

# Woodfield School



## Woodfield Quality of Education Policy Curriculum, Teaching, Learning and Monitoring.

2022 - 2023

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**Woodfield School**  
**Quality of Education Policy**  
**(replaced Teaching and Learning Policy)**

**Policy History**

<b>Date Adopted / Reviewed</b>	<b>Version</b>	<b>Author</b>	<b>Approved by Resources Committee</b>	<b>Approved by Full Governing Body</b>	<b>Review Date placed on FGB Agenda</b>
April 2021	Version 1.0	Deborah Wood		November 2021	N/A
September 2022	Version 1.1	Deborah Wood			N/A

## **Purpose of the Policy**

The purpose of this policy is to:

- Ensure that the pupils at our school are provided with high quality curriculum and learning experiences that lead to consistently high levels of student achievement.
- Provide guidance on what pupils do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.
- Provide a common language and understanding of what makes outstanding teaching within a personalised learning framework.

## **Principles Guiding this Policy**

### Teachers' Learning

All teachers are leaders of learning and demonstrate through their own example that they are lifelong learners. We use this learning to support the continual improvement of teaching and learning and thereby contribute to the school improvement strategic plans.

Professional development is essential for supporting all adults to develop their own learning. Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this.

### **Woodfield School is committed to:**

- Providing a safe, secure, enjoyable and stimulating place to learn where our pupils feel proud of what they have achieved. We are committed to providing a broad, balanced and relevant curriculum which engages, motivates, excites and challenges our pupils'
- Having a curriculum that is practical, engaging and outcome focussed, ensuring that all groups of pupils, regardless of background or ability, have the knowledge, skills and where appropriate, accreditations needed for adult life. The individual pupils' EHCP and Preparation for Adulthood outcomes underpin our curriculum and are at the heart of teaching and learning.
- Teachers have high expectations that challenge and meet the needs of our pupils in this multicultural school.
- Maintaining high expectations through appropriate assessment, ambitious target setting, and the removal of barriers to learning
- Maintaining close contact with home, making parents and guardians welcome in school enabling them to play a full part in the education of their children.

To achieve our mission statement, we must have an ethos and atmosphere in school that enables children to learn and thrive.

The following vision statement embraces our ethos at Woodfield School of:

## ***Creating a Community of Lifelong Learners***

All of our staff at Woodfield believes we can meet our aims and are continually striving to ensure that our ethos pervades everything we do. This policy is underpinned by the policies below and should be read in conjunction with them. These policies, including teaching and learning provide the structure for the implementation of our curriculum and embed the ethos of our school which underpins our day to day work.

Positive Behaviour Management

Assessment for Learning

Equality Duty and Equal Opportunities

**Curriculum:** *Please also see, [full curriculum statement of intent and KS specific curriculum documentation and outlines.](#)*

### **Intent:**

To create **stimulating** and **aspirational** learning experiences that **prepare** each student for **adulthood**.

At Woodfield School our aim is to develop independence and the skills needed for learning and life.

We endeavour to ensure that the Woodfield curriculum is outcome focussed so that all groups of pupils, regardless of background or ability, have the knowledge, skills and where appropriate, accreditations needed for adult life.

This includes delivering a breadth of opportunities and experiences that our pupils can start to build their own future pathways on.

We aim to provide a broad, balanced and relevant curriculum which has the EHCP and PFA outcomes at its core. We want our curriculum to engage, motivate, excite and challenge our pupils. We want our pupils to experience a curriculum that establishes a growing knowledge and awareness of the world of work and what they, as young people, can aim for as they prepare for adulthood and Post 19 transition

We will continue to maintain high expectations through appropriate assessment, ambitious target setting, and the removal of barriers to learning.

We strive to ensure that our curriculum is Individualised, meaningful and appropriate for our pupils. This ensures that all pupils make outstanding progress against their starting points, both academically and holistically.

