The learning environment is secure, stable and stimulating;
- Relationships between teachers and students/children are positive and respectful;
- Pupils’ self-esteem is high;
- Pupils understand the purpose of the learning and see relevance to their own experience;
- Pupils understand the ways in which learning takes place;
- Learning builds on prior knowledge and understanding;

- Success criteria are explicit and expectations are clear e.g. through examples of model pieces of work;
- Learning is active and collaborative;
- Student questioning, reflection, and discussion are encouraged to extend and guide discovery;
- Independent learning and thinking is facilitated and encouraged;
- There are opportunities for creativity and utilising different learning styles;
- Pupils can self-assess, know what they need to do to improve and are able to set appropriate targets;
- Pupils have opportunities to transfer skills, knowledge and understanding to other contexts.

Progress

Progress is the process of gradually improving or getting nearer to achieving or completing something.

All pupils at Hidelow Grange are expected to make clear progress in their learning as follows:

- Performance data collated throughout the year shows that they are making good progress towards their agreed targets in line with their starting points;
- The quality of work produced by students/children shows that they are acquiring knowledge quickly, developing their understanding and skills and consolidates this in line with expectations for their age group and national averages;
- Pupils develop and apply skills in reading, writing, communication and mathematics so that they are well prepared for the next stage in their education, training or employment;
- Pupils can transfer their learning and apply this knowledge, skills and experience across other curriculum areas.
- Where pupils' prior attainment is low or falls below that of age-related expectations, the gap is closing over time.

Presentation of pupil work

Teachers should have high expectations for the presentation of pupil work. The quality of presentation reflects the pride a child has taken in their work. Each child should have a clear understanding of what is expected. The expectation should be as high as possible and appropriate to the ability of the child. This should develop a sense of pride and ownership. This shows we value the work produced and ensures students have an effective learning record evidencing progress and from which they can revise easily.

- Date in top right hand corner
- Title/ Learning Objective on every piece of work
- Title to be underlined with a ruler
- Use a ruler for drawing straight lines
- Pupils to write in blue or black ink, or pencil
- Write on every line
- Draw a line under previous lesson – don't start a new page for a new lesson
- Teachers to mark work regularly and consistently following the school marking policy and School Literacy Code
- Diagrams/ tables/ graphs to be drawn using a pencil and ruler
- Exercise books should be free from graffiti
- Put a single line through mistakes- don't scribble

Continuing Professional Development (CPD)

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. Hidelow Grange School CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity. These CPD activities include formal training courses for the whole school and for individual teachers; opportunities for self – reflection and sharing best practice; presentations by current staff and external trainers; whole school CPD projects; peer observation; professional discussions; coaching and mentoring.

Use of Alternative Provision

Generally Hidelow Grange School will make full-time educational provision for all our students using our own staff and resources. However at times, it might be necessary or appropriate to use an alternative educational provider- known as Alternative Provision (AP).

This decision will only be made in the best interest of the student and usually because our school does not have the facilities or expertise to meet the student's particular needs. When choosing an AP, the link teacher will visit the AP to meet key staff and carry out the following checks to ensure the AP is suitable and safe and it meets the needs of our pupil:

- Is the AP registered as an independent school? If so what were the judgements made in its most recent OFSTED inspection? If an AP caters fulltime for five or more pupils, or full-time for one pupil with an EHCP by law it must be registered as an independent school.
- Does the AP have appropriate insurance?
- Risk assess the site and all activities that the student will be joining; review any risk assessments the AP has carried out in the light of the particular needs, difficulties and risks the student presents.
- How will the AP meet the academic, pastoral, vocational, technical and special educational needs of our student?
- How does the AP safeguard pupils through its Child Protection/ Safeguarding Policy; through Safer Recruitment procedures and DBS checks of staff and volunteers carrying out regulated activities?
- What are the current patterns of attendance and behaviour of other students at the AP and will this support our student and enable them to achieve well?
- How does the AP promote personal development?

Any of our pupils attending AP continue to be our responsibility and we will monitor attendance, behaviour and achievement at the AP as if they were on our site in line with our usual policies. We will monitor their attendance on a daily basis, recording it on our attendance register, and responding to absence as we do for any pupil. The link teacher will also visit the student at the AP at least once a term as well as having regular discussions with the AP and the care staff to ensure it is continuing to meet the student's needs.

Monitoring and review

This policy will be monitored through formal and informal processes including:

- Scrutiny of pupil work
- Lesson observations
- Learning Walks
- Assessment, Feedback and Marking reviews
- Stakeholder Questionnaires to pupils, staff and care staff
- School Council
- Pupil Progress checks.

The outcomes of monitoring and reviews will be shared with staff in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Teacher Appraisal and Capability Policy.

This policy will be reviewed by the Headteacher every 12 months. The date of next review will be **March 2025**.

