



New Horizon Academy: Teaching and Learning Policy

Policy Statement & Introduction

At New Horizon Academy we educate with purpose: to provide our pupils with the tools they need to become independent, achieve economic well-being, contribute to society, and always strive to do their best.

We provide a vibrant environment for the education of children with moderate and severe learning needs who are in the care of New Horizons Care Limited. We will be responsive enough in our teaching approach to consistently meet our pupils needs and prepare them for the ever-changing world.

All pupils at New Horizon Academy have special educational needs and everything that we do in the school takes account of their needs. All staff are trained in and understand the specific needs of each cohort and are equipped to work out and understand why children behave in the way that they do. Additionally, we can take an individual approach that will suit each child. All staff share a responsibility to contribute to the delivery of the broad, challenging and appropriate curriculum. In addition, they individually have a responsibility to strive to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all pupils are met.

As there are many teaching and learning opportunities outside the formal curriculum, we strive to provide pupils with optimum conditions for achievement and development in all situations. This policy aims to:

- Provide support and guidance to all staff on what constitutes effective teaching and learning for pupils with MLD and SLD
- Ensure that we meet the needs of all pupils effectively through a consistent approach to teaching and learning
- Ensure resources support effective teaching and learning
- Provide a focus for the monitoring and evaluation of teaching and learning.
- Promote a reflective school culture that regularly evaluates practice to improve outcomes for pupils

This policy should be read in conjunction with:

- SEN Policy
- Assessment, Marking & Feedback Policy
- Curriculum Policy
- Policy for Appraisal and Capability of Staff

New Horizon Academy aims, through successful teaching and learning, to develop the whole person, enabling them to become lifelong learners and achieve their highest level of independence. We recognise that all pupils have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. As well as this, every pupil is entitled to experience a variety of learning experiences along with age appropriate and

stage appropriate activities which address their learning needs and thus enabling them to achieve their full potential. At New Horizon Academy staff are fully aware of the strong link between teaching and learning and understand that pupils can only achieve well if the quality of teaching is good.

Planning and Delivery

Planning and delivery of teaching and learning is carried out by teaching staff supported by our teaching support staff. Teachers are provided with schemes of work and are responsible for creating weekly-term planning documents for the pupils in their class, which will facilitate the pupils making progress. Weekly plans will include the following:

- Groupings, organisation and use of teaching support staff
- Adaptation & personalisation; informed by the IEPs, pupils profiles and ongoing assessment information
- Clear and appropriate learning objectives and success criteria
- Activity and resources required
- Evaluation of learning outcomes for pupils.

In supporting the planning and delivery of teaching and learning all teachers at New Horizon Academy will:

- be prepared for each teaching session in advance
- be flexible in terms of the organisation of the classroom, staff allocation, pupil groupings and the level to which the lesson plan is followed according to the changing needs of the pupils on a day-to-day basis
- plan to provide pupils with inclusive, engaging, meaningful, motivational, purposeful and challenging tasks which promote independence and are both age appropriate and 'stage' appropriate
- work closely with the SENCo to ensure each pupils' needs are taken into account and that their planning and teaching reflects this
- take into account the school's overarching outcome: to provide our pupils with the tools they need to become independent, achieve economic well-being, contribute to society, and always strive to do their best.
- use ICT wherever it adds value in promoting effective learning
- take account of pupils' individual interests and use these to motivate and encourage pupils learning
- enable pupils to learn in a variety of ways
- produce high quality teaching materials which meet the needs of all pupils in the lesson
- use assessment information to ensure that learning builds on previous knowledge, understanding and skills
- utilise resources in ways which encourage pupils to become more independent learners
- evaluate the impact of teaching at regular intervals
- share all aspects of the teaching and learning process with everyone involved, acknowledging the importance of a team approach in breaking down barriers to learning and promoting all strands of the curriculum
- maintain purposeful and informative planning, record-keeping and assessment documents, in line with the school's assessment, recording and reporting policy

Quality of teaching

In order to ensure that the learning at New Horizon Academy is of a high standard, the expectation is that all teaching will:

- enable pupils to access all aspects of the curriculum in line with their needs, aptitudes and abilities
- enable pupils to make good progress and show good attitudes to their work
- include planned activities that enable pupils to develop their knowledge, skills and understanding
- have clear learning objectives and outcomes which enable pupils to be actively involved in their learning by helping them to understand what they are learning to do / learning about and to measure whether they have achieved the objectives or not.
- reflect good levels of teacher subject knowledge
- engage and motivate pupils and encourage them to work independently
- challenge all pupils to achieve their best
- be based on a good knowledge of the pupils' needs using ongoing formative and summative assessment information
- be tailored to the range of pupils' individual needs and to enable success
- be delivered in a professional manner by the teaching staff
- reflect what is understood to be good classroom practice
- wherever possible actively promote democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths & beliefs and pupils' spiritual, moral, social and cultural development

Our Approach to Teaching Pupils with SEN

New Horizon Academy accepts pupils between the ages of 11 and 16 who have SEN and an EHC plan. The range of needs we support include:

- moderate learning difficulties (MLD)
- severe learning difficulties (SLD)

We understand that pupils with these difficulties are likely to have other needs such as:

- speech, language and communication needs
- sensory or physical needs

Our SEN policy provides details of our approach to teaching pupils with SEN.