### **Curriculum Aims: also see Statement of Curriculum intent**

- To prepare our pupils for life after Woodfield School so that they are equipped with the skills and knowledge to live purposeful and meaningful lives.
- To be aspirational for all pupils by offering the opportunity to work towards gaining subject-specific knowledge and skills in a wide variety

of areas and work towards appropriate and relevant accreditations.

- To ensure our curriculum is ambitious for all pupils.
- To ensure that our pupils are as independent as possible
- Equip our pupils with the skills and knowledge required to keep themselves safe and healthy
- Equip our pupils with the skills they need to actively contribute to their community, and safely access a range of indoor and outdoor environments/settings
- To support pupils to develop resilience, confidence, and strong self-advocacy skills
- To offer a holistic approach to education.
- To ensure the curriculum is steeped with a strong social, moral, spiritual and cultural dimension which acknowledges and celebrates our community.
- Ensure the curriculum has breadth and balance and provides progression and continuity
- To ensure the curriculum is relevant, purposeful, engaging and exciting.
- To explore and develop pupils' skills and interests across a diverse range of subjects.
- To actively promote pupils' Spiritual, Moral, Social, and Cultural (SMSC) knowledge, understanding and development

## **Implementation:**

### **Curriculum Delivery, also see Statement of Curriculum intent**

To achieve our aims we:

- Work on a pathway system to ensure each pupil receives the curriculum and support they need, taking into account their chronological age as well as their developmental one.
- have a curriculum with PFA and the individual EHCP outcomes at the heart of learning
- Have a broad a balanced curriculum
- train all staff to ensure they are equipped to take ownership of curriculum delivery for individual pupils, SLT and teachers lead and oversee this in collaboration with support staff whose contributions are valued and equally integral to the school.
- Provide pupils with a range of work related learning experiences.
- ensure that teaching always builds on previous learning and is informed by the sequence of the pupils development where appropriate
- ensure there is consistency in practice across school

- ensure class staff know and understand individuals future pathways, aspirations and plans in order to ensure planning and teaching reflect these.
- place strong emphasis on multi-disciplinary working, in particular with Speech and Language Therapists, Occupational Therapists, and Behaviour Analysts
- use specialist interventions, such as our mentoring interventions, mental health first aid, zones of regulation and qualified mental health therapists to support pupils holistically and not only academically.
- actively promote pupil voice through a range of initiatives including: Annual Review attendance, the School Council, as well as being very active in the continued work on the Brent SEND strategy.

### **Implementation:**

#### **Teaching and Learning**

#### **School Leadership Team**

The School Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Improvement Plan. Monitoring and evaluation principally take place through department reviews and classroom observations of teaching and learning.

This is achieved by:

- monitoring the progress and potential of the Key Stage, and using student data to identify and set targets for specific pupils according to their needs, e.g. EAL, Pupil Premium;
- monitoring the work of tutors and quality of tutor time, e.g. Provision Maps

#### **Responsibilities**

The Headteacher is responsible for monitoring the performance of members of the School Leadership Team.

The Deputy Headteacher is responsible for the whole school Quality of Education; Teaching and Learning



## Teachers

Teachers must “make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. All teachers must adhere to the teachers standards” **National Teachers standards**

### Teachers will:

#### **Adhere to the teachers standards at all times, including personal and professional conduct**

- Strive to deliver consistently good or better lessons
- Be passionate about learning
- Ensure that preparation for adulthood and individual aspirations are reflected in the planning, teaching and learning.
- Ensure that therapy goals and targets are embedded into everyday practice.
- Provide rich and varied learning experiences for ALL pupils
- Plan lessons in accordance to the pupil’s ability
- Promote excellent behaviour for learning
- Encourage the use of cooperative learning structures where appropriate
- Regularly assess and feedback to pupils on their progress through range of AFL strategies
- Use the marking policy to support next steps feedback to all pupils
- Continually re-assess student progress, intervening in response to maximize on student achievement
- Have consistently high expectations of all pupils and foster a culture of high aspirations
- Encourage and promote student independence
- Deploy LLAs effectively in order to enhance learning.
- Create a safe non-judgmental environment where pupils feel valued
- Develop a creative and exciting learning environment
- Maintain a liaison with all parents and carers about the progress of learners
- Create a learning environment that is: challenging and stimulating; organised and tidy; well resourced; respectful; encouraging and appreciative; welcoming; provides equal opportunities and provides a vibrant, learning community atmosphere

