Elemore Hall School

TEACHING and LEARNING POLICY

2018

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TEACHING and LEARNING POLICY & PRACTICE

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1. CLASSROOM/LEARNING ENVIRONMENT

> A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron

General

It is important for pupils, and staff, to realise that learning does not just take place in a discreet classroom, it should be happening everywhere and all of the time.

Pupils should be encouraged to investigate and explore potential for learning and development in a wide variety of locations and through a range of experiences. They also should be encouraged to understand that learning is transferrable, not fixed in one location.

The Classroom/Formal Learning Environment

Within the teaching curriculum, the classroom, or formal learning environment, is where most lessons will be taught. It is therefore essential that this location is suitably arranged to be as supportive and conducive to learning as possible.

Classrooms should be clean, tidy, welcoming, organised and ready. The teacher needs to ensure that work, resources, etc., are readily available and that any equipment is in good working order. If there are insufficient resources, if some equipment doesn't work, if something is broken – tell someone so that the problem can be remedied. This is true for items such as computers, lighting, desks, etc., as well as the equipment needed for the specific lesson.

Organisation

It is essential that the teacher dictates how the learning environment will be organised for teaching purposes. Sometimes this organisation will be about how tables and chairs are arranged in the classroom, but equally it could be about who sits where, which pupils should work together, etc.

In considering classroom organisation teachers should consider the layout of the room very carefully and for each group to be taught. Experience tells us that different layouts work better with some groups than others and for some activities. Teachers should not be afraid of changing the layout as frequently as necessary to suit the group/activity.

Staff positioning

Staff should think carefully about where they are positioned in relation to the class group. Some lessons will require the teacher to be at the front of the classroom for much of the time, other lessons will need this for the introduction and plenary only. Many teachers employ the technique of 'management by walking about' which can be very useful, however it can also be distracting and if the teacher is trying to explain something to the class whilst they are walking around possibly behind some pupils, it may be difficult for pupils to understand what is intended. Arranging pupils in forward facing rows, a U shape or a circle will enable the teacher to position themselves so that they can make eye contact with all and ensure that communication can be open and clear.

The positioning of the LSA is also important. Amongst the pupils is often a good place for the LSA to be, however it is understood and accepted that through necessity LSAs in different subjects will have slightly different roles.

Staff should be aware of how pupils perceive them, stood at the front of the class to give the class instructions or information is fine, but when giving an explanation or support to an individual it might be better to crouch down next to them. Sitting on tables should be avoided.

Display

Display is very important in classrooms and around the school for many reasons.

Pupils like to see the work of other pupils, it inspires and informs them, it recognises work that they have done and supports learning, it helps pupils to understand topics or remind them of previous learning, it might generate enquiry or interest, it brightens the school up.

Consequently it is very important that display is of high quality. It is best to have as few rules as possible where display is concerned as they can limit creativity. At Elemore the rules about display are simple:-

- The display should be relevant to the subject area being studied in that location

- The display should have a title/description so that people know what it is about

- The display should be stimulating, interesting, thought provoking, etc. – it should make visitors, and others, want to go and look at it in detail

- Corridor display boards have a coloured fabric backing and therefore do not need additional backing unless this forms part of the display;

- If the display board needs backing, this should be done in one colour only – ie. one colour backing with the same colour trim to make it look uniform.

- The only exception to the point above is where the backing is used as part of the display design

- Display can be any size and can include 3dimensional items

- Key words, etc., are part of display.

- If display becomes tatty, irrelevant, etc., remove or replace it, don't leave it looking a mess.

- DO NOT Blutac, pin or sellotape items to walls, windows, doors, etc without agreement from the Headteacher as they damage paintwork and leave behind a mess. Every classroom has notice board space, if this is inadequate then more can be arranged. For very temporary display (ie. Lasting less than a week and advertising events such as the Macmillan Coffee Morning, it is permissible to Blutac onto the Perspex doors of the corridor display boards and to windows.

Display in Classrooms

Where possible in classrooms, display should include items that are going to assist learning, for example key words or information that a pupil can select and use independently or guidance about what to do to make or show progress.

Display in Corridors

Every classroom has an allocated notice board, usually on the wall immediately outside the classroom. Corridor display should usually be relating to work that has already been done, key events in a subject (such as a performance or visit) or 'advertising' for future topics/events.

Storage

It is recognised that every subject requires lots of resources, some of which can be very bulky. For most subject areas the day to day items will be kept in the classroom, however each subject area has an additional storage area for larger items or things that are used seasonally or irregularly.

Pupils' current work books/files should be readily available in the classroom.

2. LESSON STRUCTURE

The following outline covers the broad structural requirements of a lesson from pupil arrival at the beginning to pupil dismissal at the end. This guidance seeks to promote consistency in some of the key areas of classroom management; however it does not take away individuality in teaching style.

START

1. Pupils line up outside the classroom, the receiving teacher is there promptly and greets the pupils as they arrive; the **teacher takes control**.

2. When ready, the teacher invites the pupils into the classroom; outdoor clothing & hats should be removed and hung up/placed out of the way in a designated location or on the backs of seats if appropriate.

3. Pupils 'sit' in locations **directed by the teacher**.

4. Warm-up activity (Not just PE!!), e.g. quiz, mental maths, spelling test, physical warm-up, chat about something in the news. This also allows latecomers to join the group without disrupting the main body of the lesson

5. The **teacher establishes order** and **outlines the aims and objectives of the lesson** to the class. This should include a recap of what has been learnt previously, an explanation of the learning objectives and the lesson structure (preferably with visual cues). Where possible describe how this lesson fits in with previous/next lesson.

6. Introduction to the lesson activity/learning objective

7. Main body of the lesson

8. Intermediate Plenary (if parts *6 & 7 are to be repeated for each learning objective or where a change in focus is required, for example moving from theory to practical work*).

9. Tidy away

10. Final plenary, **revisit learning objectives**, **recap on work done** and **review pupils achievements** and **what has been learnt. Do this as a group wherever possible with everyone paying attention and learning from each other.**

    Award Learning Credits and Behaviour Points as part of the plenary activity this should involve some justification and pupil input as appropriate.

11. Next lesson…? Tell pupils what will be happening next time – teaching and learning over time!

12. Indicate/negotiate follow-up for negative behaviour/work; e.g. "*I'd like to speak with you later about the work that you have done in this lesson*" or "*I will catch up with you before the next lesson to discuss your behaviour, so that we can look to ways of preventing difficulties in the future*"

13. **Teacher controls the release of pupils from the classroom** when appropriate and with a reminder about where they are going to next.

END

THE WHOLE LESSON SHOULD BE ABOUT TEACHING AND LEARNING – PUPILS SHOULD TAKE AWAY FROM THE LESSON A CLEAR IDEA THAT THEY HAVE LEARNT SOMETHING!!

3. EXPECTATIONS - academic & behavioural

It is only through raising expectations and striving for excellence that our children can reach their full potential.

Brad Henry (American Politician)

As a school we must have the highest expectations of ourselves, our colleagues, the pupils, their parents/carers and the other professionals that we encounter. It is not sufficient to be ambivalent or easily satisfied; what we provide and expect must be of a high quality, high expectations are the key to everything.

Just because our pupils have special educational needs and social, emotional and mental health difficulties does not mean that they cannot achieve success or interact appropriately with others. If they lack their own aspiration we must have aspiration for them and work with the belief that they can be successful. We must be mindful of the fact that most of our pupils have struggled to find any success in education and, in many cases, have not received the support that they needed to ensure that difficulties in school could be overcome at an earlier stage. Our task as a school is to show pupils that there is still a high quality, interesting educational opportunity available for them where they can get support with their learning and with the successful transition to the next phase in their life.

It is important that our aspirations and expectations are achievable. Clearly there needs to be challenge and rigour, but having realistic expectations will help to show pupils that we expect them to achieve success, this in turn may help to develop their sense of self-confidence and self-worth. If we align pupil (and staff) expectations with what might be achieved in reality then hopefully we can prevent disappointment.

Academically

We must always remember that pupils attending Elemore should be getting a similar curriculum diet as their mainstream peers. We, as a school, are judged by the same Ofsted criteria as mainstream schools and our pupils, when they leave Elemore, will rejoin the mainstream marketplace for further education, employment or training.

The curriculum that we design and teach to must offer pupils the opportunity to develop knowledge, skills and understanding of a range of topics to prepare them for adult life. Our expectations must be that pupils will achieve accreditation in subjects where possible and that the grade achieved will be as high as possible for each individual. The curriculum must offer appropriate challenge to each pupil, but should also be interesting and encourage children to want to use their learning or investigate further.

We must expect the standard of work to be high and appropriate. Whilst our pupils may be reluctant to work at an appropriate pace or level, we still need to have the expectation that they will perform well. It is important that our expectations extend to the presentation of work, writing, drawing, dating, no graffiti, etc.

If in any doubt about academic expectations, look at the flight paths that we have for pupils to see where we and FFT think pupils are and where they should be aiming for.

Behaviourally

Just because our pupils have been referred to Elemore Hall because of their Social, Emotional and Mental Health difficulties does not mean that we cannot have reasonable expectations from them in this area. Whilst the school does operate a more tolerant and less pressured system than would be found in mainstream, we should be mindful that our pupils will be expected to complete the same accredited courses as their mainstream peers and, at 16, will leave Elemore to openly compete/work/exist alongside general society and consequently we should, where possible, help to prepare them for the

behavioural and social expectations that will be placed upon them and that society considers to be 'acceptable'.

In school it is important that we recognise that many of our pupils have a problem with formal education – either real or contrived. It is our role to help pupils to overcome their difficulties and achieve success academically and in terms of attitude. To do this we have a number of tools at our disposal and it is important that staff use all of these and where possible add to our repertoire.