Assessment

We have compiled a documents which detail how work in each subject is assessed – please refer to the Curriculum Policy and the Framework for the Evaluation of Pupils Performance.

Classroom Management and Organisation

New Horizon Academy operates a range of teaching and learning contexts which are designed to meet the needs of different groups of pupils and also the demands of different activities. The main types of contexts for teaching and learning are:

- whole class teaching which is essentially small group learning as our school is very small
- one to one teaching
- independent learning including online remote learning
- classroom - based learning
- outdoor - based learning
- community - based learning

The classrooms and other teaching spaces will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture and learning environment to better suit the needs of individuals.

Adaptation and Scaffolding

As outlined in our Curriculum Policy:

- Pupils will be organised into small groups based on the levels towards which they are working in English and Mathematics.
- Teachers will use the outcome of the diagnostic assessments to plan work in a way that addresses pupils' common gaps and areas for improvement. They will sequence the delivery of learning activities in a way which ensures that pupils have the knowledge and skills necessary to engage with the topics.
- Where pupils' knowledge gaps are not shared by others 1 to 1 tuition will be planned in addition to group lessons.
- When pupils are taught in groups, to ensure that pupils who are on the lower end of the group can engage effectively, make progress and be stretched while those working on the higher end of the group are challenged and stretched – teachers will initially aim for the middle in their planning and use scaffolding and Adaptation to ensure that all pupils benefit from the learning activities.
- Teachers will differentiate the curriculum by:-
 - learning activity
 - method of presentation
 - learning outcome
 - level of adult support required
 - support strategies for pupils individual needs
- teachers will use information from pupils profiles, results of previous assessments and prior knowledge to flexibly adjust what is delivered to ensure that all pupils can engage, learn and make progress

Resources

Each teaching space is equipped with a range of resources to enable effective teaching and learning. All classrooms have an interactive whiteboard and teaching staff should make the best possible use of this key resource to support teaching and learning however they should be aware that use of the IWB does not automatically make a lesson 'multi-sensory'.

Pupils will be taught how to use appropriate resources correctly and safely, with care and respect; and with regard for Health and Safety and eco-issues. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access. All resources made in school, including items such as visual supports and worksheets will be of a high quality clearly laid out and easily accessed by the pupils they are intended for.

Support for Learning

Teachers will: -

- work closely with the SENCo to ensure that they are clear about each pupils' IEP targets and specific support strategies they require to engage in learning and make progress
- read pupils profiles, use the outcome of initial, baseline and diagnostic assessments and data from formative assessments to plan effective learning activities
- always give clear and simple instructions
- use augmented communication, including objects, photos, symbols and signs where appropriate to support teaching and learning
- build opportunities for reinforcement and consolidation into schemes of work
- build in opportunities for one-to-one interaction
- set achievable short-term targets and make clear the criteria for success
- make clear to pupils how they can improve within an individual lesson and over time
- acknowledge, reward and celebrate achievement
- teach the technical vocabulary linked to each subject
- promote the use of new and constantly changing technologies that increase and enhance the learning opportunities of pupils with SEN
- encourage pupils to take an increasing responsibility for their rate of progress in order to promote active learning and increase engagement
- ensure effective deployment of teaching support staff within the classroom to support the flexible learning needs of individual pupils
- undertake professional development through training and accept support from colleagues in order to ensure a high level of teaching, learning and support expertise
- encouraged pupils to act responsibly and use effective strategies to manage behaviour according to the school's behaviour policy

Due to the needs of our pupils, various teaching approaches will be used to promote engagement and learning. We will also provide interventions required for specific needs during lessons and 1 to 1 tutorial sessions. The SENCo will compile documents outlining recommended interventions for the specific needs present in each cohort and offer guidance for implementation by teachers. These will be embedded across the curriculum, and they are listed below:

- Visual Timetables
- Using I pads
- Phonics/Reading Intervention Groups
- Maths Intervention Groups

- Makaton
- TEACCH
- Music Therapy
- Sensory Occupational Therapy
- Outdoor Learning
- Play based Interventions
- THRIVE – 1:1 and small group/class delivery
- Multi-Sensory Approaches in class/accessed in the Sensory Studio
- PECS (Picture Exchange Communication System)
- Precision Teaching to teach phonics, reading spelling

Working with support staff

Teachers are responsible for the effective deployment of other staff within their lessons to ensure learning is supported in the best way possible. In order to achieve this, teaching support staff should:

- Read and use the teachers' weekly plans to understand and implement the structure of learning for the whole class and each pupil and their role in supporting this
- Be focussed on the learning outcomes for young people
- Consult with the teacher to prepare materials and resources prior to the lesson in order to support learning
- Ensure resources are well looked after and kept tidy
- Conduct themselves as good learning role models for the young people
- Support good behaviour conducive to learning and intervene as required to ensure good order and discipline
- Support pupils in completing work tasks **for themselves** in ways which avoid completing the work for them
- Support young people with their learning in a way that promotes and supports their independence, and avoids the phenomenon of prompt dependency, by using minimal levels of prompting and reducing the intensity of the prompting