### **Teachers should plan lessons and sequences of lessons:**

- which allow pupils to progress in their learning
- which promotes deeper learning
- that are enjoyable, stimulating and engaging
- where the learning that is required to take place in each part of the lesson is clear and checkable
- which use plenaries and reviewing to summarise learning, and help pupils to understand how to improve
- which allow pupils to develop and practise higher order thinking skills such as creativity, analysis, problem solving, decision making and application
- which are differentiated for varying needs by task, resources, outcomes and/or method
- which use stimulating resources including use of ICT and e-learning which are differentiated as appropriate to the pupils
- which provide pace and challenge for all pupils
- which use effective questioning and AFL techniques to direct and challenge pupils
- which incorporate Literacy, Numeracy, PFA and ICT opportunities
- which are informed, when appropriate, by prior learning
- which is personalised by linking EHCP/PFA/Termly targets

### **The pupils' Learning Experience**

Learners need to:

- Fully engage with all their lessons
- Be fully prepared and equipped appropriately for their learning
- Respond to questioning
- Be motivated, interested and feel that they are making progress
- Develop literacy and numeracy skills
- Use both peer and self-assessment to improve their learning
- Show the ability to generate ideas and concepts
- Collaborate effectively with others and show respect to each other
- Show a capacity for independent learning.
- Be given opportunities within lesson for deeper learning.
- Actively participate in lessons
- Demonstrate a commitment to achieve their own targets

- Be resilient in their learning
- Show individual accountability for their own learning
- Produce work for a variety of audiences
- Practice and apply newly acquired skills and knowledge
- Value the work of others
- Use modern technology as an aid to learning

**This should be organised to ensure that pupils have the opportunity to:**

- work individually, in groups and as a class
- make decisions
- work cooperatively
- solve problems
- be creative
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support
- achieve academically

### **Learning Processes**

Prior attainment of pupils is made available to all teachers so that pupils can be grouped with similar levels of attainment and work at an appropriate level. The different developmental levels of the children need to be taken into account together with the different rates and speeds children acquire skills. A variety of processes will enable pupils to develop their skills in the following ways;

- investigation
- experimentation
- listening

- observation
- talking and discussion
- asking questions
- practical exploration and role play
- retrieving information
- imagining
- repetition
- problem solving
- making choices and decision making

### **Curriculum Leaders**

Curriculum Leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share practice and to lead action for improvement
- using monitoring and evaluation evidence to identify the next priorities for improvement in their curriculum area.
- ensuring curriculum coverage, continuity and progress for all pupils
- establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvements in line with whole school policies
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups SLD ASC
- monitoring pupils' work through work scrutiny: regular sampling of work, classwork, student responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement
- observing teachers termly and giving constructive feedback. This will also inform Performance Management of teachers
- evaluating progress of teaching and learning targets in departmental development plans, in line with School Development Plan

### **Role of Lead Learning Assistance (LLAs)**

Lead Learning Assistants make a major contribution to the work of our school and we recognise the significant contribution that they and other adult helpers can make in raising standards and improving pupil learning.

Lead Learning Assistants play a crucial role in supporting the learner and enhancing the experiences of pupils within the classroom. Where support is available, if it is to be utilised effectively there must be cohesive and thorough planning and regular review of progress.

Lead Learning Assistants and other adult helpers are deployed in a variety of ways. Lead Learning Assistants at Woodfield School are utilised in a different roles: working with individual pupils, behavioural, working with small groups within a classroom environment, intervention, subject/curriculum specialism, lead teaching and support for whole tutor groups.