It is important that we remember that 'behaviour' does not just mean conduct; it also refers to how pupils learn. Whilst we are seeking to improve the attitude, response and interactions from pupils, we should also be helping them to develop skills in working with others, working independently, being aspirational and having realistic, positive views of their own ability and learning potential.
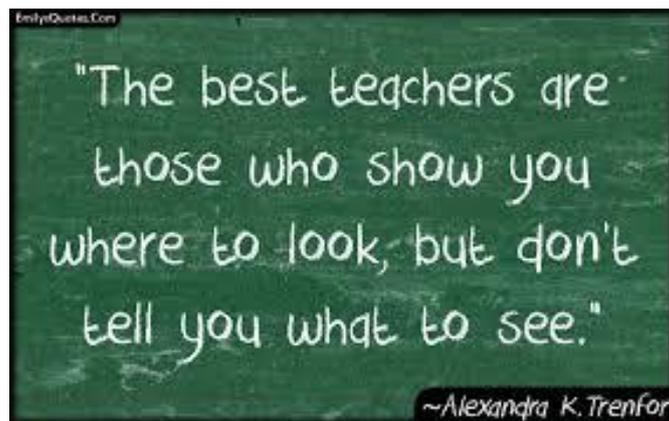

There is a great deal of information about interactions contained within the positive management of behaviour policy; however the following are **essentials within the classroom and expected from staff**.

1. **Have aspiration and be ambitious for pupils – share your views with the pupil**. Often our pupils have no aspiration or belief that they can succeed, or can't see the point of education/school – if we challenge this from the outset we stand a greater chance of success.

2. **Build in success**. Pupils will buy in more if they think they can achieve success. The success must be a real accomplishment though and not achieved without effort.

3. **Be pro-active and follow up**. It is crucial that pupils are enthused and encouraged by positive pro-active interactions with staff before lessons and on the way to class. If there has been a problem in a previous lesson this should have been followed up after the lesson when there was a problem, not at the start of the next lesson as this would start the session negatively.

4. **Be the adult**. Remember that it is the child who has a special need and that, as professionals, we should be able to rise above any problems and help pave the way forward. It is unreasonable for us to be petulant or demand meaningless actions from a child. For example, we should not get into slanging matches with children, trade insults, belittle pupils or demand apologies before moving on, these types of behaviour from staff do not set a good example of how pupils should behave and may in fact inflame situations.

5. **Ensure that there is equality of opportunity**

6. **Encourage interest in learning**

7. **Model the type of behaviour that we would like to see**

We should have **expectations of pupils** too that, over time, they:

- **Make progress – academically, behaviourally and socially**
- **Learn to treat themselves and others with respect**
- **Develop positive aspiration and ambition**
- **Develop skills to enable them to be independent and inquisitive learners**
- **Engage positively and meaningfully with their education**
- **Take responsibility for their own actions**
- **Become reasonable, productive and well rounded citizens**

4.   CURRICULUM DESIGN and PLANNING

"The best teachers are those who show you where to look, but don't tell you what to see."
~Alexandra K.Trenfor

It is important that each subject area is well planned in order to ensure coverage of the whole curriculum, appropriate progression, inclusion of examination courses, clarity for assessment, recording, reporting and target setting.

The curriculum should have some stability but should also be dynamic reflecting current national and examination requirements, matching our pupils needs/abilities and making use of best practice ideas and opportunities for creative development.

Every subject area should have a curriculum document that includes a policy for the individual subject, a key stage overview of what is being taught in each half term, schemes of work, assessment objectives and methods, recording formats, and accreditation details. It is intended that the document will be in a process of constant revision, modification and change as class-groups differ from year to year, national requirements impact and accreditation comes on line. It should also change when staff realise that something could be better.

1. **Policy** Each curriculum area should have a policy document that explains what the subject is about, how it is taught, main resources, how progress, achievement and attainment are monitored, recorded and reported, etc. (See Appendix A for a list of headings)

2. **Overview** an overview should exist for each subject area. The overview should outline what topic/project/unit is being delivered to each year group every half term. (See Appendix B for example proforma)

3. **Scheme of work** every unit of work should have a scheme of work. There is a suggested format that can be used but teachers are free to use an alternative style *if it remains easily understood to a third party*. Appendix C shows a model that the school universally adopted a number of years ago. Teachers are encouraged not to make schemes of work over complicated.

4. **National Curriculum/Accredited courses** All schemes of work should reflect national expectations and/or the requirements of accredited courses being followed.

5. **Assessment objectives** For each unit it is important to know what will be assessed, how it will be assessed and why. Pupils should understand what the learning objectives are; it is helpful if this is done on the macro and micro level and also for class and individuals. For example at the beginning of a project it is entirely reasonable for the teacher to explain the overall objective of the project, whilst it is expected that this will be broken down into much smaller chunks and differentiated for individual lessons/pupils. See section 6 of this document.

6. **Using Data** Staff should use data from both formative and summative assessments (and any other means) to help inform their planning and target setting.

7. **Assessment** See section on Marking and Assessment

8. **Sharing Information** in order to better inform each other of how pupils are performing, a copy of the assessment summary for all pupils for each term will be collated. This will be available in staff share for all staff to browse. This information will be particularly useful when staff are trying to write tutor reports. There is also a table at the end of individual pupil reports that identifies targets for the year and the point reached at the end of every term.

9. **Lesson Plans** Teacher's need to know how to plan lessons in a format that is easily understood by them and they are expected to have some planning for every lesson to guide their teaching. It is not expected that teachers will construct detailed lesson plans for every lesson, but some planning with ideas for learning objectives, differentiation, extension tasks, etc, is useful as an aide memoir if nothing else. The school has examples that staff could consider using, however everyone constructs plans in their own way and so long as the plan that you use meets a basic requirement (see RR for clarification) then the choice is up to the teacher.

10. **Challenge and Pace** The teacher should ensure that work set for pupils will be appropriately challenging. It should stretch pupils thinking, skills and knowledge. Challenge should not be so great that pupils will not be able to achieve, nor should it be so low that pupils are doing tasks that are easy for them – each lesson we should be aiming to add value to a pupil's knowledge, skills and/or understanding. Additionally Pace is very important; this is the speed of the lesson. Pace may vary from one lesson to the next and there may be a change in pace during a lesson. It is up to the teacher to use professional judgement about how fast a lesson should be and whether to speed it up or slow it down. Pace is strongly linked with challenge; the same activity may be made easier or harder by allowing more or less time for it respectively. Within pace teachers should leave adequate time for questions to be answered, explanations given, etc. Pace does not mean that the lesson should be taught as quickly as possible and whilst it is important that lessons are not too slow, it is also crucial that enough time is allowed for the completion of tasks, answering of questions, etc.

11. **Three part lesson** Teachers need to remember that every lesson, however short, should have the basic three parts: Introduction-Middle-Plenary. The introduction should (if possible) include a recap of what went before as well as the learning objectives of the lesson in question. The middle section might be one piece or might include it's own mini three part sections. The plenary should be done in good time so that pupils are able to reflect on their learning and be aware of what they are getting learning credits for. Lessons should not end without this plenary.

12. **Purpose of lesson** Pupils should know not only what they are learning but also why they are learning it. Every lesson should have clear lesson objectives, however for pupils to be able to understand why a particular lesson, topic, project, etc is being taught there should be a rational explanation. In many cases it is also important to emphasise teaching and learning over time rather than concentrating on one lesson. Teaching and learning is a continual process rather than a number of isolated events.

13. **Differentiation** It is essential that teachers build in differentiation to both schemes of work and individual lessons. Every pupil has different needs and abilities and the programme of study should be matched accordingly. Equally, each class group is different and adjustments should be made to ensure that the curriculum is appropriate

– for example this may mean considering what level of examination course to follow or what text to use.

14. **Memorable experiences and digression** Staff should seek to build Memorable Experiences into the curriculum in order to promote pupils enjoyment, engagement and recall of a subject – these could include trips, visits, visitors, etc. Teachers should not be afraid to digress during a lesson if the digression complements what you are teaching or if it appropriately encourages genuine enquiry or questioning, both of which may lead to a pupil developing greater knowledge or awareness. It is wrong to stick rigidly to a plan if a good opportunity for sharing knowledge or learning comes along, particularly if the information is contributed by a pupil. Make sure that you tie the digression in to the theme, if you can, and bring the lesson back to where you want it when you think the digression has gone on enough.

15. **Cross curricular** there should be cross-curricular referencing wherever possible. This does not mean that two subjects need to work together. What it means is, for example, that if pupils are doing calculations in Geography then the teacher might make reference to the fact that maths skills are being used. There are all sorts of examples, see the relevant section below for more information.

5.   TARGET SETTING and PROGRESS
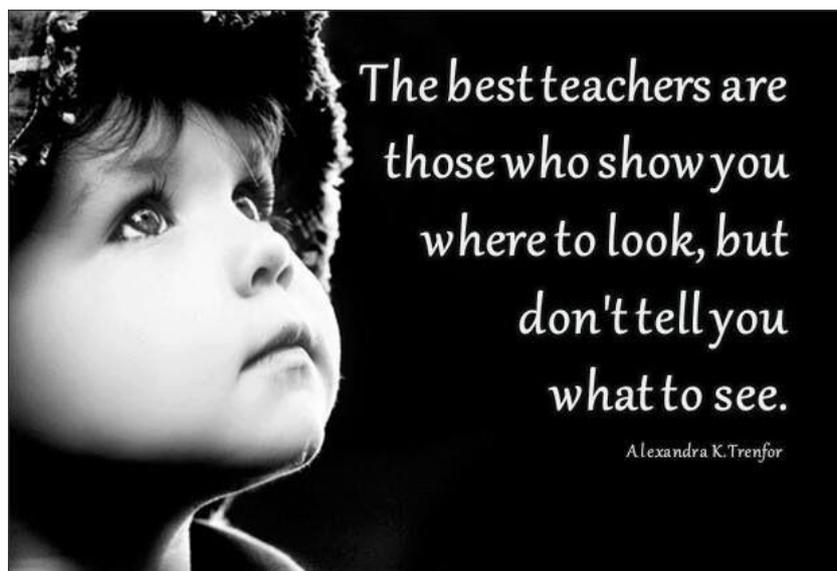
It is essential that teachers include target setting and strategies for measuring progress in their planning for both groups and individuals.