Roles & Responsibilities

Teaching Staff	Qualifications
Sam Goodchild Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
Charlotte James DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
Mark Maddock 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
Victoria Cooper Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
Juliet Smith Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography

Links to other Policies and Procedures

For further information on aspects of this policy please refer to:

- Behaviour Policy
- Curriculum Policy
- Pupil Assessment Policy
- Offsite Visits Policy

Appendix A:

Aspects of effective Teaching and Learning within the classroom

Lesson Structure:

Planning and preparation

- Lessons are planned with clear aims and learning objectives, structure and challenge for all pupils.
- Learning Objectives must be shared with pupils in every lesson.
- Pupils must be made aware of the success criteria they are working towards and the expected outcome;
- Learning environment is stimulating, relevant and informative;
- Lessons are planned to develop metacognition skills;
- Lesson objectives are clearly linked to long and medium term plans which are periodically reviewed;
- Planning is linked with short, medium and long-term assessment opportunities;
- Planning allows for a variety of learning styles and provides opportunities for developing a wide range of thinking skills;
- Teachers make use of all available information, both statistical and personal, to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities;
- Lessons are planned to build on prior learning, develop mastery and ensure continuity and progression;
- Opportunities for developing literacy, numeracy, SMSC, ICT skills and cross-curricular elements are integrated into lesson plans wherever possible;
- Planning makes provision for the effective use of Support Staff when possible;
- Appropriate and stimulating multisensory resources are organised prior to the lesson.

Start of the Lesson

- The teacher uses effective strategies to 'Meet and Greet' students/children on arrival;
- The start of the lesson has a clear focus, using activities which immediately engage the learner;
- The learning objectives are shared with pupils at the appropriate point in the lesson in the context of prior learning, to ensure they understand what they are doing and why;
- The success criteria by which the learning will be evaluated are made explicit;
- The teacher establishes and communicates clear expectations for behaviour.

During the Lesson

- The teacher presents lesson activities with clarity, enthusiasm and pace, ensuring the expected timeframe is clear and followed.
- Active learning is promoted through tasks that enable pupils to make meaning, construct knowledge and develop understanding and skills.
- The teacher and/or other students model activities and processes, making their thinking and decision-making explicit to aid learning.
- Exemplar work/perfect model is provided and/or demonstrated so that students/children are aware of the sophistication of response expected.
- Appropriate differentiated resources/teaching approaches/learning activities support students/children' learning. Every pupil has the opportunity to succeed.
- As the lesson proceeds, learning activities are organised into chunks or stepping stones in order to maintain student engagement and support progress towards expected outcomes.
- A variety of questioning techniques probe and develop understanding.

- Active listening is promoted, inviting a range of different responses and building in time for reflection.
- Constructive, relevant assessment and feedback is provided on progress made towards the learning objectives.
- Pupils are encouraged to evaluate and refine their work in order to meet targeted levels of attainment.
- Activities ensure progression in student learning by increasing the level of conceptual challenge, the depth of understanding and the breadth of application of skills.
- Groupings and seating arrangements are varied according to the task.
- Teachers demonstrate flexibility in their approach and deviate from the lesson plan where appropriate.
- A variety of homework tasks are set that deepen, extend, or initiate learning.

End of the Lesson

- The teacher ensures adequate time to review progress against learning objectives and success criteria.
- Pupils have the opportunity to assess their own progress and set themselves appropriate targets (not always necessarily done at the end).
- Pupils receive supportive feedback from the teacher or their peers where appropriate.
- Opportunities are provided to celebrate success.
- Links are made to future lessons, learning activities and assessment opportunities as appropriate.
- The end of the lesson is prompt and orderly, allowing for efficient transition between lessons.

Expectations of our pupils:

- To be engaged and active in their learning;
- To work effectively and purposefully in a range of contexts;
- To come fully equipped and prepared to maximise the learning opportunity;
- To be prepared to share their learning and ideas in an atmosphere of trust;
- To ask questions where appropriate – of each other and the teacher;
- To support one another, working collaboratively, recognising the contributions of all;
- To undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement;
- To know where to go for help and recognise that further progress can always be made;
- To develop resilience in approaching problems and new learning challenges;
- To be able to select appropriate learning resources to help develop their own learning;
- To work with increasing independence, developing the skills to become life-long learners;
- To make effective use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work;
- To act on all assessment, marking and feedback.

Appendix B: Presentation of pupil work

14/3/19

Food Webs

Food chains are made up of many organisms joined together. This food web includes all the producers and consumers in woodland habitats.

The primary consumers are rabbits and peacock aphids.

15/12/19

Food in the Ecosystem

We used examples of living things from school grounds to draw a food web.

habitats
habitats
habitats

14/3/19

Presentation of work at Hidelow Grange School

Annotations in red:

- Title at top underlined with ruler.
- Date on right hand side.
- Mistake crossed out with a line.
- A line shows where a new lesson starts.
- Ruler for drawing lines.
- Written work in blue or black ink.
- spelling corrections at bottom of work - three times.