In order to assist support staff, teachers should:

- Ensure their planning is made available and used by support staff
- Ensure planning provides details of the role staff will play in each lesson
- Ensure support staff are clear of their roles within lessons prior to the lesson
- Use support staff as a resources for teaching and learning for the whole class, engaging with them to promote a variety of teaching and learning styles, not just individual support for young people
- Ensure support staff are engaged in assessment for learning where appropriate

The role of parents and carers

We believe that parents, as their child's primary educators and, as such, have the responsibility to support their children and the school in implementing school policies. Parents therefore have a responsibility to:

- Share their knowledge of their children's abilities and difficulties
- Ensuring their child has the best attendance possible.
- Attend meetings and participate in discussions concerning their child's progress and attainments.
- Having a realistic outlook about their children's abilities and offering encouragement and praise.
- Informing staff as soon as possible if there are matters outside of school that are likely to affect a child's happiness, performance or behaviour at school.
- Supporting the behaviour policy and procedures of the school
- Promote a positive attitude to school and learning in general

The role of pupils

Whilst taking in to account the need of our pupils, we believe that each pupil has a responsibility to strive to:

- Come to school regularly and punctually
- Participate as fully as possible in the learning opportunities on offer to them
- Work well with peers and be tolerant of others
- Behave appropriately and show respect for themselves and others
- Be polite and helpful to other pupils and adults in school
- Be an active participant in their own learning

Monitoring and evaluating teaching and learning

New Horizon Academy employs lesson observations, learning walks and peer observations, as its main tool for monitoring the quality of teaching and learning across the school. We believe that observation of classroom practice and other responsibilities is important as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All observation will be carried out in a supportive fashion and not add to teacher workload. Details of the procedure are outlined on appendix 1.

Appendix 1: Observation Procedure

Types of Observations	Formal Observations	Learning Walks	Peer Observations
Frequency	Once a term	Once every half term	As Needed
Duration	Minimum of 20 minutes	Maximum of 10 minutes	Minimum of 20 minutes
Details	<ul style="list-style-type: none"> Each teacher or teaching support staff member will be observed formally at least once a year (in the Autumn term). In the Spring and Summer terms only new teachers and teaching support staff members who have joined the school after the Autumn term or those who need to be monitored under capability procedures will have a formal observation. 	<ul style="list-style-type: none"> Each teacher or teaching support staff member who has an action plan from a formal observation will be subject to targeted learning walks twice a term until they demonstrate improvement. Each teacher or teaching support staff member who has no major areas for improvement from a formal observation will be subject to only one learning walk per term until the next formal observation. The Headteacher or Deputy Headteacher can conduct a learning walk to investigate a specific theme, or a general learning walk once every half term. 	<ul style="list-style-type: none"> New teachers and teaching support staff members will take part in at least 3 peer observations during their induction. Teachers and teaching support staff members on action plan will participate in peer observation to learn good practice from their more experienced colleagues. Whenever possible the Headteacher should be present during peer observations to oversee the sharing of best practice.

Who can carry out these observations?	The Headteacher; Deputy Headteacher; An External Professional; Joint	The Headteacher; Deputy Headteacher	Teachers/Teaching Support Staff together with the Headteacher whenever possible
What can the observer do during the observation?	In addition to watching and taking notes, the observer might: talk to pupils; look at examples of pupils' class work; ask to see pupil's progress records. The observer must not obstruct learning.		
What should the staff member do during the observation?	Deliver the session that was planned for the day. If it is a planned observation, please give the observer a copy of your session plan, resources (within reason) and a group profile even if they do not ask – it will benefit you if the observer has a clear picture of what you intend to do and the nature of your pupils.		
Will lessons be graded?	No		
What should the observer do after the observation?	<ul style="list-style-type: none"> • Give detailed verbal feedback as soon as possible after the observation • Write a formal observation report within 2 weeks of the observation. Save a copy of the report on the server in the relevant folder. • Print a hard copy and give it to the teacher or teaching support staff member. 	<ul style="list-style-type: none"> • Give verbal feedback as soon as possible after the observation and give the teacher/ teaching support staff member the completed learning walk form. 	<ul style="list-style-type: none"> • Discuss their notes with the School Principal. • Give verbal feedback and have a discussion with the peer they observed. • Hand the completed peer observation form to the colleague who was observed.
What should the staff member do after the observation?	Read, comment and sign the observation report.	Read, comment and sign the learning walk form.	Read, comment and sign the peer observation form.
What happens after that?	<ul style="list-style-type: none"> • The signed hardcopy should be filed in the folder for observations of teaching. 	<ul style="list-style-type: none"> • The signed copy should be scanned and saved on the server in the relevant folder. • The signed hardcopy should then be filed in the folder for observations of teaching. 	<ul style="list-style-type: none"> • The signed copy should be scanned and saved on the server in the relevant folder. • The signed hardcopy should then be filed in the folder for observations of teaching.