Setting targets involves identifying a number of actions at a level of detail that is appropriate not only to the learning task, but also to the individual student. For targets to be both challenging, yet achievable, they need to be specific and realistic.

All targets and actions required must be understood by each student in order to avoid demoralisation and disengagement. To ensure that targets can be reviewed and progress checked, all targets must be measureable.

At Elemore, every pupil has a set of 'flight path' diagrams that show what the expected progress and end target should be over time. Teachers should use these as a guide but not be constrained by them. It is important to remember that we should be aspirational so it is essential that the expected final level shown on the flightpaths is not seen as limiting and pupils should be encouraged to exceed. The flightpaths will be generated in two ways. Firstly we will use FFT data and predictions based upon FFT50, secondly we will use our own baselining in individual subject areas and plot this against aspirational progress targets on our STEPS/GCSE system. As a result every pupil could have two flightpaths for each subject. The one based on KS2 results will be aspirational as it does not take into account any SEN, exclusions, missed education, etc, whilst the flight path generated using our own baseline assessments may be more realistic initially. Our aim would be for pupils to work towards, or even beyond, their aspirational FFT targets.

All students should have individual academic targets/reviews in all subject areas and these should be used in conjunction with the assessment process. In classrooms, specific display can be used to help focus students on how to develop further and should be used regularly by teaching staff to reinforce an emphasis on learning. Progress should be reviewed on a lesson to lesson basis during the plenary or where appropriate.

Effective target setting not only enables academic progress, it enables greater insight of effective student learning and teaching strategies in addition to accurate, meaningful and valuable curriculum design and reporting.

Each student's academic progress is carefully monitored through an academic tracking system which is updated regularly. This includes plotting progress on the flightpath diagrams and enables further accurate short and long term target setting and academic predictions. At Elemore we use the STEPs system that our staff helped to develop with other schools in the local area, this replaced the old National Curriculum levels. The STEP that the pupil has reached will then be incorporated into the summative recording overviews/pen pictures that we have for all pupils

6. MARKING & ASSESSMENT
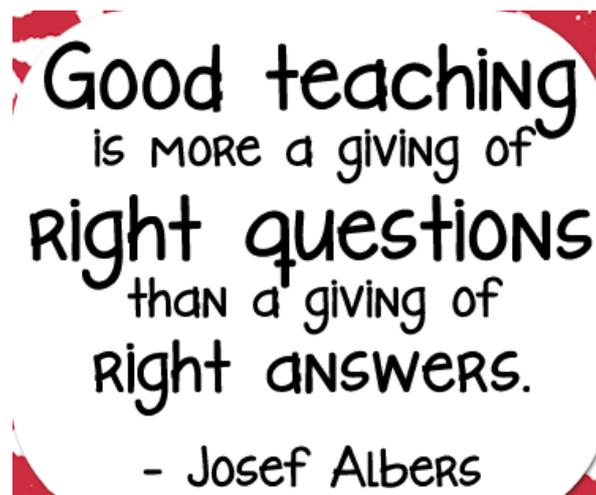
Overview

The marking and assessment of work is absolutely crucial in supporting learning and progress. There is little point in teaching something if there is no method of checking whether it has been learnt or understood.

Assessment can take many forms from a very quick verbal comment on the hoof, to a formal externally marked and accredited examination. There are also a number of reasons for assessment. It is an essential part of the learning progress that pupils are assessed to see what they have learnt (summative) but it is also important to explore how information received through assessment can be used to inform, influence or support future learning (formative, AfL).

A form of ongoing summative and formative assessment that is favoured is for teachers to write a brief appraisal at the end of every lesson for every pupil. This, ideally, should be linked in with Learning Credits/Behaviour Points. The note should highlight what a pupil has learned/can do as well as identifying gaps in skills, knowledge, etc, for a topic and next steps.

In brief: with 5-10 minutes to go the teacher calls the class to order and goes through the plenary. This is an ideal time for reinforcing learning, achievement, successes, etc. Pupils should be awarded their learning credit for completing the expected amount of work, they can then be awarded the second learning credit for demonstrating that they have learnt something, behaviour points should also be awarded at this time. Done as a group exercise this encourages turn-taking, speaking and listening, reflective practice, learning from each other. As pupils take their turn the teacher (or LSA) can write down what work has been done by individual pupils and what they have learnt. Finishing the lesson clearly is very important, as is starting the lesson clearly.

All work should be the subject of some form of assessment but it is not necessary to mark every piece in detail. Pupils should know how their work/learning is to be assessed and should be clear about the outcome of any assessment. Where possible the pupil should be made aware of how they can improve or progress based upon the assessment.

Elemore Hall School Assessment Policy 2018

Aims:

1. Purpose of all assessment used in the school is clear

2. Pupils and teachers can use the information gained from assessment to determine teaching and learning steps

3. Ensure depth of learning rather than pace

4. Reduce teacher workload

5. Improvement in projections

6. Parents/cares & relevant agencies can be kept informed of the progress being made so they can play a more active role in their children's learning

7. School leaders can use the information for school-wise planning, to support teaching staff and determine professional development needs.

Assessment without levels

As a school we are faced with the challenge of creating an assessment policy that embraces the new national curriculum. One which takes us from a system that was too dominated by the requirements of the national assessment framework and testing regime, to one where the focus is on high quality, in-depth teaching, supported by in-class formative assessment.

It is important that this assessment policy links closely with the curriculum content to ensure good cohesion and relevance of the two. It is important we do not fall into the trap of recreating levels based on the new curriculum but to create a progressive curriculum that can be assessed constantly across staff to ensure ALL students progress.

This policy outlines criteria departments and colleagues will use as guidance for creating a 'fit for purpose' assessment structure alongside their curriculum. The policy aims to address the issue of how to create a culture of in-depth learning rather than speed of learning. The rationale is that levels were viewed as thresholds and teaching became focused on getting students across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in a particular programme of study.

It is important that depth and breadth are focused points in understanding rather than pace throughout all subjects curriculum.

Principles and Aims of Elemore Hall School Assessment Policy

The policy's aim is to develop a culture of in-depth learning rather than pace. To do this the purposes of assessment is clearly identified to allow teachers the opportunity to relay the correct information at the correct time.

Formative and Summative assessment are the terms used in this policy.

Good day- to –day in- school formative assessment helps students to measure their knowledge and understanding and respond to feedback. It provides parents with a broad picture of where their children's strengths and weaknesses lie, and allows teachers to identify when pupils are struggling and what interventions are needed to close that understanding gap.

Day to day in –school formative assessment, for example:

- Questioning during lessons
- Marking of pupils' work
- Observational assessment

- Lesson plenary
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

Good in-school summative assessment gives students the opportunity to understand how well they have understood a topic or course of work taught over a period of time. It gives parents an understanding of achievements, progress and wider outcomes of their children over a period of time, gives teachers the opportunity to evaluate their delivery of a topic and the impact they have made and allows school leaders to monitor performance of pupil cohorts identifying interventions.

In-school summative assessment, for example:

- Test/exam weeks in the Autumn and Summer terms.
- Short end of topic or units tests (half termly assessments)
- Mock examinations for all year 11 pupils
- Annual review meetings and Progress & Achievement meetings (termly)

When in-school formative assessment occurs, colleagues need to ask themselves the following questions:

1. What will this assessment tell me about students' knowledge and understanding of the topic, concept or skill?
2. How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?
3. How will I ensure students understand the purpose and outcome of this assessment and can apply it to their own learning?
4. How will I ensure my approaches to assessment are inclusive of all abilities?
5. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
6. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
7. Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

It is a requirement on staff that formative assessment occurs throughout lessons within good teaching and learning. It is the responsibility of the departments to collect information either at the end of each half term or at the end of unit through summative assessment. Progress reports will be produced 3 times a year for all pupils, with additional end of KS4 mock results for year 11 pupils during spring term.

The primary purpose of these is to inform teachers, parents and school leaders of academic progress throughout the year. This data will then be reviewed by subject leaders to identify trends and gaps in learning to create interventions to close the gaps. SLT will also use the data to identify patterns across each year group with regards to individual students. Interventions can then be planned for to close gaps.

Judgements on progress will be made via formative and summative assessment based on the curriculum criteria covered in the topics, in that subject, up to that time. Baseline judgements from KS2 and our Elemore Hall School baseline assessment programme will be used to create a target grade.

A summative end of year test will be sat by all students, in all subjects, in all years for the primary purpose of giving students an idea of their understanding of the curriculum that year. This will give them and teachers the skills to set appropriate interventions going into the next year's curriculum to close the gap in knowledge ensuring that no student is left behind.

Governance, management and evaluation of assessment

MH and PA are responsible for monitoring the effectiveness of assessment practices across the school.

Subject leaders are responsible for ensuring curriculum content and success criteria are available for parents and pupils, monitoring formative assessment, half term assessment, common end of year tests and interventions within all curriculum areas.

How the outcomes will be collected and used

- Day to day formative assessment – collected by the class teacher to identify gaps in students understanding. This data will inform planning prior to the next lesson and be used as one assessment method to complete the academic review.

- End of unit/half term summative assessments – collected by each member of the teaching staff to inform academic reviews & report writing, identify gaps and plan for interventions.

- End of year summative assessment – Common tests will be used to identify understanding across the year, assess the effectiveness of interventions and can be used for teacher appraisal purposes.

- Academic reviews – judgement is made on the progress being made at that particular time. Students making less than expected progress will have the gaps identified to them for parents, subject leaders and SLT to utilise for intervention. Comments will be made of all students in 3 end of term academic reports to give parents an understanding of how their child is doing and how they can progress further.

- Written reports for all year groups – progress comments are made to give parents an understanding of how their child is performing across the curriculum as a whole.