### **Expectations of Lead Learning Assistants at Woodfield School**

- Enable pupils to become more independent learners
- Help raise standards of achievement for all pupils
- Have a clear understanding of pupils EHCP/PFA outcomes
- Have a clear understanding of pupils learning goals
- Promote positive behaviour for learning.
- Manage and support behaviour which may be challenging.
- Support pupils' health, safety and emotional/social development
- Helping pupils to access the curriculum
- Supporting learning during teacher input
- Supporting learning in group work
- Supporting the learning of individuals
- check pupils understand the learning objective
- check pupils understand the learning activity
- provide appropriate scaffolding for learning
- check that pupils are clear about the purpose of the task they are undertaking, how it should be completed and how it should be presented
- use appropriate and relevant language

- use appropriate questioning techniques
- check pupils are activating prior knowledge
- ensure that tasks and resources are well matched to pupils' individual needs
- use appropriate strategies when pupils encounter difficulties
- ensure that there are opportunities for pupils to work independently
- ensure that there are opportunities to work collaboratively in pairs/groups and to feedback
- provide opportunities for speaking and listening
- check that pupils can explain what they know/can do during and at the end of the lesson
- Check that pupils respond to reminders to remain on task/work at an appropriate pace
- help to motivate pupils so that they show interest in their tasks through questions, responses, discussion with peers/adults
- use positive language, encouragement and specific praise where relevant
- ensure that pupils are aware of their targets and feedback is directed to achievement of targets
- record and feed back to class teacher on progress of pupils

### **Lead Learning Assistants Professional Development**

Woodfield School is committed to meeting the highest standards of Professional Development [PD] for all staff and governors.

Our shared vision is fully embraced by the whole teaching and learning community. It involves all members of staff and governors sharing a commitment to having professional growth make an impact on leadership, pupil achievement, teaching, and safeguarding.

Lead Learning Assistants are encouraged to engage in a comprehensive PD program that forms part of their Professional Development. Through the performance management cycle there is opportunity to extend training opportunities linked to the school development plan and personal development. Lead Learning Assistants will undergo a series of training sessions to enable them to effectively deliver the schools approach to total communication.

### **Communication**

Lead Learning Assistants have access to augmentative and alternative communication (AAC) aids, appropriate to the needs of individual pupils, including Makaton signing, Low Tech aids using Widget symbols, and electronic communication aids, such as The Grid.

Woodfield provides the opportunity for Lead Learning Assistants to develop professionally and as part of termly cycle; they attend scheduled sessions in Teaching and Learning Speech, Language Communication, ASC/SLD, De-escalation and Positive Handling

## **Planning**

Each teaching room has a standardised planning folder containing the following information:

Clear printed name, subject and room on cover

Stored in easily accessible place so it can be observed on entry to classroom without prompts

What the folder should contain:

- SCMC Statement – Department Focused
- Lesson plans – L.O. differentiation TA resources
- Weekly Planning (English, Base classes)
- Mid-Term Planning
- Current DATA Tracking Assessment profiles – baseline, strategies targets, next steps
- SEN Class photos with subject specific strategies
- Seating plan
- Scheme of Learning
- Department Handbook including – policies Lit, Num, SCMC & British Values, homework
- Department SEF
- Department marking policy if specialised for department e.g. Next Steps print out

Departments have their own policy about how the planning process is implemented within their department. Subject leaders will review their Scheme of learning and publish reviewed documents each Autumn Term on staff shared work with other departmental documentation, curriculum leaders action plan and policy. Departmental meetings and minutes will also be stored in the staff shared folder.

Mid Term plans are produced each term with weekly breakdowns of intended learning; these are stored centrally and in classroom planning folders. Teachers are to use these in conjunction with continuous assessment to inform future planning

Lead Learning Assistants should be fully involved in the process of planning and delivering lessons and it is the teachers responsibility to ensure that information and training is given where necessary.