- Year 11 mock exam reports – The primary purpose of these is to inform pupils, parents/carers, teachers and SLT of target needs, gaps in knowledge and skills. Using this information, meetings involving SLT, Transitions coordinator, personal tutor, parent/carer and pupil can target appropriate interventions for individual pupils.

Marking and Work Scrutiny

As we implement the new National Curriculum and move away from using National Curriculum Levels as a measure of progress we have developed our own Elemore Steps to guide and assess progress. Our new measures of progress go from Step One, which covers the skill that you would expect a child in lower key stage 1 to demonstrate, through to Step 9, which covers the skills required to gain a level 9 at GCSE. To ensure that our new measures are rigorous and fit for purpose we have collaborated with a number of schools, both special and mainstream, to enable standardisation. These schools are; The Oaks – Spennymoor, The Meadows – Spennymoor, Croft School – Annfield Plain, St Hugh's School – Scunthorpe, Joseph Swan Academy – Gateshead, Belmont Community School – Durham.

We have put a rigorous monitoring and work scrutiny programme in place to ensure that pupil progress is used to drive planning for future learning. We use the; WHAT WENT WELL? EVEN BETTER IF , method of marking books. Student progress is marked in green and advice for improvement in future work is marked in red. Using this formative method of marking work our students will have a target for improvement set after every assessed piece of work is marked. Students will also be asked to add their own comments to every piece of assessed work so that we can gain an insight of how they felt that the set task went.

The Principles that guide Elemore Hall School's approach to marking

Embedding a marking/feedback and assessment process that enables students to become reflective learners will help students to close the gap between what they can currently do and what we strive for them to be able to do as learners. Consistent and effective marking has a significant impact on raising achievement, it gives direction for improvement and positively reinforces, and celebrates the individual success of every student, every day to build confident and make self-aware learners.

It is important:

- To provide constructive feedback to students
- That feedback and marking requirements are manageable for teachers and accessible to students
- That feedback relates to the learning intention and comments on previous attainment within the context of the learning
- To give recognition and praise for achievement and clear strategies for improvement
- To allow specific time for students to read, reflect and respond to marking (with appropriate scaffolding and or support to enable success)
- To respond to individual learning needs
- To mark face to face when possible through discussion to involve students within the reflective process
- That marking and feedback inform future planning and group/individual target setting
- That staff use consistent codes across the school
- That marking and feedback is ultimately seen by students as a positive approach to improving their learning, focusing on success and Improvement needs against learning objectives.

Monitoring:

- Scrutiny of Work and Marking will be completed by the senior leadership team on a termly basis for all subjects as identified by a planned timetable
- Subject leaders are expected to sample the quality and quantity of marking of work in their subject area termly
- Work samples form part of the evidence used for School and subject Self-evaluation and will be collected from teachers termly by subject leaders
- The monitoring of marking and feedback will continue to be integral within lesson observations
- The use of oral feedback and marking may be used as a focus for learning walks
- Students will be able to voice their views and opinions regarding marking and assessment via the JLT.

Frequency of in depth marking and grading of work:

- For all subjects this will be completed at least once per term
- Students should be given information on their Elemore Steps within written feedback given in a detailed report at the end of every term
- At KS4 this feedback should include reference to the grading structure of the qualification for which they are studying
- Not all work needs to be graded/levelled as Assessment for Learning best practice recommends comment only marking as one of the best ways to encourage students to engage with the assessment dialogue between teacher and student

The following is a system that we have adopted for use in school for marking.

In the margin the following codes should be used to indicate the ongoing assessment and level of support given

(WF)   Written feedback

(VF)   Verbal feedback

(GW)   Group Work

(IW)   Independent Work

(SW)   Supported Work

For assessed pieces highlighters can be used in the margin to indicate specific points with comments at the end as below. Highlighters should be used to draw a 1cm square then a comment should be written to the right. It is important that everyone adopts the same technique. DO NOT highlight over your comments. How it is written below should be seen as an example of layout.

POSITIVE COMMENT '*WHAT WENT WELL'* what pupil has done well, how they have met the learning objective

IMPROVEMENT COMMENT *'EVEN BETTER IF'* how this work might have been better, where it needs improving

ASSESSED WORK

Teachers should ensure that comments are clear to understand and that there is not too much
For subjects where there may not be a piece of paper to write on (eg. Food Tech, RM, Art) the use of post it notes in the above colours with a comment that is then photographed and recorded would be a good strategy to use.

Areas for improvement identified from Work Scrutiny 8th December 2017

1. Work must be **dated**

2. The **Learning Objective** must be clear

3. Staff must encourage pupils to produce a **high quantity of work**

4. Staff should encourage pupils to produce work that is **neat and tidy**

5. Staff must follow the **Marking Strategy**

6. Staff comments must be **neat and meaningful** and if possible **written at the end of any work**

7. Staff must comment in **Purple ink** to differentiate their comments from pupil work.

8. Pupils must work in Black or Blue ink.

9. If pupil work is going to include sticking lots of worksheets into an exercise book – then use **A4+ size books**.

10. Practical subjects should still have evidence in the form of **photographs or videos** to show progress over time. There should be a reference on paper that tells the reviewer where the evidence can be found and what it shows.

The work provided for Work Scrutiny should be whatever a pupil has done that informs progress/assessment judgements but should not necessarily be everything that a pupil has done, however teachers should make it clear that other work exists and be able to provide everything as back-up if it is requested. Examples of additional work that may not be in normal exercise books, etc, would be assessment/mock GCSE papers, working out or planning work and reading/spelling/mental maths records.

Remember that marking and assessment is done for a third party (in most cases the pupil) so it needs to be easily understood/intuitive and without the need for long explanations.

7.   RECORDING

Teachers will record the results of their informal and formal formative assessments as part of the marking policy (see section 6). These will be used to enable accurate and meaningful target setting, efficient planning and accurate reporting. Formal, summative assessments are recorded in a centralised academic tracking system that the school has invented that results in pen pictures, in addition, individual subjects formally report on pupil progress at the end of every term. This information can be available to staff, parents/carers and students at all times.

Recording of progress and assessment must be in a format that is accessible to anyone who might need to look at it such as senior leaders or inspectors.

Teachers should also keep a lesson-by-lesson record of what each pupil has studied, what work they have done, what learning and progress has taken place and where any evidence of work can be found. This information should be recorded on the Termly Progress sheets.

8.   REPORTING and REPORTS

All pupils receive formal reports of their progress in both classroom curriculum subjects and evening activities at the end of every term. The reports are cumulative so that by the end of the year it will be clear to see what a pupil has had the opportunity to study and the progress that they have made. The reports also contain a table that highlights the achieved and target levels for each subject, this is updated at the end of each term – (at the moment the school is continuing to use the old national curriculum levels as these are understandable to the pupils and it is more straightforward to set targets and measure progress. Should a suitable alternative system come into operation then we will transfer our accumulated data to it and explain the new system to pupils and parents).

GUIDANCE

Lesson and Activity Reports

- Find the relevant report in the 'Pupil Information' area of 'Staff Share'
- Each subject or activity will have a separate area to type into.
- Type below the appropriate term sub heading
- The font and size will be Arial 12, plain font, justified margins
- Subjects will have the subject heading, for activities type the name of the activity after the 'ACTIVITY' heading, eg. 'ACTIVITY – SWIMMING'
- Give a brief description of what topic/project/activity the pupil has been studying this term
- Comment on progress made – below, at or exceeding expectations
- Comment on any achievements or areas of particular success, eg. exam results, awards
- Comment on any possible reasons for the level of progress, attainment and/or achievement
- Comment on pupil interest and engagement in the subject
- Indicate what the pupil needs to do to make progress to the next level, or a personal challenge.
- Please ensure that whatever you write makes sense and is a worthwhile comment.
- Put your name at the end of the report

Points to remember

- Try to write something different for every pupil. It is ok to cut and paste general information about the topics being studied, etc, but every pupil will have a slightly (or sometimes very) different level of engagement, success, progress, interest, etc, so this needs to be reflected
- Do not change the format of the reports.
- If you are copying and pasting into the report rather than typing directly, please make sure that your settings are the same and that what you are transferring looks the same – this applies to line spacing, justifying, font size and style, etc.
- If there is a zig-zag green or red line under a word please check it for spelling, grammar or punctuation
- Do not comment on exact number of minutes missing as this may get repetitive and become meaningless, it is better to comment on general application to the subject

- Reports must be balanced and reflect the true learning, progress, achievement and attitude of a pupil, remember – overall progress cannot be good if a pupil's attendance is poor
- Do not use over-simplified, generic comments that mean little or nothing – words such as average, fair, pleasing, should be avoided
- Write in correct English and avoid colloquialisms
- Complete the STEPs table at the end of the report (remember that the end of year target for a pupil must reflect the expected progress identified by the flight-path diagram)

Teacher Tutor Report

- Read through all of the subject reports and consider your knowledge of the pupil based upon all of the evidence that you have from a variety of sources
- Comment on the general level of progress that the pupil is making across the curriculum
- Highlight any areas of particular success or concern
- Comment on general attendance at school and in lessons and relate this to progress
- Comment on the pupil's attitude towards school and learning
- Comment on learning credits, behaviour scores and lesson stars
- Any targets for the forthcoming term

Personal Tutor Report

- Read through all of the activity reports and consider your knowledge of the pupil based upon all of the evidence that you have from a variety of sources
- Comment on the pupil's general attitude towards school
- Comment on the pupil's engagement with activities and residence (if they do not do activities then this could be mentioned as a suggested possibility for the future)
- Comment on the pupil's attitude and behaviour around school (particularly social times)
- What progress has the pupil made in social, emotional, personal, independence skills
- How many house points has the pupil earned?
- Do they wear their uniform? What is their personal presentation like?
- Contact with home?

Finally – for every report

- Read through what you have written to ensure that it is clear and meaningful. The report should be a professional document that we can use in multi-agency meetings and reviews, please make sure that what you write is something that you are happy to be associated with and is of a standard that will not cause embarrassment to the school (or yourself)
- Get someone else to read through your reports before submitting them
- Submit your reports well before the deadline in order that they can be collated and posted out on time

9. PROGRESS and ACHIEVEMENT MEETINGS (PAMs)

Progress and Achievement Meetings are held three times a year on the Monday and Tuesday in the week before the half term holiday. The key purpose of PAMs is to encourage pupils to recognise their own successes and areas for development within a supportive atmosphere and for pupils to identify where and how they would like to improve.

Typically a PAM will involve the pupil, their parent/cares, the Teacher Tutor and Personal Tutor. To facilitate the meetings the timetable for specific days will be modified. Each meeting should last approximately 30 minutes. Prior to the meeting staff will have completed PAMs sheets for every pupil to outline how well the pupil is doing in the different areas of school. There are different sheets for daytime lessons and evening activities. There is a space available on the sheets to include a written comment about any particular achievements, etc. The Teacher and Personal Tutors will use these sheets plus their knowledge of the pupil to complete a PAMS Preparation form. On the day of the meetings pupils and parents/carers will complete questionnaires. Staff, pupil and parent/carer responses will be discussed in the meeting along with the Personal and Social Skills Assessment overview. The verbal contributions from school should focus on positive progress and achievement – it will be clear from the completed forms where the weaknesses or areas for improvement are and pupils and parents/carers will not be encouraged to attend the meetings if they feel that the school is going to use it as an opportunity to chastise them.

The meetings will explore all aspects of a pupil's placement at the school; however there will be a focus on personal and social skills progress and achievement. In each meeting pupils will be encouraged to suggest areas that they would like to work on to improve or achieve. These targets should be taken from the Personal and Social Skills statements.

These meetings will also be used to review, update or set Placement Plans for resident pupils.

PAMs are not to be used to focus on negative incidents and inappropriate behaviour. Whilst this may be touched on, the focus must remain on positive Progress and Achievement in the Personal and Social Skills Development of pupils, to recognise progress made and to set targets for future development. They do not report on academic progress or review the EHCP – these are done at other times.

The PAMs process is continual and forms a key part of the Personal/Teacher Tutor role and the Personal and Social Development programme for pupils. The start date for the programme is when a pupil joins the school and the end date is when they leave. PAMs should be run in conjunction with Personal Tutorials and the Personal and Social Skills Development Profile.

REMEMBER this is not an opportunity to chastise or criticise pupils. Staff can present facts in terms of different records but pupils must be allowed to draw their own conclusions. It is important that we encourage pupils to develop ownership of their behaviour, progress and achievements.

AGENDA for a Progress and Achievement Meeting (PAM)

Key Information required

Pupil Questionnaire, Parent/Carer Questionnaire, Record and Targets sheet from last meeting, Blank Record and Targets sheet, PAMs Preparation sheet, Personal & Social Skills Assessment overview (and progress sheet if appropriate) and file, Positive Reports, Negative Reports, Staff Responses (lessons and Activities)

1. Welcome and introductions

2. Outline reason for the meeting

    o *To review progress and achievements over the past term particularly in Personal and Social Skills*

    o *to look at future areas for development*

    o *to review any care and placement plans*

    o *to construct three targets to be worked on over the next term*

3. Look at the targets set at the last meeting and discuss degree to which the targets have been met – record this in the 'Review' section of the form started in the last meeting.

4. Look at the pupil response proforma, if appropriate discuss any responses and particularly the areas noted as achievements, difficulties, etc.

5. Look at Parents/Carers response sheet and discuss pertinent points (if parents/carers are not present – the proforma will be posted and parents/carers encouraged to return it by Personal Tutors).)

6. Look at the PAMs Preparation sheet and discuss any points arising. DO NOT CRITICISE, allow the pupil to reach their own conclusions. **STAFF INPUT TO THE MEETING MUST BE POSITIVE!!! We are trying to encourage pupils to identify for themselves where and how they need to make improvements and progress. Personal Tutors in particular should be able to comment on the progress that they have seen through Personal Tutorials.**

7. Raise any additional positive comments regarding staff views of the pupil's progress in school, e.g. helpfulness, courtesy, willingness to participate, also progress made on individual plans (literacy, numeracy, guitar withdrawal)

8. Record all discussion held on a <u>new</u> 'Record and Targets' sheet.

9. Look at the Personal and Social Skills assessment sheet – briefly discuss (in subsequent meetings a comparison can be done with the previous assessment)

10. Ask the pupil what areas they would like to improve over the next term based upon the Personal and Social Skills Assessment outcomes – set 3 as targets (these will not be the only things that a pupil works on but will form a specific area of focus)

11. Try to identify strategies for achieving the improvements identified above. Use the file of level descriptors and suggested activities for making progress to aid you.

12. If relevant discuss participation in evening activities (past or future)

13. If relevant discuss residential placement, progress on placement and care plans (past or future)

14. If relevant note any amendments to the care and/or placement plans

15. Any other comments

16. Progress and Achievement Meeting Record and Targets Sheet to be completed with new targets clearly written down.

PERSONAL and SOCIAL SKILLS DEVELOPMENT

The process

1. When a pupil arrives at Elemore Hall a baseline assessment will be conducted in all areas. This is done in the classroom subjects as a matter of course but should also be done to provide an initial Personal and Social Skills Profile. To do this an experienced member of staff will work through the Persoanl and Social Skills Profile booklet to identify the level of independence for each skill – it is expected at this stage that most if not all of the skills will require 'High Support'.

2. Once the baseline assessment has been completed the scores are recorded onto Sleuth and an overview printed out. It is crucial to record the Assessment Period and Date accurately.

3. Personal Tutorials should be held between the Personal Tutor and the individual Tutee at least once every three weeks. The tutorial should be written up on Sleuth – 'NOTES – INTERNAL INTERVENTIONS – PERSONAL TUTORIAL MEETING'

4. In Personal Tutorials the Personal Tutor should explain how opportunities to develop Personal and Social Skills over time will exist. Every pupil has a file in which to record progress against different skills and to identify areas for development with suggestions of what to do. This file should be readily available in every tutorial

5. Pupil should be encouraged to participate in activities, extended day, residence, enrichment, representation, etc.

6. Leaders of activities, etc, identify which Personal and Social Skills their event can contribute towards developing. The skills should be written on the activity planning sheet and the activity written on the appropriate sheet in the Personal and Social Skills Profile document so that Personal Tutors and pupils know what is available.

7. Periodically, for example following a one off experience, or following a term of a particular evening activity, the activity leader should put a comment on the relevant Personal and Social Skill evidence sheet in individual pupil's files – it is up to the activity leader to decide what level of independence a pupil has reached through that activity.

8. In the two weeks prior to a PAMs meeting the Personal and Social Skills Assessment should be conducted to see if a pupil has made any progress in ANY of the skills. This will be conducted by the Personal Tutor and pupil. All of the Skills sheets will be looked through for evidence of progress. The Personal Tutor could bring additional evidence from positive Sleuth comments, attendance records, etc, to evidence other progress. Where appropriate a decision can be made to change the independence level of individual skill areas. Once completed, this should be recorded and a new assessment filled in on Sleuth.

9. A new overview should be printed out from Sleuth along with a progress overview (see Sleuth crib sheets for details) these should be taken to the PAM.

10. Teachers and Activity leaders should complete the PAMs score sheets prior to the meetings. It is important to score pupils based upon the level of support that they required to do the activity at the end of the activity.

10. ACCREDITATION

It is important that, wherever possible, pupils have the opportunity to achieve accreditation to recognise learning or achievement in different areas of school.

As a general rule academic subjects should offer accreditation that is either GCSE or on the approved accreditation list. Within school alternatives to GCSE include Rockschool and BTec. The list of approved accreditation is constantly changing as examination boards introduce new courses, it is therefore important that teachers keep up to date with developments in their area; if in doubt check with RR, MH or PA. Teachers should not teach KS4 courses leading to accreditation that they are unsure about. Pupils will be afforded the opportunity to achieve Entry Level in Mathematics and English and, if appropriate other subjects.

Other accreditation is also worthwhile, for example, NICAS/NIBAS qualifications in Climbing, Star awards in Canoeing and Skiing, Food Hygiene, First Aid, Duke of Edinburgh's Award, Princes Trust.

Staff should ensure that opportunities for achieving meaningful accreditation are maximised for every pupil.

11. VALUE ADDED – what do pupils get from the subject

It is important that the school, teachers and pupils are all clear about what pupils get from studying a particular subject.

It should be possible to explain to a pupil (or anyone else) why a pupil studies a particular subject, what they will learn in that subject and why, and what accreditation they should achieve in the subject. It is reasonable to explain to a pupil why it is important to study particular subjects/topics and this should help to encourage participation and engagement.
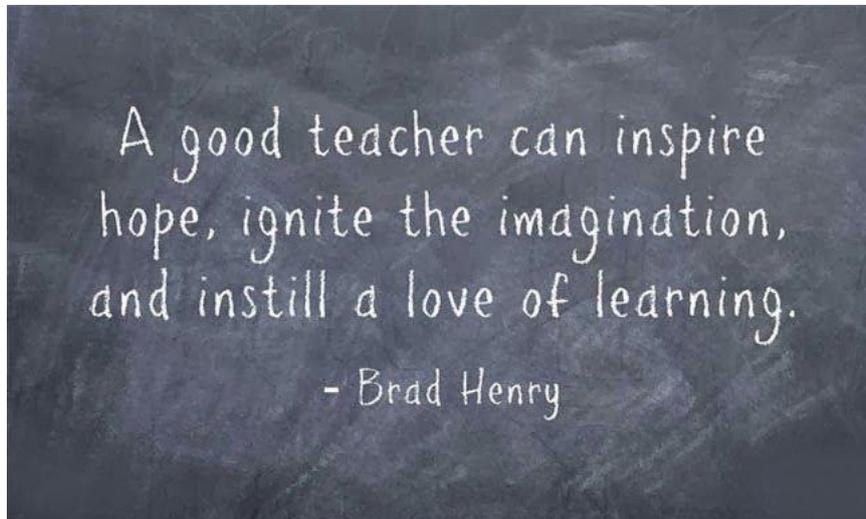
Pupils should feel that there is a point in studying a subject and that they are getting something from it. This can be enjoyment, enrichment, physical or personal development and might not be something measurable, or it might be a qualification.