## **The Learning Environment**

Our classrooms are highly organised with resources kept in meticulous order. The displays in and outside of classrooms reflect the ongoing work of the term. The classroom rules are displayed in every teaching area as a reminder of our whole school expectations. Classrooms that are well organised and stimulating reflect an ethos of work and learning.

The daily or weekly planning is displayed in each classroom. LLA's must be aware of the planning and resources so that in the event of an absence can carry on with the continuity of learning. Pupil folders and stored work folders need to be clearly labelled and easily accessible. Words and symbols (communicate in Print) should be used where appropriate when labelling resources and folders in the classroom. Pupil's work that is displayed must be clearly labelled with the name of the pupil. We will at all times reflect our multi-cultural community and our SMSC values in the display and ethos of our school.

Pupils' learning goals and EHCP/PFA outcomes are displayed in classrooms where appropriate and in an accessible folder for those it is not.

Resources are appropriately deployed to promote the most effective teaching

Resources are fit for purpose and refreshed/renewed by class teams, curriculum and KS leads as necessary

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our school community and that all pupils have equality of access as stated in our equality policy.

### **Impact:**

- pupils will have gained vocational skills and knowledge, relevant to aspiration and ability
- pupils will have gained relevant and meaningful accreditations and certificates in a range of areas including core subjects. .
- pupils will be able to make positive lifestyle choices.
- pupils will have gained the greatest possible degree of independence.
- pupils will have developed their social and communication skills to support inclusion in the community.
- pupils will know how to make healthy choices in regards to physical and mental health.

(Adapted from Special educational needs and disability code of practice: 0 to 25 years: para 1.39)

**Monitoring of teaching and learning: *Also see Assessment policy***



## **Intent**

To ensure that teaching and learning is robustly underpinning the whole school curriculum intent, whilst ensuring the standards of teaching and learning remain high.

The aim is to:

- identify and share good practice;
- evaluate the quality of teaching in line with Ofsted criteria and set targets for improvement
- track progress on teaching and learning issues identified in the school Development Plan
- identify key aspects of teaching for development by departments and for the whole school
- identify and support teachers who require improvement
- standardise monitoring procedures including lesson observations through peer observations

## **Implementation**

The Headteacher and Deputy Head teachers will coordinate and closely monitor the quality of Teaching and Learning in partnership with the heads of key stages (AHT)

This will include the triangulation of the following monitoring activities:

- auditing planning
- moderating assessment data
- analysing progress data
- Formal observations each term
- learning walks each term
- work scrutinies
- curriculum development and planning
- Support and monitor in the case of capabilities, including but not limited to: Creation of action plans and improvement plans; Initiating training/workshop opportunities with a specific focus; opportunities to team teach and observe best practice; joint planning and support.

See: [Full Teaching and Learning cycle document](#)

The Teaching and Learning cycle represents the expectations for teaching and learning throughout the school. The class teachers are responsible for: medium and short term planning; differentiation to meet the individual needs of pupils; summative and formative assessment using a range of teaching and learning strategies; techniques and resources; directing the work of learning assistants, attending and contributing to training and meetings as requested. We regularly assess each child's learning progress through:

## **Impact**

### **Monitoring and evaluation of teaching and learning help to ensure that:**

- The school provides a healthy, safe, positive and happy learning environment
- There is an ethos of high expectation and success for both pupils and staff
- The best possible standards of teaching, learning and care appropriate to individual children exists
- All members of the community contribute, learn and develop to the best of their ability
- All pupils are given equal opportunity to reach their potential
- There is progression and continuity across the curriculum for all children
- All pupils have a positive attitude towards their work and that their behaviour is positive .
- Action can be taken so that standards are raised
- Good/outstanding practice is recognised and valued
- Required changes are made in a measured, transparent and practical manner

# Teaching and Learning Cycle