In terms of academic levels, teachers need to be clear about what value is being added. There was a national expectation that pupils will generally make three levels of progress between the end of KS2 and the end of KS4 before levels were abandoned. As a school we believe that it is important to be able to quantify the progress that has been made by pupils in order to evidence what we are reporting to pupils and parents/carers, after much work we have introduced a STEPs system across the curriculum. The Steps are colour coded and sub-divided into Emerging, Developing and Secure.

Pupils often arrive at Elemore with incomplete or inaccurate academic reports from their previous placements. It is very important that teachers conduct baseline assessments as soon as possible after admission of a pupil and record the results. This helps to identify what a pupil can do and where they have gaps in learning, this in turn will influence lesson planning and delivery. The school tracking system that shows progress made since arrival uses the baseline assessment information plus termly assessment/examination outcomes to show progress.

We appreciate that there is an expectation of what a pupil should achieve at GCSE based upon their KS2 SAT results and this must be our aspiration. Unfortunately all of the pupils who attend Elemore Hall have had some negative event(s) in their education, usually these will have negatively impacted on their attainment, progress and attitude. In setting realistic expectations we will also consider the FFT Aspire data. We believe that by scrutinising KS2 data and QLA information, the FFT Aspire figures and our own Baseline Assessment results we should be able to construct robust, challenging and appropriate targets to ensure that the opportunity and provision exists for all pupils to achieve our ambitious aspirations.

12.   SMSC - Spiritual, moral, social and cultural development

It is important for all lessons to support the promotion of pupils' spiritual, moral, social and cultural (SMSC) development and suitably preparing pupils for life. Whilst it may be easier in some respects for links to SMSC to be found in subjects such as Art, Music and Culture, it is quite straightforward for SMSC to be included in all subjects and all lessons to some extent. Teachers should consider their lesson content and what effect this has on enabling pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. In considering how well the subject promotes pupils' SMSC, teacher's should take into account the impact of the range of opportunities provided for pupils to develop their self esteem and confidence, which might occur both within the classroom, in terms of:- teaching that encourages participation, creativity, reflection and independence; assessment and feedback that values pupils' work and/or effort; and activities that develop teamwork, leadership skills and self-reliance.

Defining spiritual, moral, social and cultural development

Pupils' **spiritual** development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values

- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible

- use of imagination and creativity in their learning

- willingness to reflect on their experiences.

Pupils' **moral** development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives

- understanding of the consequences of their actions

- interest in investigating, and offering reasoned views about, moral and ethical issues.

Pupils' **social** development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds

- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively

- interest in, and understanding of, the way communities and societies function at a variety of levels.

Pupils' **cultural** development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage

- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The curriculum and pupils' spiritual, moral, social and cultural development

Individual teachers should record in their planning and lesson assessments where opportunities for SMSC have either been deliberately planned or have arisen through the lesson. Teachers should record evidence of the impact of the curriculum on developing aspects of the pupils' spiritual, moral, social and cultural development. This may be through specific activities designed to promote a particular aspect of SMSC, other activities that demonstrate a coherent approach to promoting SMSC through the curriculum and the evaluation of opportunities created by the subject/teacher for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of pupils' SMSC development.

Thought for the Day and School Meeting

These are both good opportunities for SMSC development. Pupils should be encouraged, supported and prepared to contribute as well as to listen.

13. VISION, VALUES and GOALS

All staff should be aware of the school's Vision, Values and Goals and seek to incorporate these into their working practice.

VISION

Our vision for Elemore Hall is to create a happy, positive, successful and worthwhile place for all members of the school community.

VALUES

- Honesty and integrity are essential in working successfully together

- A willingness to give things a go and get involved in school events sets a good example to others, opens up opportunities and develops our self-esteem and confidence

- Support and care for others efforts, achievements and feelings helps us to succeed, celebrate and recover

- Commitment, endeavour and resilience help us to see things through to the end

- Inquisitiveness and a desire to learn are important qualities that help people to understand the world around them better

- Respect for our self improves personal appearance and attitude and has a positive impact on relationships with others and learning

- Respect for others and their cultures, beliefs, faiths and differences encourages openness, sharing, teamwork and tolerance, which in turn decreases bullying and increases a sense of happiness and security

- Respect for buildings, environment and equipment help make school a better place to be for everyone

- Presenting ourselves well at all times creates a good impression to others

- Following the rules, systems and policies in school ensures that everyone knows what is expected of them

- We seek to be happy through being positive, optimistic and safe

GOALS

- To encourage parents to be included and interested in their child's education and provide regular opportunities for information sharing

- To run activities during the year designed to encourage cooperation between pupils and staff from across the school

- To ensure that pupils views are heard through regular meetings including PAMs, School Meeting and Junior Leadership Team

- To provide a range of high quality curriculum subjects leading to accreditation

- To ensure that pupils have access to an overt and 'hidden' 24 hour social curriculum to develop their personal, social and independence skills

- To actively engage pupils in extended day and residential activities to develop their social skills

- To involve all members of the school community in ensuring that the school environment is clean, tidy, safe, cared for and welcoming

- To encourage a sense of belonging to the school

- For staff to feel that they are making a worthwhile contribution and that they are included, valued and motivated

- For every member of the school community to be the best that they can be

- To use the school grounds and environment to provide opportunities for education, development and enjoyment

- To ensure that transition into the school is well planned and supportive

- To ensure that all pupils have well considered and supported plans for moving on from Elemore post16

- To encourage every member of the school community to be a good and responsible citizen

- To promote 'Britishness' as a sense of identity and belonging

- To have a positive attitude towards opportunities and development

14.   VISITS, ENRICHMENT, LOtC

To support the teaching and learning process, every subject should offer opportunities for visits, enrichment and learning outside the classroom where possible.

The curriculum can be enriched in many ways. There might be a visit to an attraction to support the topic being studied, there might be an end of topic event/celebration, there might be a visitor coming into school, there might be a joint activity with another class or school, the list is endless. Enrichment should provide experiences that will help pupils to remember their studies and support positivity.

The school grounds offer scope for supporting many subjects and should be incorporated into planning if possible.

Visits or visitors can add an extra dimension to the study of a topic that perhaps makes a theme less abstract or gives it a more practical or human element. Off-site visits are relatively straightforward to arrange through the Evolve system. The process is simple, decide on a visit location, find out information including cost, time required and whether there is a risk assessment. Discuss the proposed visit with Richard for approval and to agree a suitable day. Enter the visit details on the Evolve system, discuss with Steve Richardson as LOtC coordinator. Book visit. Send out parental permission forms if required. Arrange meals and transport.

Enrichment can include those 'memorable experiences' that stick in pupils minds. It is these key times that will help pupils to remember what they are learning and think fondly of their educational experiences.

Visits, enrichment and LOtC should also help pupils to see practical applications of learning by relating the classroom base theory to practical situations.

Any relevant experience should be recorded in the Personal and Social Skills Development files for individual pupils.

Where possible, photographs should be taken of a visit, etc, and these along with a brief written report should be submitted for inclusion on the website.

15. HOMEWORK

Homework in it's broadest sense is an essential tool in the overall learning experience offered and provided for pupils at Elemore Hall School. Homework is not just academic, but also contributes to physical, personal, social and independence development. As a residential and extended day special school for pupils who have social, emotional and/or mental health difficulties, many opportunities exist outside the normal school day for learning activities to take place. It is the school's intention to be inclusive in it's application of provision and care is take to ensure that this is maintained. Homework follows the guidance and structure laid out below:-

GUIDANCE and STRUCTURE of HOMEWORK

The school aims to provide homework for pupils through the following strategies;

- Organised and supported activities beyond the classroom day for both resident and day pupils to develop independence, social skills, inter-personal skills, self-confidence.

- Organised and supported evening activities for resident and extended day pupils to develop physical skills (such as swimming).

- Supported development of self-care and independence through programmes for residential pupils.

- Participation in activities to extend classroom based skills and knowledge, for example, music, art and cookery activities.

- Homework will be given to any pupil who requests it from any subject area.

- Homework 'clubs' will be provided in some subjects where there is sufficient interest/need.

- Study beyond the classroom day is encouraged in some subjects once a pupil reaches KS4 particularly if they are studying for GCSEs.

- Where possible pupils will be allowed to take home reading books to support and encourage their literacy development..

- Pupils are encouraged to develop their knowledge of the world around them, news and current events during 'home' time.

- Homework is not usually given to groups of pupils as a formal requirement of the curriculum as the school considers that many pupils would struggle to complete the work set in their home environment or without appropriate support.

- The school also considers that when pupils attend both lessons and evening activities and have to spend considerable periods of time travelling to and from school, to impose homework would (if the pupil were to do it) further reduce any relaxation and family time.

- Homework may also be set by teachers as a 'Bonus' task. This label seeks to remove the stigma associated with the term homewok whilst affording the opportunity for teachers to encourage pupils to do some study or research outside of normal class time.

16. CROSS CURRICULAR LINKS and CROSS CURRICULAR COMPETENCIES

Cross curricular links are crucial in helping pupils to understand that learning is transferable. They are also important in encouraging staff to work with and learn from each other.

Cross curricular links can take many forms some obvious and some unexpected. Some cross curricular links may be concretely planned with staff from different subjects conducting joint planning in order to achieve a common goal, for example an animation project between Art and ICT. At other times the link may be less strong but nevertheless recognised by staff in different subject areas, eg, links between PE and Biology. There are further times when links may exist on an adhoc basis, eg using maths to calculate the size of raised beds. A link does not necessarily require any liaison between staff, it might be simply a teacher in one subject making reference to another subject during the course of their teaching.

The intention is for every classroom to have a published overview of all topics being studied by each year group in all subjects for each half term. This will allow teachers to quickly see if any obvious links exist.

CROSS CURRICULAR COMPETENCIES

Cross Curricular Competencies is a method of working that originated in Saskatchewan, Canada. A full description can be found in Appendix D

A brief description:-

"Although described separately, the cross-curricular competencies (i.e., Thinking, Identity and Interdependence, Literacies, and Social Responsibility) are interrelated. They are intended to embrace the Common Essential Learnings and support student achievement of subject area outcomes and, ultimately, the provincial Goals of Education. These competencies will strengthen and enrich students' present learning and future lives. The competencies are addressed through all areas of study and through school and classroom routines, relationships, and environments. Such inclusive, culturally diverse, resource-rich environments include increasingly networked, technology-rich classrooms."

All members of staff are expected to be familiar with this way of thinking about teaching and learning and to apply the principles wherever possible. It is not the same as cross curricular links and is not about subjects.

17. LITERACY

Literacy underpins the school curriculum by developing pupils' abilities to speak, listen, read and write for a range of purposes, in a variety of styles and for different audiences. It uses language to learn and communicate, to think, to explore and to organise. Helping pupils to express themselves clearly, both orally and in writing, enriches teaching and learning in all subjects. All teachers have a crucial role to play in supporting pupils' literacy development, both inside and outside the school curriculum. All teachers will take an approach that considers the varying interests of boys and girls regarding reading materials.

In all subjects, students will have opportunities to improve their literacy skills:

In speaking and listening, by:
- using speech for a range of purposes and audiences;
- using speech to explore and evaluate;
- using speech to ask and answer questions;
- planning, discussing and evaluating their speaking and listening and that of their peers;
- solving problems collaboratively,
- and by developing listening skills in one to one, as well as in group situations.

In reading, by:
- developing an interest in a variety of texts, both literary and non-literary;
- reading with understanding and enjoyment for a variety of purposes;
- using reading to research the subject area;
- making effective use of school using the internet and other I.C.T. data effectively;
- locating and using information;
- following a process or argument;
- summarising and synthesising;
- actively encouraging reading for pleasure, by regularly visiting the school library with their English teacher as well as public libraries, (extended evening activity); and
- progressing through the Accelerated Reader Program - within as well as outside of English lessons.

In writing, by:
- developing an enjoyment of their writing;
- writing in a variety of forms, for different purposes and audiences;
- planning, drafting and discussing writing;
- using writing to organise thoughts and aid learning;
- developing skills for using grammar with a purpose;
- using extended writing, productively, across all subject areas;
- making connections between their reading and writing, so that they have clear models for their writing;
- using Thinking Maps to plan and organise extended writing; and
- using the 'Writing Wall' (a basic writing mat) across school, to aid with the writing process.

Spelling and Vocabulary
To improve spelling across the curriculum teachers within each department:
- display subject specific key words and refer to them in their teaching;

- encourage students to find the correct spelling of the word themselves instead of providing a correct version for them;
- implement and, where possible, incorporate into their lessons, the school's 5-a-week spelling programme.

Including All Pupils

Elemore Hall pupils are entitled to our highest expectations and support. Some need additional support and others need to be challenged and extended.

Differentiation

Strategies that we use include:

- questioning,
- adjusting the demands of tasks,
- the use of additional support,
- making objectives clear,
- and creating an atmosphere where pupils evaluate their own and others' work.

Targeted intervention

Targeted intervention in Year 7 is used to help pupils to catch up with their peers as quickly and effectively as possible, in order to maximise access to the secondary curriculum. Gaps in learning, skills and knowledge will be identified through baseline assessment. Pupils will then be supported in completing activities to fill those gaps either in class or through targeted withdrawal.

Targeted intervention in Years 8 to 11 will be used to help pupils to catch up with their peers where appropriate and to fill the gaps in learning that have been identified through assessments. This support will be particularly useful in preparing pupils for GCSE courses. The intervention may take many forms and may include withdrawal for specialist intervention, 1:1 time in or out of class with the LSA or small group work.

Work continues with individual reading and spelling sessions for pupils whose progress in English is below expectation and for pupils who have been identified as having specific learning difficulties, such as dyslexia.

More able pupils

Higher attaining pupils will be predominately supported by their class teachers, however, to ensure more able pupils are challenged to meet their full potential, we aim to offer additional enrichment support sessions through 1:1 literacy withdrawal.

All staff involved in withdrawal will liaise with English teachers.

Daily Reading
A new initiative from the start of the Autumn Term 2018 is a period of individual reading built into the curriculum four days per week. The intention of the initiative is to encourage all pupils to read more – the reading material is of secondary importance compared with the objective of getting pupils reading anything! Every classroom has a box of books and magazines, plus there are on-line reading materials. Pupils can choose what they want to read between the end of morning meeting and the start of Lesson 1 Monday – Thursday.

Weekly spellings
Each week all pupils are given some spellings to learn based upon their prior ability.

18. WORKING WITH OTHERS

Working effectively with others is an essential part of being a successful member of staff at Elemore Hall School. There is an expectation that staff from all areas of school will work together for the common good of the pupils and the school. Information sharing is one of the key tools that we have in ensuring that what we do is high quality and it is everyone's responsibility to seek out information as well as pass on information to others. Consistency and understanding are also very important in maintaining a high quality provision and, again, this is the responsibility of every member of staff. As the work that we do can be very demanding and the pupils challenging, supporting one another is essential – this is most effective when staff work well together.

TEACHING:
The only profession where you steal things from home and bring them to work.

19. MONITORING, WORK SCRUTINY, LEARNING WALKS & LESSON OBSERVATIONS

There are many ways that lessons and other activities can be monitored. The most common form of observation is that which is almost universally ignored – observation by the client, eg. pupils. There is also observation of lessons from the teacher and LSA present. The outcome of these 'observations' can be seen in the quality of work produced; pupil progress, understanding and engagement; staff modification of lessons and planning.

Lessons are also 'monitored' through the Duty Coordination system, although this is more from a pastoral/support viewpoint than to examine the quality of teaching and learning.

Formal monitoring of lessons is conducted through lesson observations that are usually arranged in advance and usually conducted by either the Headteacher or Deputy Headteacher. There are two main reasons for observing lessons, one if for the routine performance management of teaching staff, the other is to form an evidence base for teaching and learning over time.

Monitoring of work, planning and curriculum organisation, classroom/learning environment, etc. can be done as part of a lesson observation or as a discreet activity.

For all formal monitoring a written report will be produced and discussed with the teacher. Currently all written monitoring reports use a common Lesson Observation Record form (see Appendix E).

A method of observation that is rarely done, but which is encouraged by the Headteacher, is peer observation. Much can be learnt from watching each other work and wherever possible staff should try to arrange the opportunity to do this.

20. ROLE OF TEACHER TUTOR

Each class group has a Teacher Tutor. The teacher tutor has a number of responsibilities relating to the pupils in their tutor group.

- Leading the delivery of the Culture Programme on a Friday morning (major planning done by subject coordinator)
- Writing teacher tutor reports for the Termly Reports
- Attendance at and contribution to PAMs
- Occasionally attending other meetings relating to tutees
- Supporting tutor group in selection of Junior Leadership Team representatives
- Keeping a track of pupil achievements on the Learning Credits and Behaviour systems
- Being aware of the progress being made by each tutee in all subject and social areas
- Helping to guide and support tutees and to act as an advocate for them when appropriate

21. CURRICULUM DEVELOPMENT/IMPROVEMENT

The development or improvement of a curriculum area should be driven by the Teacher(s) in that particular subject.

Any suggestions for development or improvement should be discussed with the Headteacher or Deputy Head.

Subject teachers are responsible for ensuring that the courses they teach meet the requirements of the National Curriculum and any examination syllabus that is being followed.

It is expected that there will be frequent small changes to respond to individual pupils or resources available, however any major change should only be made if there is a need to do so in response to external factors such as a change in the national curriculum or the courses available for examination boards.

22. SEN / MOST ABLE & TALENTED / INCLUSION / DIFFERENTIATION / CHALLENGE
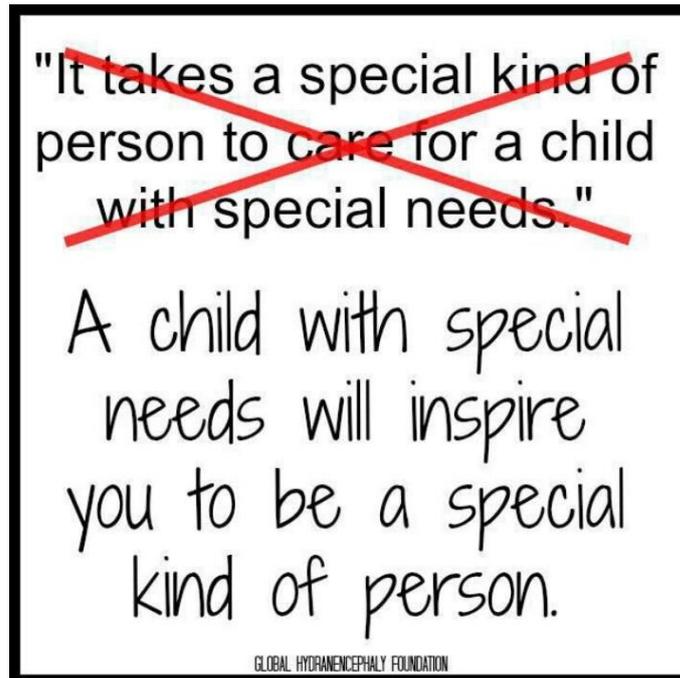
We expect ALL of our pupils to receive a high quality curriculum, delivered by high quality staff, leading to meaningful outcomes. We expect that the curriculum offered will be appropriately differentiated to meet the needs and aspirations of all pupils.

23. STAFF DEVELOPMENT/IMPROVEMENT

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

William Arthur Ward

The school does, throughout the year, provide opportunities for staff development and professional improvement.

By necessity most staff training that is pre-determined and organised by school is for groups of staff and tends to be rather general in nature, for example, all staff do Team Teach training, First Aid and Child Protection.

Teachers are expected to keep up to date with developments in education including those in the subject they teach and examination course requirements.

The school will support teachers attending training that will directly benefit the teaching and provision of their subject area, for example courses detailing requirements for examination courses.

Wherever possible the school will support teachers attending subject network meetings organised by the Local Authority (although these often fall in lesson time and may be difficult to cover).

Where the school, the teacher or an outside body (eg. Ofsted) have identified a need, the school can arrange for the subject specialist advisory teacher or inspector from the Local Authority to come into Elemore Hall to work with the appropriate staff, this may be for a wide range of things, for example from looking at a specific area of one subject, right through to supporting the school with a cross curricular development.

If a teacher (or other member of staff) identifies some training that will benefit the school they will be supported in attending that training if possible.

Individual teachers may identify a particular course or area of personal professional development that they wish to undertake that is not important to the provision of their subject or the development of the wider school but which may be interesting to them individually. Where appropriate the school will support individual staff in following courses of study that are professionally related, for example a Masters level course. In these instances school may support financially or in terms of time. This should be negotiated with the Headteacher and a case presented to Governors.

With all staff and school development, the involvement of staff in making suggestions is very important. If a member of staff has an idea from whole school development to their own personal interest they should discuss this with the Headteacher who will consider how to move forward.

STANDARDS TRACKER

Teachers are expected to keep their entries/profile in the Standards Tracker system up to date. In order to do this they need to submit evidence regularly for the statements and also submit review statements for objectives that have been set.

I WILL NOT YELL IN CLASS. I WILL NOT THROW THINGS IN CLASS. I WILL NOT HAVE A TEMPER TANTRUM. I WILL ALWAYS BE GOOD, BECAUSE I AM THE TEACHER. I AM THE TEACHER. I AM THE TEACHER...
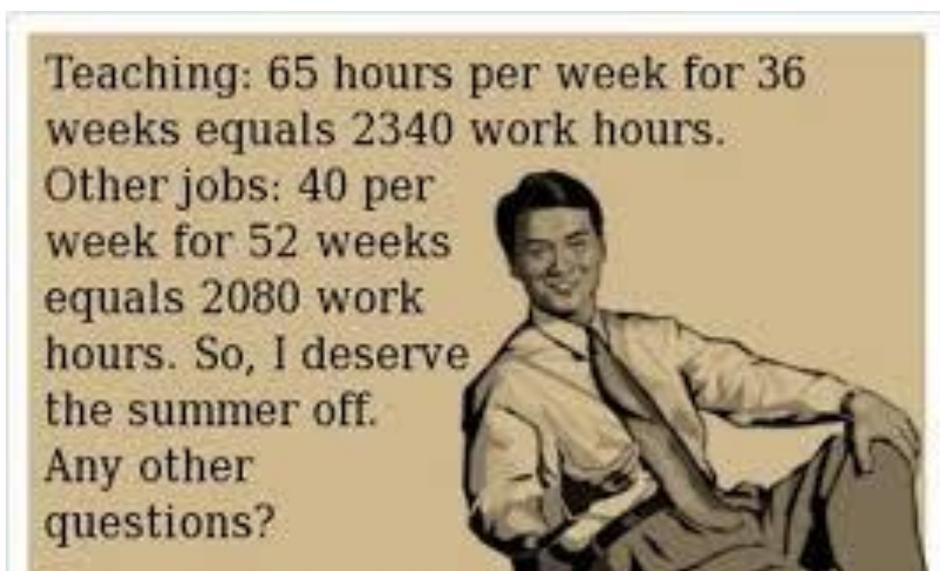
24. DIRECTED TIME and ADDITIONAL RESIDENTIAL DUTIES

All full-time teachers are contracted to work the required 1265 hours of directed time as laid down in the School Teachers Pay and Conditions. It is generally recognised that this equates to 32.5 hours (1950 minutes) per week. At Elemore we have arranged this time in the following way (for a normal working week).

Pre-school 8.45 - 9.00am = 15 minutes X 5 (M-F) =	75 minutes
Post school 3.45 – 4.00pm = 15 minutes X 4 (M-Th) =	60 minutes
Lessons 320 minutes X 4 (M-Th) =	1280 minutes
Lessons 180 minutes X 1 (F) =	180 minutes
Staff Meeting 60 minutes X 1 (Tu) =	60 minutes
Preparation, Planning & Assessment on Friday =	110 minutes
Break and lunch duties 150 minutes =	150 minutes
Other time available =	35 minutes
	1950 minutes total

Teachers are reminded that 'directed time' is the number of hours that the Headteacher can direct the deployment of the teacher within the school. There is an expectation, as outlined in school teachers pay and conditions, that teachers will work additional hours per week to ensure that planning, preparation, assessment, recording and reporting are up to date. A rough guide would be to consider the number of hours per year that other full time workers would work per year, ie. 37 hours per week for 46 weeks per year.

Teaching: 65 hours per week for 36 weeks equals 2340 work hours. Other jobs: 40 per week for 52 weeks equals 2080 work hours. So, I deserve the summer off. Any other questions?

Additional Residential Duties

Additional duties are extra hours worked, by arrangement with the Headteacher, beyond the school day for which an additional payment is made as an hourly rate.

All teachers at Elemore Hall are encouraged to work some hours per week beyond the normal school day in order to contribute to the extended day curriculum of the school. The number of hours worked depends upon the nature of the activity offered and/or staff

availability and/or school requirements. Teachers may offer an activity immediately after the formal school day that may in essence be a homework club for their subject; other teachers may work with LSA or Care staff to provide an activity between 6 and 8.

A teacher working extraneous duties needs to commit to working those hours for a minimum of one term so that planning can be done and pupils can be offered activities to sign up for.

Teachers should have a clear idea of the activity that they are providing and after gaining approval should seek to encourage pupils to join the activity.

All teachers working extraneous duties are managed by the evening duty coordinator who may where necessary re-deploy staff to ensure coverage and safety.

25. STAFF MEETINGS

A daily briefing takes place at 8.30am for LSAs, 8.45am for teachers and 3.30pm for evening duty staff (principally Care Staff).

For classroom staff, a weekly staff meeting takes place on a Tuesday after school 4.00-5.00pm. This meeting is principally for teachers and LSAs, although other staff are welcome to attend if the content of the meeting is appropriate.

Staff meetings follow different formats depending on the topics to be discussed. Some meetings may involve input from external professionals, or may follow a particular focus. Other meetings will cover a number of subjects and be used to keep staff up to date or communicate information between staff. Ideas for staff meetings or items to discuss should be passed on to Richard or Mike H.

Staff are expected to arrive at the meeting on time and to engage/contribute appropriately. It is important that the views of all staff are heard and that opportunity exists for discussion. Effective communication is crucial to the smooth operation of the school as it promotes a shared understanding and helps to clarify issues, routines and decision making. All staff are encouraged to contribute as a full picture can only be formed if we have the views of all.

Occasionally meetings will be called at other times to discuss urgent matters or development themes. These meetings will usually be called either on a Friday afternoon or Thursday after school. A Friday afternoon will be used if the meeting is for all staff so that Care staff and others can attend and staff are not required to be with pupils.

26. BREAK & LUNCH DUTIES

Break and lunch duties form part of 'directed time' for all teachers, LSAs and Care Staff. These times are crucial in the personal and social development of our pupils as they often lack the necessary skills to be able to appropriately interact with others in an unstructured environment or the self-management to choose and eat a meal appropriately.

It is vitally important that staff arrive to their duty promptly. Staff who have not been in class prior to the commencement of a duty should ensure that they are in the appropriate location to receive pupils leaving class, this allows some coverage whilst those staff who have been in class end their lessons and make their way to the appropriate location. If for any reason a member of staff can't get to their duty on time they should inform the Duty Coordinator as soon as possible (preferably before the duty commences).

Whilst on duty at these times staff should attempt to be proactive and engage the children.

Dining room – staff on duty should sit at the wall end of a table, staff should not double up on a table whilst another table does not have a member of staff. Many of our pupils come from homes where sharing a meal around a table may be a rare event, these opportunities in school allow us to try to develop pupils personal and social skills related to eating together. Staff should encourage good manners, appropriate eating habits and conversation whilst at the table and maintain good order. Staff should be aware of signals from the Duty Coordinator.

Break or lunch duty (not dining room) – staff should arrive promptly at their allotted location. Staff should be pro-active and try to engage pupils in conversation or activities, identify and intercept potential problems before they occur, and take the initiative regarding following up any suspicious behaviour or incidents. Staff should not congregate in a group and talk amongst themselves as this invariably results in difficulties through lack of supervision of pupils. In order to maintain good supervision over a wider area of the grounds a roving duty whereby staff visit different locations, such as the back of the barn, middle drive, the water tank, the pond, the bridge, should be undertaken by some staff on duty. Staff who would like to offer a lunchtime activity such as music, art, ICT or a sport should first check with the Duty Coordinator, whilst such activities are encouraged, it is important that basic areas such as the Yard have adequate staffing first. **It is essential that ALL staff on duty are pro-active and that they do not rely on other colleagues to enforce school policy, engage with children or intervene in incidents.**

At the end of break staff should arrive promptly and take control of their class group. Once a classgroup is assembled and in good order the Duty Coordinator will dismiss the group to class. All members of staff timetabled to be with a group should be present on the yard. Staff who are not timetabled to be in lessons should support the Duty Coordinator in maintaining general order and managing/rounding-up stragglers.

The test of a good
teacher is not how many
questions he can ask his
pupils that they will answer
readily, but how many questions
he inspires them to ask
him which he finds it
hard to answer.

— Alice Wellington Rollins

It is the supreme **ART**
of the teacher to
AWAKEN JOY
in creative expression
and knowledge.
— Albert Einstein

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